



KENMORE DISTRICT Kindergarten & Preschool

2025 HANDBOOK

The Handbook has been prepared by Staff and Members of the Management Committee to provide information about the educational program and underlying philosophy of the Centre and to relate the policies and procedures most relevant to the daily routine.

You can request a copy any time from your child's teacher.



Lady Gowrie^{QLD}
Community
Kindergartens





THE KENMORE DISTRICT KINDERGARTEN PHILOSOPHY

At Kenmore District Kindergarten, we, the staff and managing committee, believe in excellence in education for each child through play.

Learning through play is the most successful way for young children to develop the skills necessary to be lifelong learners, guiding them along the road to a well-balanced adult life. As stated in the National Early Years Learning Framework, v2 “Play-based learning capitalises on children’s natural inclination to be curious, explore and learn. Children actively construct their own understandings that contribute to their own learning. In play experiences children integrate their emotions, thinking and motivation that assists to strengthen brain functioning.” Using the voices of children, the families, and educators we shape the curriculum through play-based experiences. The collaboration of children and families each year leads to new challenges and learning opportunities for all.

We view children as unique and curious learners who have their own individual way of exploring and making sense of the world around them. We aim to create a secure and supportive environment that encourages children to develop a sense of wellbeing, independence, confidence and skills, explore their interests, learn at their own pace, make connections, be an effective communicator, and become a contributing and respectful member of the group. We work towards empowering children to question, engage in critical thinking, problem solve, persevere, accept challenges, and build emotional resilience.

We recognise parents and guardians as children’s first and foremost educators and therefore value their contribution to our kindergarten. We promote positive partnerships with families through open communication. We are an inclusive service which recognises and embraces the diversity of everyone in our kindergarten community and strive for equity for all. We recognise the Turrbal and Jagera people as the traditional custodians of the land on which we play and learn and we optimise opportunities to connect to Country.

Everyone is encouraged to respect nature and our learning environment. We value sustainability and model sustainable practices within our program including reuse, reduce and recycle.

We value our links with local schools and our strong connections with our community. We believe in participation in local events and liaise with services and resources to enrich our program. Through reciprocal relationships, we highly value our learning community. The kindergarten community work collaboratively as a team with mutual respect for each other's knowledge and skills with a shared vision to achieve successful outcomes for all.

We strive for excellence and are fully committed to continuous improvement through reflective practices.



TABLE OF CONTENTS

ENROLLING & STARTING AT KDK	5
ITEMS TO BRING TO KINDY	7
OUR PLACE	8
OUR STAFF	10
OUR PROGRAM	13
PROFESSIONAL DEVELOPMENT & INCLUSIVITY	16
CURRICULUM	18
WHS & CENTRE POLICIES	22
MEDICAL PROTOCOLS & PARENT CONCERNS	26
CHILD PROTECTION & EMERGENCY PROCEDURES	29
MANAGEMENT COMMITTEE & PARENT ASSISTANCE	33
FEES, LEVIES, REFUNDS & BENEFITS	37
LADY GOWRIE, THE NATIONAL FRAMEWORK & OUR COMMITMENT	39
PARENT RESPONSIBILITIES & COMPLAINT PROCEDURES	43
CODE OF CONDUCT & MEDIA/SOCIAL MEDIA POLICIES	46

BEFORE STARTING KINDY

When possible, take the opportunity to spend some time with us before your child starts Kindy. This may be one visit or several visits over a few weeks, if required. Bring your child to the teacher interview and attend the orientation session. Meet your child's teachers/educators, explore the play areas and observe the program in action. This will support both you and your child to feel more confident on your child's first day.

In the lead up to your child's first day, take time to talk with them about:

- What their first day will be like
- Discuss what they will bring with them
- The people who will be looking after them
- The children they will play with
- The experiences they will engage in.

Remind your child of what they saw when they visited the Kindy, the locker for their bag, the toilets and the play areas.

Preparation is necessary at the family level, however not too much or the event may become an ordeal. With too much build-up and enthusiasm, a child may think: *"What is it all about, this big thing?"* Over-excitement may cause anxiety. If a child has been told they will have a wonderful time too much and too often, they may be all wound up and anxious themselves.



THE FIRST DAY OF KINDY

Every child is different.
Every parent is different.

You and your child may be a bit nervous about the first day, and this is completely normal. Your child's teachers/educators will be on hand to support you both as you start this new journey together.

Maybe your child has anticipated Kindergarten eagerly. Don't be embarrassed if they then cling to you when the time comes for you to leave. A child's first reaction may well be confusion at a group situation.

These tips will help make the first day as smooth as possible:

- All children are different; some will bound off and join other children as soon as they arrive, and others will require a bit more time to feel comfortable, so give yourselves plenty of time to settle in on that first day.
- Your child may become upset with a few tears. Reassure them that you will be returning later that day and feel confident knowing our experienced and caring teachers/educators will make your child feel safe, secure and comfortable.
- Make sure your child knows where their belongings are – let them see where their bag, cup and towel is kept.

Call at any time to see how your child is going - if the teacher feels you should come back, they will phone you.

"Enjoy this feeling and precious time in your young child's life."

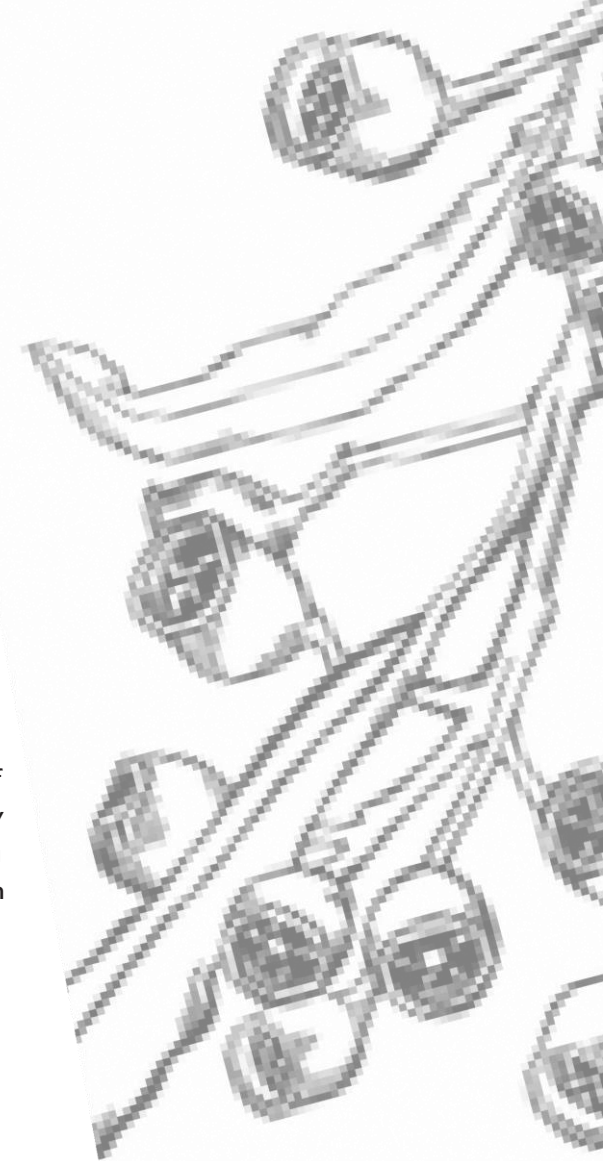
DEALING WITH SEPARATION

Separation anxieties are normal. Be aware and be ready to be positive to help your child cope.

Sometimes a parent can feel the break even more than the child and their feelings may overflow to the child. The child could feel guilty that they have gone to Kindergarten and left their parent, so restrain the anxious feelings and remarks like "I'm going to miss you". You will, of course, but your child has got a big day ahead of them. If your child cries during drop off, consult with the teacher and together you'll be able to work out the best way forward.

Most important of all is your honesty and your child's sense of trust in both parent and teacher. Don't sneak out while they are not looking. Don't suggest you'll be back soon unless you are going to be back again soon. It is imperative that children develop a sense of trust.

Your child may, of course, start happily and a few weeks later they may get upset, this again is completely normal. If they do, don't worry. Keep getting ready, keep going, the more nonchalant and matter of fact, the better. Once they get to Kindergarten and begin joining in activities with the other children, they will usually settle down.



WHAT TO BRING TO KINDY

PLEASE CLEARLY NAME THE BELOW ITEMS

1. One plastic mug with handle
2. Change of clothing
3. Two shady hats
4. *One small hand towel no larger than 30cm square with a curtain ring or loop attached to the center, NOT the edge
5. *One drawstring bag approximately 60cm square to hold sheets. Clearly named on the OUTSIDE of the bag
6. *One bottom sheet made from summer material
7. *One light summer top sheet
8. One small pillow (optional)
9. One small blanket during winter
10. *One drawstring library bag measuring 50cm x 60cm, named clearly on the OUTSIDE of the bag
11. Lunch in a compact plastic lunch box (NOT insulated) and a piece of fruit/crackers for shared morning tea (no drink bottles, 'poppers' or cooling bricks required as lunches are kept in the fridge)

Items marked with an * are available as a set from the Centre.

MORE INFORMATION ON SHEET SETS AND BAGS IF YOU PREFER TO MAKE YOUR OWN:

Top Sheet:

Length - 130cm

Width - 110cm (width of bought fabric)

Bottom Sheet:

Length - 134cm + 6cm for hems

Width - 58cm + 6cm for hems

Elastic - 1.2m of 2.5cm wide elastic cut into four 30cm lengths (this allows for approximately 2cm to turn under for each end). On the four corners sew the elastic 18cm from the corners. No cot sheets please as the children do find these difficult to put onto the bed base.

Sheet Set Bag and Library Bag:

60cm (length) x 50cm (width) finished. Allow 8cm for turnover at top for cord.

Cord – allow 1.5m for each bag.





THE OUTDOOR CLASSROOM

We believe in excellence in education for each child through play.

We feel privileged to have such wonderful grounds at our Kindy, with lots of lush green grass, a variety of trees, big rocks and cool, shady areas. At our Kindy we value nature and work hard to maintain the natural feel of our playgrounds because we have an understanding that the natural world can provide a variety of sensory and cognitive experiences for young children. We find that the children that we teach are calm and content when outdoors and this is because there is more space available to the children in our outside classroom. Sunshine, fresh air and physical activity all encourage good moods.

EMPOWER THEIR CREATIVITY

According to the theory of Loose Parts, play behaviour in the playground with loose rocks, logs and water is limitless and more imaginative. We have been collecting a variety of natural resources for the children's creative play for many years now. We make these resources, such as planks, pebbles, pipes, crates, shells, and seed pods available to the children and observe as their imaginations spark their creativity. One of the many joys of being a teacher/educator is to observe children being creative outdoors with open ended, uninterrupted play opportunities.

CARING FOR THE BUSH TUCKER GARDEN

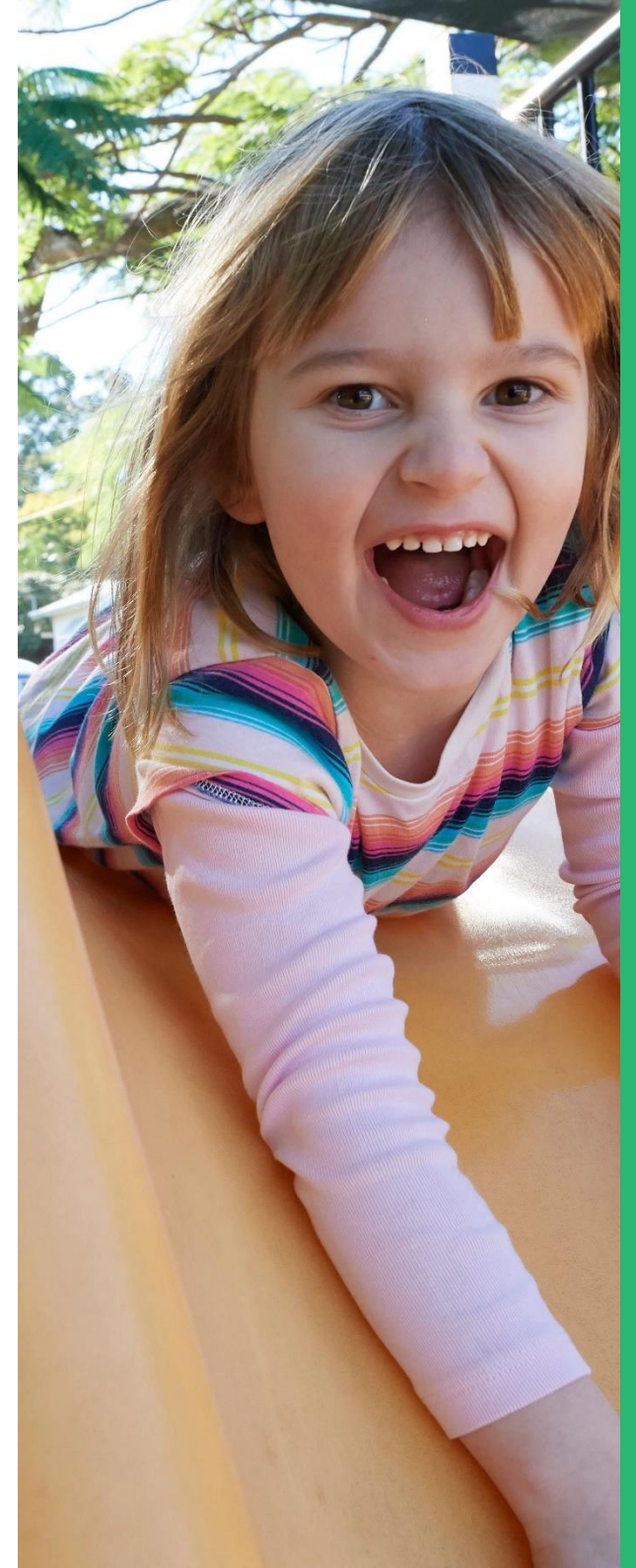
Over the years we have worked with the children at our Kindy along with our local community to develop vegetable and bush tucker gardens. These areas help to build the children's understanding of nutrition and caring for our environment. It is very satisfying for them to see the produce that they have assisted in growing and use it in their baking activities. It is valuable learning about bush tucker and about the indigenous tribes of our local area. Through our program we learn about the Jaggera and Turrbal people whose traditional lands and hunting grounds, extended around the Brisbane River.

THE SPECIAL FEATURES OF OUR CENTRE

- All staff are qualified and experienced in Early Childhood Education. They are also parents, with real insights into family life.
- The curriculum is based on the Queensland Government's Kindergarten Learning Guidelines and The Early Year's Framework v2.
- A specialist music teacher provides weekly class lessons for all Kindergarten groups.
- A variety of performing and visual arts specialists visit throughout the year to extend the curriculum.
- The Centre is managed by parent committees and welcomes parent involvement.
- Stable groups of children attend on regular days.
- Spacious and attractive play areas are provided for the children.
- The Centre is operated on a non-profit basis. Any profit made goes back into the Centre.
- Libraries: The Centre maintains several lending libraries. There is a Children's Book Library, a Puzzle Library and a Parent's Library which contains parenting and educational resources. There is no charge to borrow items for the children but if a book or puzzle is damaged or a puzzle piece lost, parents are asked to pay the replacement cost. Borrowing days will be posted on the general noticeboard in the foyer.

Play-based learning approaches allow for different types of play and recognise the intentional roles that both children and educators may take in children's learning. When children play with other children and interact with adults, they create relationships and friendships, test out ideas, challenge each other's thinking and build new understandings.

National Early Years Learning Framework v2



THE KINDY FAMILY



ANGELA OWEN

Angela is our Centre Director and comes with more than 25 years teaching and centre director experience as well as formal teaching qualifications from Griffith University. She enjoys reading and outdoor adventures with children.



JANE MERTON

THE TEACHERS

Jane is a 4-year trained teacher with a Bachelor of Education (Early Childhood). She has taught in a variety of early childhood settings over the years. She brings her creative, spontaneous, and flexible nature every day.



THE KINDY FAMILY CONTINUE



TONIA FLETCHER

Tonia has completed her Diploma of Children's Services in Early Childhood. She has worked at the Centre in a variety of roles for the past 22 years. Tonia has a passion for teaching children about sustainability and nature.



LYNDAL RAM

Lyndal is 4 year trained in Early Childhood Education. She has worked in a variety of settings over the years. Lyndal is committed to providing creative play spaces which encourage children to express their individuality and uniqueness.



LUISA BABBOLUB

Luisa holds a Diploma of Children's Services. Luisa is passionate about working with children who have additional needs.



KAREN O'NEIL

Karen is a qualified Early Childhood Teacher and has been involved at the Kindy in a variety of roles since 1994.

THE EDUCATORS



THE KINDY FAMILY CONTINUE

The Support Team



GILLIAN MULLIS

Gillian is our Finance Officer who handles all financial jobs. She is passionate about her role and has been at the Centre for many years. She is available on Wednesdays for queries.



ELIZABETH PHILLIPS

Elizabeth is our administrative assistant who handles our administrative jobs. She has recently joined our centre and is available on Monday and Thursday to help with any queries.



BECKY LOCHEL

Becky is our visiting music specialist. Becky has a Bachelor of Creative Industries degree and a Graduate Diploma in Education. Her teaching approach is highly influenced by the Orff Schulwerk approach of which she has completed levels 1-4 of their teacher training, as well as many workshops. This approach has a focus on play and integrating music, movement, speech, and body percussion to scaffold children's learning. Becky also plays the cello and loves to dance!

OUR PROGRAM

UNIT 1		
GROUP NAME	DAYS	HOURS
Rosella (2 day group)	Monday Tuesday	8.00AM - 3.30PM
AFTER CARE	Monday Tuesday	3.30PM – 5.00PM
Lorikeets (3 day group)	Wednesday Thursday Friday	9.00AM – 2.00PM
AFTER CARE	Wednesday to Friday	2.00PM – 5.00PM
UNIT 2		
GROUP NAME	DAYS	HOURS
Kookaburras (3 day group)	Wednesday Thursday Friday	9:00AM - 2:00PM
AFTER CARE	Wednesday to Friday	2:00PM – 5.00PM

START DATES FOR 2025

Unit 1 Rosellas (2 Day Group)

Tuesday, 28th January

Unit 1 Lorikeets (3 Day Group)

Wednesday, 29th January

Unit 2 Kookaburras (3 Day Group)

Wednesday, 29th January



THE PROGRAM

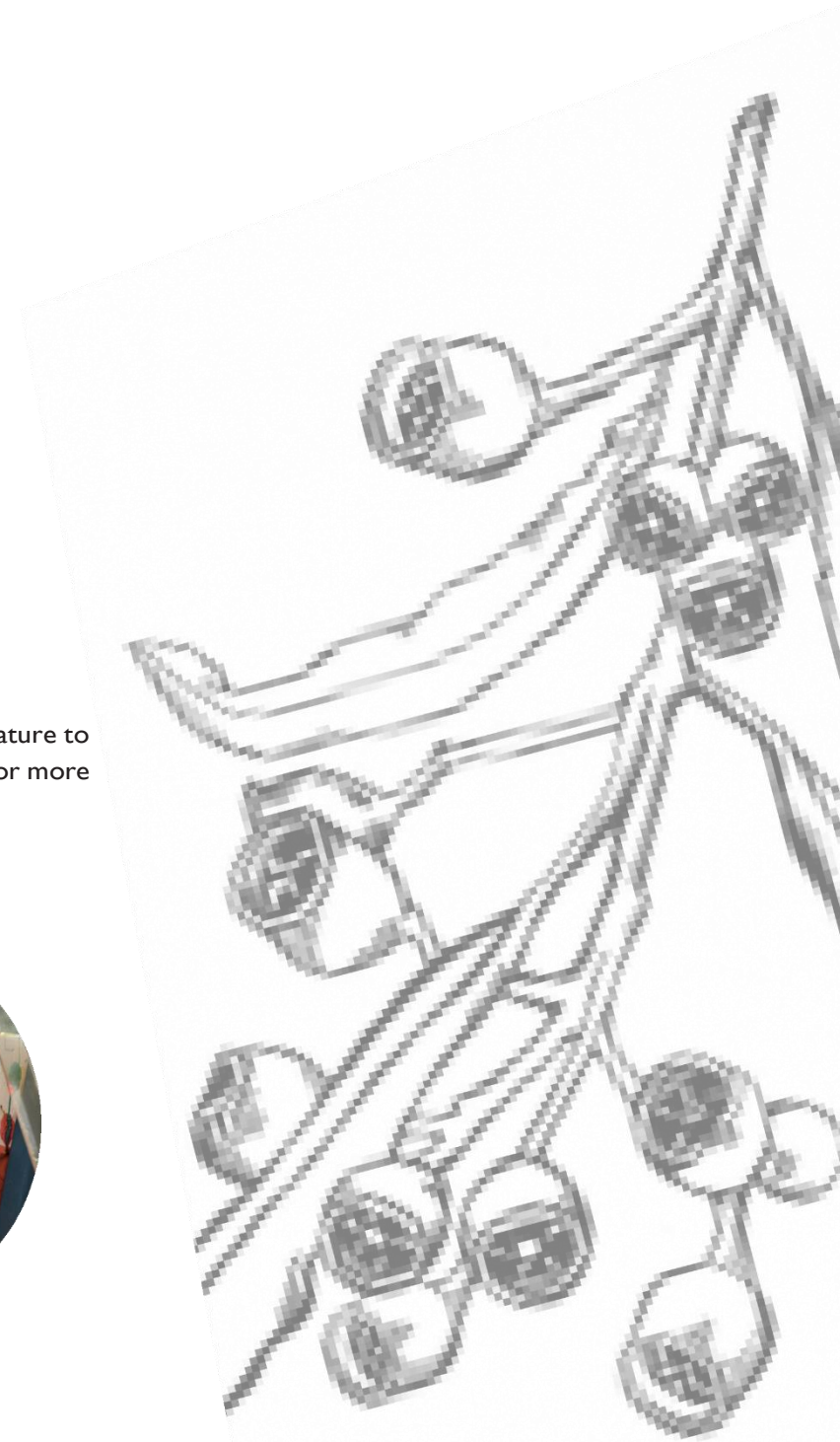
TERM DATES:	STARTS	ENDS
TERM 1	Tuesday, 28 th January	Friday, 4 th April
TERM 2	Tuesday, 22 nd April	Friday, 27 th June
TERM 3	Monday, 14 th July	Friday, 19 th September
TERM 4	Tuesday, 7 th October	Friday, 12 th December

OUR DAILY ROUTINE

Summer Schedule:

Outside play > Group time > Morning tea > Inside play > Story time > Lunch time > Rest time

In the cooler months inside play and outside play are reversed to allow the grass to dry and the temperature to warm up. Each teacher can provide more comprehensive details of their group's routine, if requested. For more information, please see your child's teacher.



RELAXATION TIME

Rest and relaxation - even for a short period of time - are an essential part of a full day program at Kindergarten. The establishment of patterns of rest and relaxation, like good eating habits, is a benefit which children can carry into later life.

After a busy time of physical and mental stimulation, rest time gives the growing child a space in which to recapture vitality. A child who has learned to relax will become an adult who is able to deal more adequately with the stress and strain of normal living.

Sleep is not essential. When body muscles have a chance to relax completely, the child's mind can relax completely too. Rest time is a quiet time to think and plan and re-live some experience without the "doing". The Child Care regulations require that an approved service must take reasonable steps to ensure that children's needs for sleep and rest are met.

ARRIVAL/DEPARTURE PROCEDURE

Children must be brought to the Centre and collected by a responsible adult of at least 18 years of age. On arrival the adult must sign the child in using the XAP Kiosk App on the iPads in the locker room. When departing, the adult collecting the child must come into the play room and ensure that staff are aware that the child is leaving. Please ensure that your child is signed out using the iPads on departure. Staff must be informed if someone other than a custodial parent will be collecting the child. If your child is collected by someone who you have not authorized in the Enrolment Form via XAP, a Temporary Authority to Collect Form must be completed.

Parents and guardians are not to arrive before the program starts and are to collect them promptly at the end of the session from inside the child's room from their teacher. Our insurance policy states that staff are not legally responsible for children outside program hours.

CHILDREN ARE NOT TO PLAY IN THE GROUNDS AFTER PROGRAM SESSIONS.

If you will be late to collect your child from kindergarten, we request that you phone to advise the teacher, who will also tell your child. Please keep in mind that even five minutes to a child, is like a lifetime. Please note if you are more than 10 minutes late after the conclusion of the Kindy program, our staff will take your child to join the aftercare group. The staff member will give the parent a call, to let them know. The parent will be charged for the aftercare session at the casual rate. A late collection fee may be charged, in accordance with our Late Collection Procedure, if your child is collected after the Aftercare program has finished as two staff members will need to remain at the service. Children need to be supervised by a responsible adult during social events held at the Centre.

CHILD FREE PREP TIME

Lady Gowrie, our central governing body, recognises the value and need of child-free time for the staff before and after the program.

During this time the teachers:

- Prepare the environment
- Maintain their written program, documentation and administration records
- Hold staff meetings
- Attend Professional Network meetings
- Centre shopping
- Attend in-service training.

This time enhances the high quality of the program offered to children and parents.

PROFESSIONAL DEVELOPMENT

This Centre believes that ongoing staff professional development is essential for high quality practice. Professional development provides staff with the opportunity to learn new skills and to challenge current practice. We actively promote and support the ongoing professional development of all staff members by encouraging their attendance at courses, seminars, workshops and conferences.

INCLUSIVE PHILOSOPHY

Kenmore District Kindergarten appreciates, respects and encourages individuality and interdependence of all children, including those from culturally and linguistically diverse backgrounds and children with a disability or an additional need.

CHILDREN WITH ADDITIONAL NEEDS

We have an inclusive environment and program to meet the different and diverse needs of all children and their families accessing our service. Following an interview with the parent and child, the teacher, together with the parent/s, will collaborate to make program plans and accommodations where appropriate. The teacher will communicate with the Gowrie Early Childhood Education Co-coordinator and related services in order to make an appropriate decision regarding funding requirements and any environmental alterations required. The sharing of information between the teaching team and the child's medical and support services is encouraged in order to support the child's total inclusion.



EQUITY

Kenmore District Kindergarten is committed to and firmly believes that experiences in the early childhood period have a significant impact on later childhood and adult life. In order to improve life, education and career choices for all children, we encourage them to participate in a range of activities which will promote their optimal development.

AFTER-CARE

After-care is run each day after Kindy. The children attending this group will have some afternoon tea, which will be provided by the Kindy, and they will then have another play time, usually outdoors. This service can be accessed on a casual or permanent basis. Permanent bookings must be booked and paid for at the start of each Term - this can be for a full session or nominated number of hours e.g. 1 hour every Monday and Tuesday. A discounted rate is offered for families who are making a permanent booking for the Term. Once an invoice has been issued and paid we will be unable to issue refunds for change of circumstances or missed days.

HOLIDAYS

When family holidays are taken during the school term, the child's place in the group will be retained. Fees must be prepaid, and staff must be informed of the period of absence.



THE CURRICULUM

QUEENSLAND KINDERGARTEN LEARNING GUIDELINES

We follow the Queensland Kindergarten Learning Guideline (QKLG). The guideline helps teachers to develop quality learning programs for children in the kindergarten year. The guidelines build connections between what children already know or can do, their learning at kindergarten and future learning at Prep.

The Guidelines are based on Early Years Learning Framework for Australia (EYLFv2) and embrace the inclusive vision that all children experience learning that is engaging and builds success for life.

While the EYLFv2 focuses on children from birth to five years, the QKLG aims to specifically enrich children's learning in the Kindergarten Year. In Queensland, the Kindergarten Year is the year before the Preparatory Year of schooling. Throughout the Kindergarten Year, children's right to experience the joy of childhood is fundamental and learning is promoted through play, and emergent and planned learning experiences and interactions.

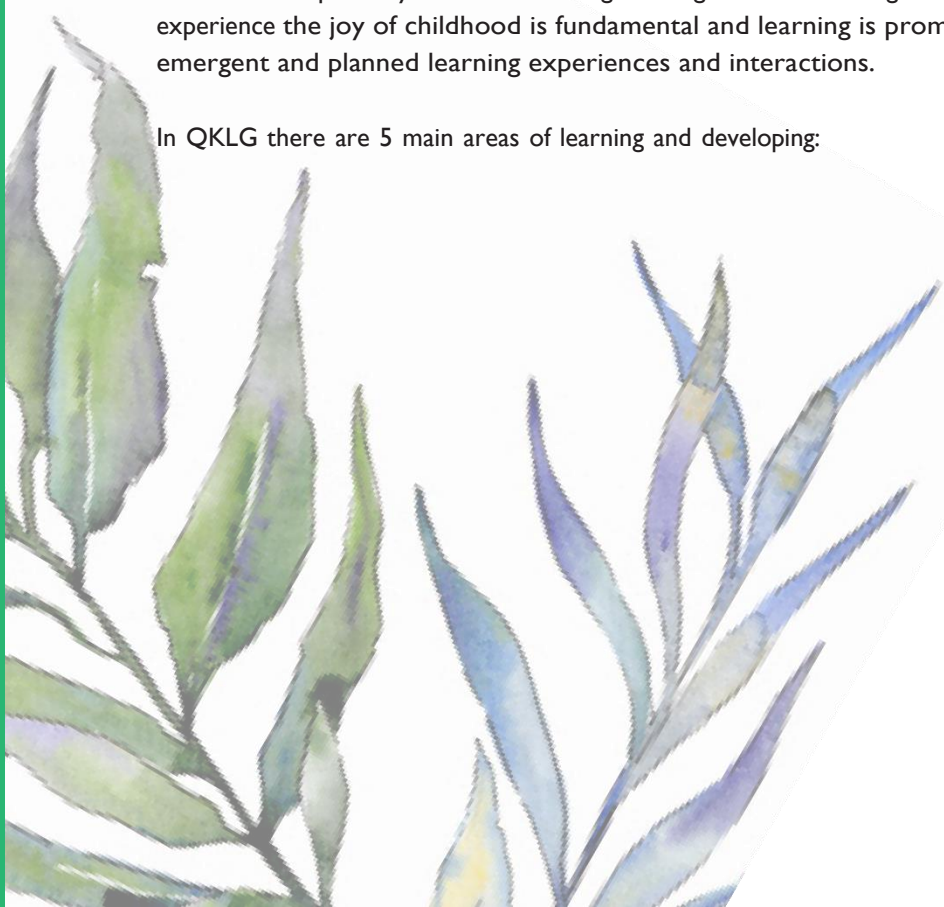
In QKLG there are 5 main areas of learning and developing:

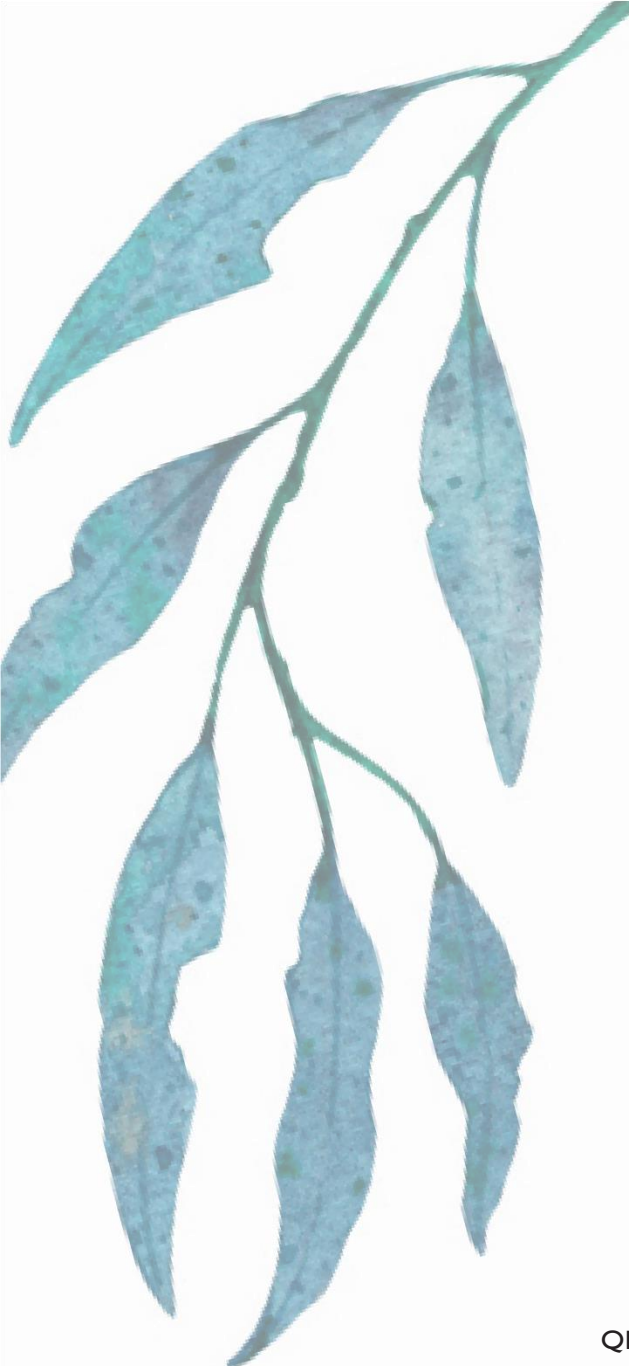
IDENTITY

- Building a sense of security and trust
- Acting with independence and perseverance
- Building a confident self-identity

CONNECTEDNESS

- Building positive relationships
- Showing respect for diversity
- Showing respect for environments





WELLBEING

- Building a sense of autonomy
- Exploring ways to be healthy and safe
- Exploring ways to promote physical wellbeing

ACTIVE LEARNING

- Building positive dispositions toward learning
- Showing confidence and involvement in learning
- Engages in ways to be imaginative and creative
- Using technologies for learning and communication

COMMUNICATING

- Exploring and expanding language
- Exploring literacy in personally meaningful ways
- Exploring numeracy in personally meaningful ways

QKLG adopts a holistic perspective of learning and teaching — one that promotes social, emotional, physical and cognitive wellbeing through inclusive, integrated and interconnected learning. Children learn best when they take an active role in constructing their knowledge. Teachers play a vital role in supporting learning through positive social interactions, using inclusive, responsive and culturally sensitive teaching practices. Learning and teaching is enhanced through the active engagement of the child, parent and the teachers.

LEARNING THROUGH PLAY

Children are active learners who make sense of their world and themselves when they have opportunities to investigate and explore materials and ideas through play and interactions with people. Learning occurs as part of the social and cultural interactions between children and teachers, parents, families, community members and others.

The Guidelines promote play as the primary context for young children's learning. Play is central to an effective kindergarten curriculum, as it is the best exercise and stimulus for the brain. Play is a natural activity for children through which they make meaning of the world around them. The benefits children derive from play include:

- Learning to represent their ideas in a variety of forms as they talk about their thoughts, construct, paint, build, draw and take on roles
- Developing social skills - through communication, empathy, negotiating, co-operating and sharing
- Engaging with the perspective of others as they negotiate roles and solve problems
- Building foundations for early literacy and numeracy by engaging the children in symbolization - where objects and materials are used as if they were something else
- Accessing and applying prior knowledge as they explore and recreate familiar events
- Acquiring new knowledge as they explore and recreate their world through play with others
- Developing imagination by using flexible and creative thinking in adapting to situations and finding solutions to problems
- Making meaning of their world by exploring a range of community and family roles
- Experimenting and making discoveries in a non-threatening way
- Being able to work at their own pace and at their own level.

Through play, children feel empowered as learners and develop a sense of mastery over their world. This enhances their self-esteem. Since play is intrinsically motivated, concentration is sustained, and children are actively engaged in developing essential understandings and dispositions for lifelong learning.

The role of the early childhood educator is to collaboratively plan and implement learning experiences that will support and scaffold the children's learning and development.



OUR FEEDBACK

Feedback on the curriculum and the children's learning is available to the parents in a variety of forms:

- Involvement in the program through the Parent Roster system
- Portfolios and photos
- Noticeboard and room displays
- Online documentation - The Centre uses an Early Years software program, called StoryPark, as a way of documenting the children's learning and communicating this to families. This system provides each family with secure access to online intra-active documentation about their child and the program. An invitation will be sent to you and once accepted you will have access to your child's page. Some of these published articles will be available in your child's portfolio and others will only be available online (we are trying to reduce the amount of paper we are using as part of our sustainability policy). All of this will give you a glimpse into your child's kindergarten journey. The stories written are owned by the person who publishes them. All data is encrypted, and password protected. The data is stored in Sydney, in the production servers which are hosted with Amazon's Web Services.
- Interviews (make an appointment with the teachers anytime throughout the year)
- Informal communication at drop off and pick up times
- Transition Statement at the end of the Kindergarten year.



Parents are encouraged to communicate and work collaboratively with teachers for the benefit of their children. Please do not hesitate to contact your child's teacher at any time.

It is best if children DO NOT bring their own toys to the Centre as it can lead to jealousy, cause disputes and result in heartbreak if a treasured toy is lost or broken. ONE small, quiet soft toy for rest time is allowed. When it is your child's birthday, they might like to bring one of their presents in to show.



WORKPLACE HEALTH + SAFETY

The Kenmore District Kindergarten and Preschool Association Incorporated is fully committed to the principle of workplace injury and illness prevention. We all therefore accept an obligation to the Centre and to all users of the Centre, to ensure that all activities/operations under our care or control are carried out in a safe and efficient manner.

We would appreciate the reporting to staff or a committee member of circumstances that appear to compromise safety within the kindergarten, so that appropriate risk assessment and management can be conducted.

HEALTH AND NUTRITION

This Centre upholds the concept of wholesome nutrition based on the basic food groups. A healthy approach to eating and living is very important to us – it is reflected in the program as well as morning tea and lunches. We request your support - for the benefit of your child and in consideration of others in your child’s class, please pack a healthy lunchbox.

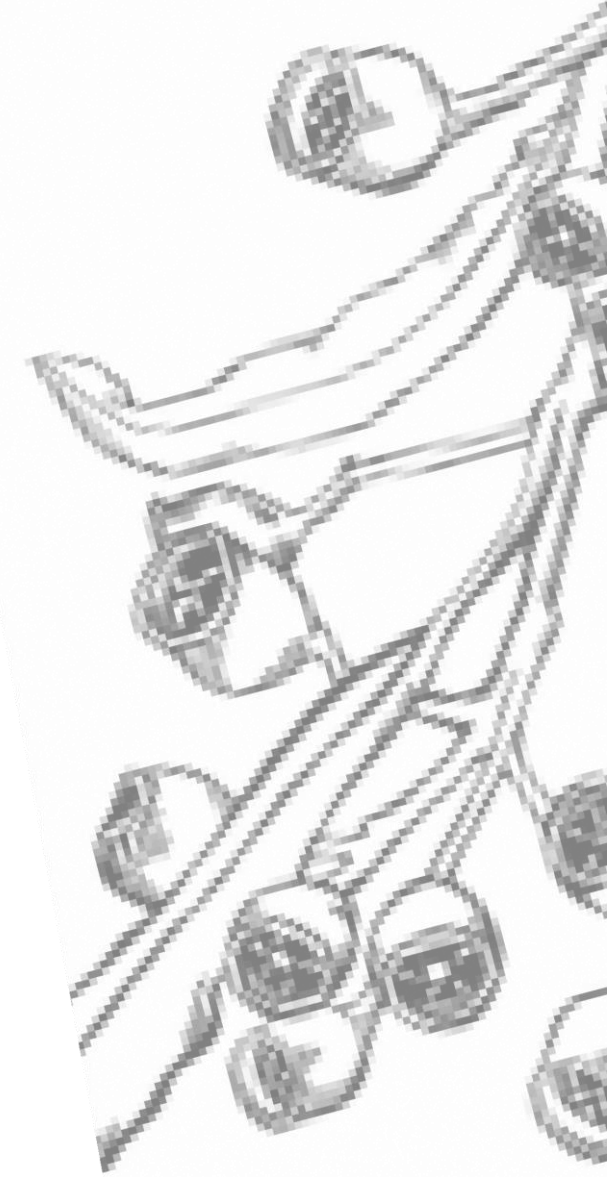
Within the program, staff will refer to ‘everyday foods/ green light foods’ and ‘sometimes foods/yellow light foods’ or ‘treat foods/red light foods’. Fruit and vegetables are promoted as appropriate snack foods. Please don’t send treat foods/red light foods which are high in sugars and fats (such as muesli bars, roll-ups, biscuits, sweet muffins, cakes and sweets). Cooking is an integral and regular part of the program and the children share the results at morning tea, after they have eaten their fruit. On occasions, the food cooked may be regarded as ‘sometimes food’ or ‘treat foods’. Essentially, there is no need for you to pack treats for your child’s lunch, as they will enjoy occasional treats throughout the program.

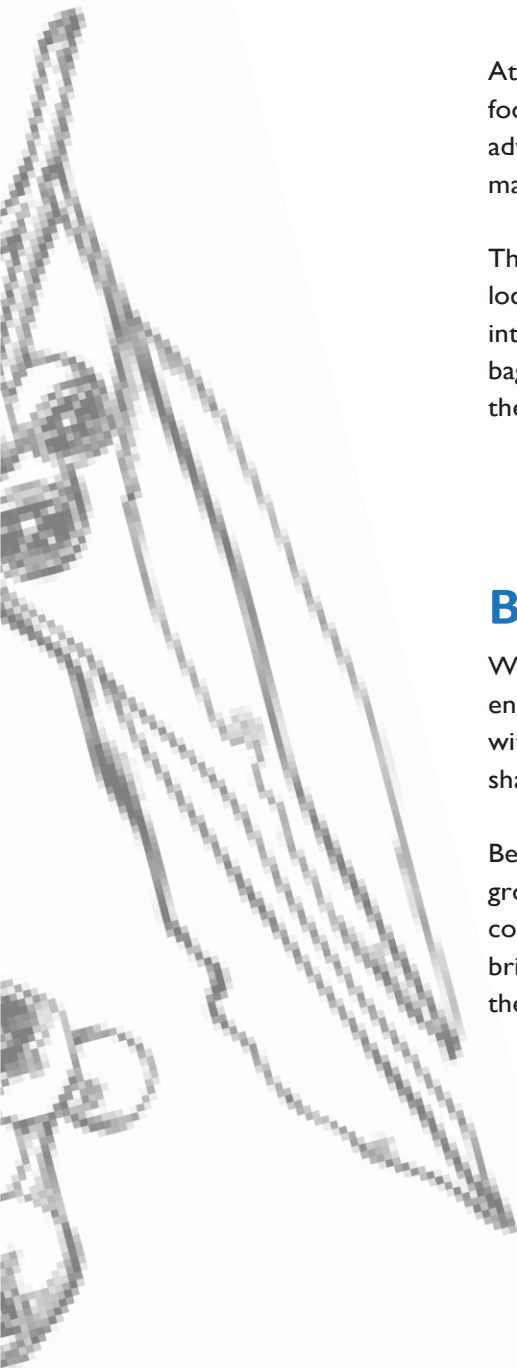
MUNCH ‘N CRUNCH - FOR ROSELLAS ONLY

If you think your child will be hungry before 11am on a Kindy day, please place a named container of cut up fruit or vegetables into the Munch ‘n Crunch box/basket. Please be aware that this food will not be placed into a fridge. Your child will be able to access their fruit container anytime up to 11am and eat the food in a specified location. Please ensure that you use a container that your child can open independently.

Morning Tea consists of a piece of fruit, dried fruit or vegetable suitable to be cut up and shared with the group. On arrival each day, place your child’s contribution in the morning tea box on top of the lockers. A whole packet of rice crackers or plain popcorn (low salt is preferred) is also acceptable. The children enjoy having a wide selection of healthy food for morning tea.

Lunches should ideally include something filling such as pasta/wrap/sandwiches (we recommend grain, wholemeal or white high fibre) with a healthy filling; crackers or cheese sticks and a second portion of fruit or yoghurt.





At times we have children enrolled with allergies to certain foods, which could be life threatening. All parents will be advised of this and asked not to send this food or foods that may contain it or traces of it.

The children's lunches are stored in the refrigerator, which is located in the Centre Admin Room. Lunch boxes should be put into the wire baskets on top of the lockers when your child's bag is unpacked each morning. These baskets are taken to the fridge and brought out at lunchtime. The lid of your child's

BIRTHDAYS

When it is your child's birthday, they are welcome and encouraged to bring in cakes, cupcakes or ice-blocks to share with the entire group. Please make sure there is enough to share with the entire group (one round cake is not sufficient).

Before sending food to be shared with all the children in the group, please discuss it with the staff beforehand especially considering allergies and illnesses. Children are encouraged to bring in or talk about a birthday present they received to show the rest of the group.

lunch box and the box itself should be clearly labelled with your child's name to expedite this process.

Please keep lunch boxes compact as we need to fit 44 lunches into the fridge. Please do not send insulated lunch boxes or cooling bricks.

Please do not include fruit juice, cordial or milk drinks, as cold water is available for the children throughout their time at Kindy. Drinks other than water also present problems with storage.



SUN CARE

In summer, the children have outside time as the first session of the day, thereby avoiding the hottest part of the day. This is changed in winter to the second session after morning tea in order to avoid the wet grass. Parents and their children attending the Centre are required to comply with the Sun Care policy.

Please provide:

- 1 x full brim or legionnaire hat (neck/ear protector) hat, clearly named, to be held permanently at the Centre which is used daily
- 1 x full brim or legionnaire hat (neck/ear protector), clearly named to be left in your child's bag as a spare. (2 hats in total)
- Your child's 50+ sunscreen (clearly named), ONLY if you do not want your child to use the Centre's sunscreen. A Material Safety Data Sheet must be provided for the sunscreen.

Each Day please ensure you:

- Apply SPF 50+ sunscreen to your child's exposed skin before the session/day. There is sunscreen available in each Unit's bathroom if you have been unable to apply it at home. If you provide your own sunscreen, please ensure it is a pump or roll on, not aerosol. This is so that children with asthma or respiratory disease in the group are not inhaling the fumes
- Dress your child in clothing that is cool and comfortable but provides reasonable protection from the sun. Children wearing strappy tops or sleeveless shirts will need to wear a t-shirt over it for outside play.

Staff will assist the children to apply sunscreen in the winter months when outside play commences after morning tea.

CLOTHING

It is recommended that children dress as simply as possible in clothing that accommodates a range of temperatures, enables freedom of movement, is easily washed and that they can manage themselves. Children participate in activities which range from involving messy materials, such as paint, clay, sand and mud, to running and climbing, so appropriate clothing is recommended. It is particularly important that little girls do not wear long flowing dresses as these can be dangerous, for example they can get caught when climbing. Please ensure children do not wear obtrusive jewelry that can catch on climbing boards etc. If children are wearing strappy tops, they will need to wear a T-shirt over it for outside play as part of our Sun Policy. Please include a complete change of clothes in your child's bag every day. All items should be clearly labelled with the child's name.

Legionnaire style hats, bucket hats and T-Shirts in a range of colours printed with the name and Logo of the Centre are also available from the Centre.

BARE FEET

Our Centre recognises and supports the benefits of barefooted play for children's safety, agility, balance, freedom of movement and the development of sensory awareness. Shoes are a hazard in outdoor play areas. Nerve endings in the feet can sense the variety of different surfaces - the grass, the path, the sand between the toes. Bare feet can grip climbing equipment and promote more effective balance and control e.g. during music sessions or when climbing. Bare feet are important for safety as children tumble and fall on one another in play. Noise levels are reduced indoors when shoes are removed. We suggest you bring your child in shoes and socks or sandals then, to encourage the development of independence, have them remove their footwear and put the items away in their lockers.

Everyone at the Kindy is encouraged to respect nature and our learning environment and we encourage sustainable practices throughout the Centre.

HYGIENE AND SAFETY PRACTICES

Appropriate hygiene is necessary to reduce the transfer of infectious agents such as viruses and bacteria. There are a number of hygiene practices in place at the Centre. Many of the instructions for these are displayed throughout the Centre. When you come on roster, it is important to familiarize yourself with these procedures in order to maintain a high standard of infection control. Outlined below is our policy on hand hygiene. Please familiarize and encourage your child to follow this process.

Hand Hygiene

Parents are requested to encourage and assist their children to wash their hands on arrival and departure from the Centre. This will help to prevent the transfer of bacteria and infections.

Bubbles, Bubbles, Bubbles...It can be helpful for children if home and kindergarten are using the same terminology. At the Centre we use a 3 step approach for hand washing (these are posted on the children's bathroom wall).

1. Put on soap
2. Rub together
3. Rinse until the water stops running or count to 10 (we have sensor taps which turn off automatically)

Staff also encourage the children to wash the insides and backs of hands as well as between the fingers and the thumbs. These are basic hygiene principles that everyone should adopt.



SICKNESS/ILLNESS/INJURY

When a child is initially enrolled at the Centre, parents are asked to provide information on that child's health status, immunization record and medical history. It is extremely important that the child's teacher is advised of any changes to this information during the enrolment period.

Children's Immunization Policy:

- We would like to encourage you to provide us with a copy of your child's updated immunization schedule once they have their 4-year-old vaccinations.
- Any siblings/infants who are yet to commence their immunization schedule (commenced at two months of age) should have minimal engagement at the Kindy to support their health and wellbeing. If your baby is in a capsule, please don't place the capsule on the ground as other children always want to have a look at any new baby.

Exclusion Policy

Sometimes children need to be away from the Centre for the safety of others when they are sick, to prevent the introduction or re-introduction of infection to the Centre. This is called exclusion. Minimum exclusion periods have been established for various illnesses, based on the time that a person with a specific disease or condition might be infectious to others. Details can also be provided by your child's doctor. The exclusion period is the minimum period the child should remain away from the Centre to contain the spread of the condition, however that child may need to stay at home longer to recover from the illness. Exclusion is not recommended where there is no significant risk of infection to others. A child who is not excluded may still need to stay at home because they do not feel well.

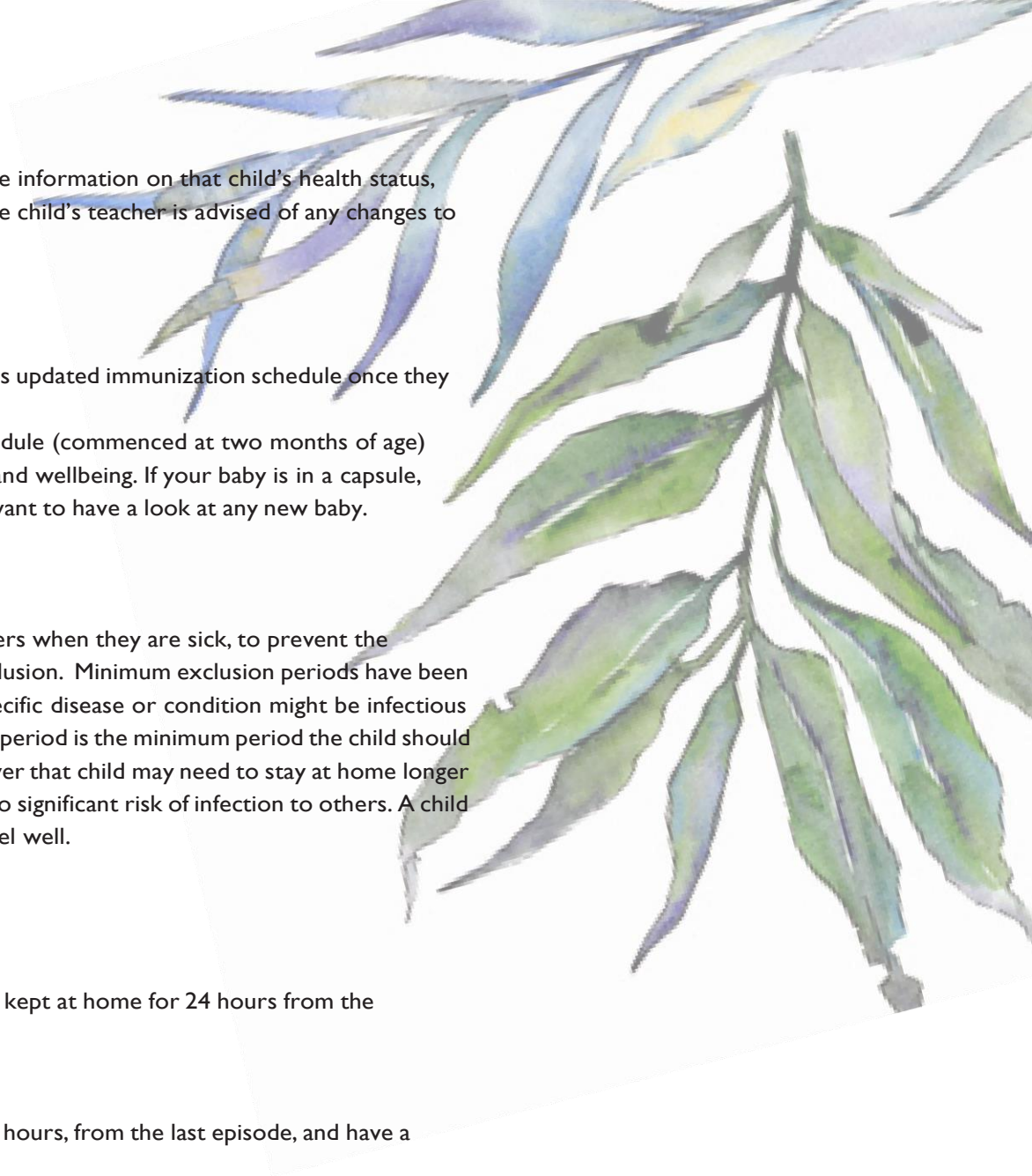
COMMON CONCERNS

VOMITING

If your child is suffering from vomiting, regardless of the cause, they must be kept at home for 24 hours from the completion of the vomiting episode.

DIARRHOEA

Regardless of the cause, children must be kept away from the Centre for 24 hours, from the last episode, and have a normal bowel motion before they return.



COMMON CONCERNS CONT.

CONJUNCTIVITIS

Children must be kept away from the Centre from the time medical treatment has started and until the discharge has stopped.

COLDS

If children are still able to cope with and enjoy a normal day, the child will not be excluded. In the case of more severe symptoms developing such as:

- Thick green discharge
- Persistent or deep cough
- Wheezing
- Fever
- Listlessness or lack of appetite

The child must be kept away for a minimum of 24 hours or until well enough to cope with a normal day to prevent transferring bacteria and infections.

EAR INFECTIONS

If there is a discharge, the child will need to be excluded.

PANADOL

Children who have been given Panadol must be kept home for 24 hours after the last dose. In the case of a child developing a high temperature whilst at the Centre, one dose of paracetamol can be administered if permission has been granted, while waiting for the child to be collected. See enrolment form.

Diseases which require a medical certificate before the child can return to the Centre are: diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid.

Please telephone the Centre to let us know that your child is unwell prior to the start of the session. It is the responsibility of all parents to ensure children who are unwell are kept at home to prevent the spread of illness to others.



MEDICATION POLICY

If children require any medication during Centre hours, parents or carers must complete and sign the medication sheet daily stating the name of the medicine, the dose and the time the medication is to be given. This applies to prescription and non-prescription medication and is a policy of The Department of Children's Services. If your child has medication at home but not at kindy, please inform staff of this.

Over-the-counter medicine needs to be clearly pharmacy labelled. Prescription medicine needs to be in the original bottle with the doctor's prescription details on the label. Staff are not able to give Panadol to a child (unless it is one dose while waiting for the child to be collected). If a child needs this medication, they should not attend the Centre on that day.

The Policy on Administration of Medication requires a child to have had at least 3 doses of any new medication before they return to kindy. New medication includes medication which the child has not previously taken.

Parents must inform the child's teacher of any relevant health information or changes and provide them with updated vaccination records as required.

All children with severe medical conditions must provide a Medical Action Plan from their doctor and a Risk Assessment Form, available from the centre, will need to be completed. This includes anaphylaxis, asthma, diabetes and coeliac disease. Both forms are to include pictures of your child. An interview with your child's teacher must be arranged for the teacher to review the forms before your child can start.

INJURIES, INCIDENTS AND SERIOUS ILLNESSES

An Injuries, Incidents and Serious Illnesses register is kept by each teacher. Details of such occurrences are kept in accordance with Workplace Health and Safety regulations. Parents are asked to sign these forms if an incident occurs.

FIRST AID

All of the Centre Staff in contact with the children hold a current Senior First Aid Certificate.

SUITABILITY/BLUE CARD

The Education and Care Services National Law Act 2010 includes a requirement for all staff, committee executives and volunteers (other than a parent of a child in the group) working with children to hold a current positive suitability/blue card. The blue card is issued by the Blue Card Services to an individual after a criminal history check is conducted and the staff member, having no criminal record, is therefore deemed to be suitable for working with children.

All staff have current blue cards. Please note that parents with a negative notice must not volunteer their services at the Centre, as either help in the program (e.g. Parent Roster) or as an Executive on the Management Committee.

Grandparents or other family members/friends who are assisting with the program (e.g. on roster or adult supervision during excursions) also need a positive suitability/blue card. A blue card is not required for pick-up or drop-off. The Centre is happy to assist with applications to the Commission for volunteers at our Centre. Please be aware that the Blue Card Services may take a lengthy period to process applications.

In the Queensland Government's Working with Children (Risk Management and Screening) Act 2000 there is a No Card, No Start law – which means that all new staff members, committee executives and volunteers must have a valid blue card **before they can start working with children**. A restricted person will not be able to work or volunteer at our Kindy. See the Nominated Supervisor or Admin Assistant for additional information.

TELEPHONE CALLS TO THE CENTRE

On Mondays to Thursdays phone messages can be passed to your child's teacher through the Administration. However on a Friday unless it is an emergency or you are concerned about your child (e.g. if your child is upset when you leave), please phone before or after program hours as there is no Admin staff working that day. Calling during program hours results in teaching staff leaving the children with reduced supervision while attending to the call. Please note that Teachers do not read emails in the morning after 8.00am as they are busy preparing for the day.

HAZARD CALLS

If you become aware of any situation which may impact upon parents collecting their children at the end of their session, could you please phone the Centre as soon as possible, so appropriate arrangements can be made. For example, traffic hold-ups or flooding across roads. Contacting your Class Representative would also be very helpful so other parents can be contacted in a timely manner.



PHOTOGRAPHY & CONFIDENTIALITY

Kenmore District Kindergarten endeavors to maintain confidentiality and to protect the privacy of all children and their families, in line with Gowrie policies. The enrolment procedure enables parents to grant permission for their child to be filmed or photographed at the Centre as part of the educational program. Some of these photos are used in Story Park, newsletters and children's portfolios.

There is also the ability for parents to grant or not grant permission for photographing or videoing of children for the use of students at the Centre or for the specific purpose of promoting the Centre. We understand that some families will prefer that their children are not photographed for these purposes. Where photographic material is used for promotional purposes or social media, the names and surnames of children are not included.

Staff follow the Guidelines of the Model Code for taking Images and Videos of children. All photos of children taken by staff will only be taken on centre devices and staff do not use their personal devices while caring for children.

Similarly, for the safety of all children, we ask parents to refrain from taking personal photos of children at Kindy where possible and not to take photos of children other than your own. This includes when coming on roster, helping at busk kindy, school visits etc. Photos of these will be taken by staff on centre devices and shared with you via Storypark.

At major Kindy events such as BBQs and parties please make sure you only take photos of your child.

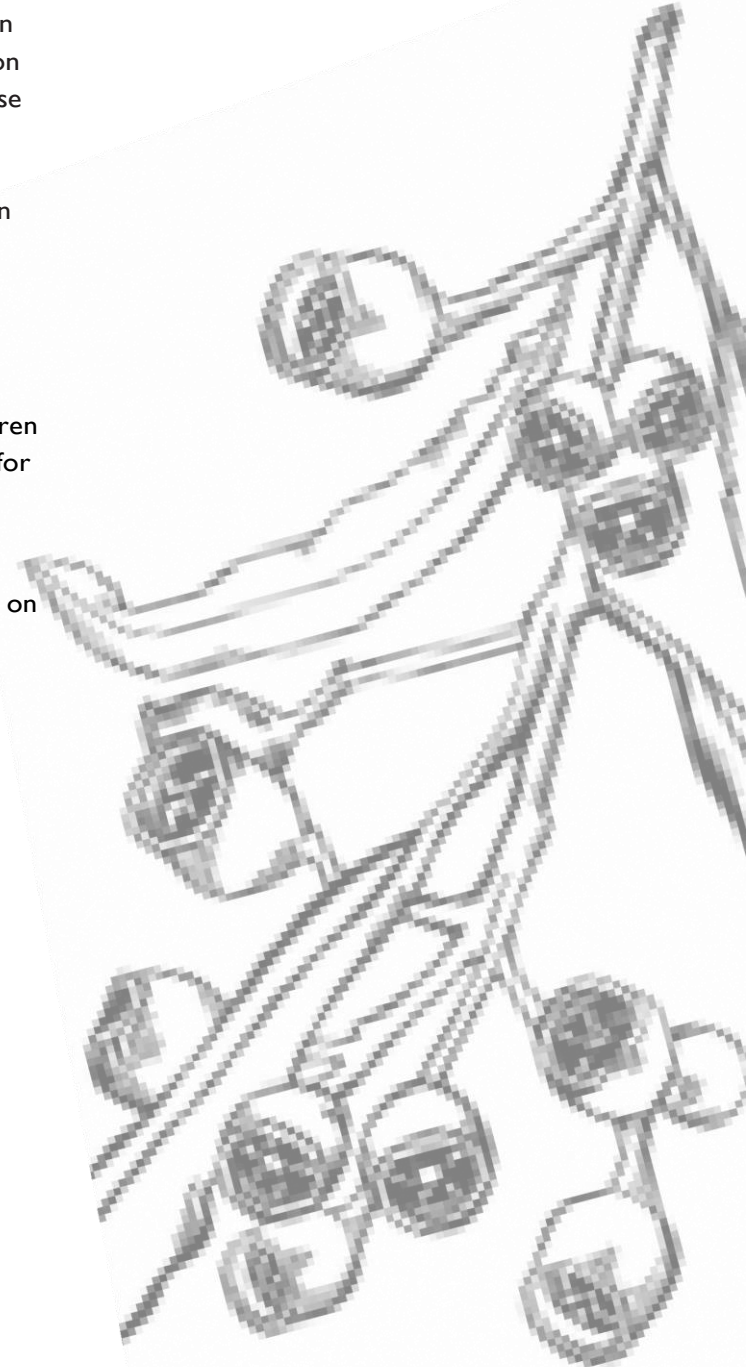
CHILD PROTECTION

All staff at Kenmore District Kindergarten have been trained in Child Protection. All incidents of injury or harm to a child that occur whilst on site are reported promptly following Gowrie's child protection policy.

Should you have a concern regarding the safety of a child, please report this to the Nominated Supervisor or an executive member of the Management Committee. A copy of the Gowrie Child Protection policy is available at the Centre, should parents or carers wish to peruse it. Family and Child Connect can help with a range of family and parenting challenges.

<http://familychildconnect.org.au/>

If a child has been injured at home or before arriving to Kindy, please inform the teacher and complete an Injury or Arrival Form from the Admin Office.



EMERGENCY EVACUATION

Staff conduct emergency evacuation drills with the children and the children regularly practice the skills required for an evacuation. Because drills are conducted in a non-threatening and age appropriate manner, the children may be participating in an evacuation drill at times without even realizing. In the event of an emergency evacuation, an alarm will sound and everyone must follow the evacuation procedures to exit the building and meet at the assembly points.

PARENT RESPONSIBILITIES

Parents may be at the Centre during an evacuation or drill. Pick up and drop off times may be particularly confusing. Please abide by the following:

- Parents and visitors must follow the instructions of staff (or Emergency Services personnel)
- Everyone is to move to one of the two assembly areas (see plan on next page)
- Kindergarten children are to remain in the care of the staff and follow staff instructions. Please move with your child and all siblings to the assembly area. Do not remove your child from their group, as each child must be accounted for
- Parents are responsible for the care of any other children (e.g. younger siblings)
- Remain in the assembly area until further instructions are issued.

THE MANAGEMENT COMMITTEE

The Centre is run by its own volunteer management committee, elected from the parent body and other interested members of the local community. This reflects the Gowrie philosophy that such organisations are community based and serve the particular needs of their local community.

The Management Committee is answerable to the members of the Kenmore District Kindergarten Association Incorporated.

The Management Committee is elected every year at an Annual General Meeting held in Term 1 by the members of the Association. Nominations for the Management Committee positions will be sought in the weeks between the commencement of the year and the date of the Annual General Meeting, in accordance with the Rules (previously known as our Constitution).

All committee members' work together as a team, so no one person is overloaded. Each Committee position has a manual to guide and help them in their role. A Handover meeting is also held to formally handover positions and provide information to incoming committee members. The previous year's committee is available to assist if needed.

Each committee member is required to attend one committee meeting per month during school terms. Committee meetings are usually held on the third Tuesday night of each month at the Centre or via Teams.

THE COMMITTEE MEMBERS & ROLES

The President:

- Chairs the committee meetings
- Provides leadership to the Centre
- Liaises with Nominated Supervisor
- Represents the Centre to other organisations including Gowrie
- Required to attend the first 2 committee meetings subsequent to the expiry of their appointment.

The Facilities & Resources Vice President:

- Assumes the role of the President in her/his absence
- Completes or co-ordinates some management tasks and special projects
- Liaise with staff and co-ordinates the parents on Maintenance Working Bees
- Is responsible for the maintenance of the Centre's buildings and grounds
- Obtain quotes for repairs to the Centre buildings and grounds and to report back to the Management Committee
- Checks and ensures the equipment used by the parent working bees is in good working order and is serviced regularly.



COMMITTEE MEMBERS & ROLES CONTINUE

The Treasurer:

- Oversees monthly financial statements
- Prepares and monitors the Centre budget
- Oversees the payment of Centre expenses
- Investigates any changes to wages for staff
- Liaises with bodies such as Banks and Insurance company.

The Secretary:

- Records and types up the minutes of each meeting and helps prepare committee meeting agendas
- Organizes Committee Correspondence
- Prepare annual Parent Surveys
- Assist with preparation of staff contracts

Workplace Health and Safety:

- Ensures the Kindy is compliant with all Workplace Health and Safety Legislation and regulation
- Carries out an audit of the first aid kits once a semester

Communications and Marketing Convenor:

- Liaises with the Management Committee and Staff to promote the Centre to the public and prospective parents through displays, events, advertising, publicity, printed material, and online media
- Writes and distributes media releases
- To liaise with Website Host when necessary and to update website as required.

Social and Fundraising Convenor:

- Co-ordinates fundraising activities e.g. Obstacle-a-thon, Raffles, Bunnings BBQ, etc.
- Is responsible for co-ordinating social events during the year, including the Family BBQ held early the following year.



ROLES TO ASSIST THE COMMITTEE

Class Representatives:

- One parent from each group co-ordinates and liaises with the parents, teachers, and the committee
- Will be required to ask for volunteers to help with special activities such as museum run and exotic fruit program, Kindy social activities
- Organizes social events for their group e.g. coffee mornings, play in the park, dinners
- Attending Committee meetings is helpful to your role and to the Committee

Social and fundraising volunteers:

- Assist in planning and running social and fundraising events.

Puzzle and Book Library:

- Cover new books as needed during the year
- Repair damaged books or arrange for repair of damaged puzzles as needed
- Co-ordinate the end of year stock-take of both books and puzzle libraries
- Update the inventory of both libraries as new items are purchased
- Organise annual Book Fair
- Organise regular Book Club purchases by parents.

Applications for Funding:

- Write submissions for grants
- Identify sources for additional funding
- Prepare submissions for grants
- Follow through with successful applications
- Liaise with Building & Grounds, Workplace Health & Safety Committee and staff for quotes.

RAP (Reconciliation Action Plan)

- Contribute to the Centre's RAP
- Provide feed back to the parent body

ROSTERS

The teachers value parent help. Parent Roster starts in term 2. This will allow children to separate from parents and build relationships with their teachers without added confusion of a parent staying one day, but not the next.

Parents are invited to attend the kindergarten program at least once per term during the day and be involved in the many and varied activities of the program. If you have any special skills or interests that you can share with the children, please let us know so we can organise a suitable date and time for you to come in.

Younger siblings are welcome, but your assistance will be needed to ensure toddlers do not disrupt the group. After getting to know other parents, it may be possible to share the minding of toddlers on roster days, so your kindergarten child can have your full attention.

A list is posted on each Unit's noticeboard to enable you to sign up for this roster.

MAINTENANCE

A contractor is appointed to carry out the weekly/fortnightly tasks of mowing, digging over sandpits and mud patches, whipper snipping, and leaf blowing etc. Working bees will be held during the year as needed. As we are a community based Kindergarten, your help with maintenance is very much appreciated and ensures the play spaces, grounds and equipment are safe and kept in good working order. **For safety reasons, children are not to attend the working bees.**

FEES, LEVIES & REFUNDS

Fees and levies are to be paid within 14 days of the issuing of accounts at the beginning of each term. If term fees are not fully paid by the due date and no arrangements for payment have been agreed by the Financial Officer of the Kindergarten, then it is the Centre's policy that the child is not eligible to return to the Centre for the remainder of the year. Any overdue accounts will receive a late fee of \$20.00. If you are going to be away when fees are due, it is your responsibility to inform our Financial Officer to avoid a late fee.

The Enrolment Fee of \$100 that you paid before your child started is non refundable.

The Base Fee includes tuition fee, weekly music lessons, special activities, building and grounds maintenance. It also covers the costs of families accessing the Online Documentation (Story Park) and XAP (administration program) for your child's year at Kindergarten.

Contributions to the Building Fund are tax deductible, which is an advantage to all families at the Centre. To retain its tax deductible status, this fee must be voluntary, however, it can only remain voluntary if the greater majority of families make the payment. If the Kindergarten does not receive enough donations to the Building Fund, we will have to incorporate this amount into the fees thus negating the tax benefits.

All families are required to become Members of the Association as per our Rules and will be charged a Membership Fee of \$5.

If you are leaving the Centre before the end of the school year, the Management Committee requires 4 weeks' written notice during term time of your intention. In lieu of this, an administration fee equivalent to 4 weeks' tuition fees will be charged to non- funded children.

KINDY FUNDING

Learn more about free kindy by clicking this link:

<https://earlychildhood.qld.gov.au/freekindy#/search>



AFFILIATION WITH LADY GOWRIE

Gowrie is a community-based not-for-profit organisation providing a diverse range of early childhood and family support services. The Brisbane Lady Gowrie Child Centre was established in 1940 and has grown substantially over the years. Gowrie distributes funding available from the Queensland Government to its services, under the Queensland Kindergarten Funding Scheme, of running the Kindergarten. The remaining operational shortfall is made up from money raised from fundraising activities and donations to our Building Fund. The committee relies upon the personal commitment of all the parents to become involved in these efforts.

Affiliation with the Gowrie means that our Centre has reached high standards in the areas of staff qualifications, educational programs, safety, facilities, buildings and grounds. It also means that we have approved Rules of the Association (Constitution) and that we are community run, through a Management Committee elected from the parent body and other interested community members.

As an affiliated Centre, we use play-based curriculum, Queensland Kindergarten Learning Guidelines, which sits underneath the National Early Years Learning Framework V2. This allows children to problem solve, discover and learn how to be independent thinkers. Gowrie is committed to support us in providing quality early childhood education.

The Gowrie assists our kindergarten by providing support across a range of areas including:

- **Early Childhood Education and Care (ECEC) coordinator service** - an ECEC Coordinator visits Kenmore District Kindergarten at least once each term to provide advice and support to staff and/or committee on regulation, policies, teaching and learning, curriculum, inclusive practices and professional development.
- **Policies** - The Gowrie has developed a range of policies for kindergartens, which incorporate the requirements of the National Quality Framework and other relevant legislation.
- **Professional development** - The Gowrie provides professional development activities to assist staff and committees in their roles.
- **Workforce issues** - The Gowrie provides assistance to manage workforce issues and seek expert advice as required from Community Management Solutions (CMS). They also support management committees negotiate with union representative's new enterprise agreements.
- **Advocacy, communication and promotion** - The Gowrie advocate for and promote kindergartens (and other member groups) through our liaison with Government and the media.
- **Funds administration** - The Gowrie provides advice and support in relation to the Queensland Kindergarten Funding Scheme, disability funding, and other potential funding sources.
- **Reporting** – The Gowrie supports us with data collection and reporting requirements of Government including completion of the ECEC Census and providing audited financial statements annually.

NATIONAL QUALITY FRAMEWORK

The National Quality Framework (NQF) is the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children using education and care services. The NQF focuses on a quality standard to improve education and care across long day care, family day care, preschool/kindergarten, and outside school hours' care. The National Quality Standard aims to promote:

- The safety, health and wellbeing of children
- A focus on achieving outcomes for children through high-quality educational programs
- Families' understanding of what distinguishes a quality service.

The National Quality Framework for Early Childhood Education and Care will raise quality and drive continuous improvement in early childhood education and care services. The key elements of the National Quality Framework are national quality standards (same across childcare and kindergarten), a quality rating system, enhanced regulatory approach and the Early Years Learning Framework (curriculum). Assessment of our service occurred in June 2021. The framework is designed to provide parents with more information about service options available.

The National Regulations require approved services to have a Quality Improvement Plan (QIP). The aim of a QIP is to help providers self-assess their performance in delivering quality education and care and to plan future improvements. The QIP also helps the regulatory authorities with their assessment of the service.

Kenmore District Kindergarten's QIP is developed each year and is reviewed quarterly at committee meetings and on a regular basis in between. The parent body's feedback through our yearly family survey is invaluable in the process of developing the QIP. A hard copy is stored in a named folder in the parent's library immediately outside the Administration Office. It is available to all parents/caregivers of children enrolled at the service, or who are seeking enrolment.

Below are the seven key areas of the NQF.

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

- Focus on an educational program and practice that engages, stimulates and enhances children's learning and development.
- Careful planning to increase the value of each child's learning, which is regularly assessed and responds to the children's interests, strengths, capabilities, cultures and experiences, as well as providing accountability to families, children, management, funding and regulatory bodies.



QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

- Focus on safeguarding and promoting children's health and safety.
- Fundamental to ensuring children's wellbeing is to ensure that the routines, activities and experiences support children's individual requirements for health, nutrition, sleep, rest and relaxation. Also included is learning about nutrition personal hygiene, physical fitness, emotions and social relationships.

QUALITY AREA 3: PHYSICAL ENVIRONMENT

- Focus on physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences, which promote children's learning and development.

QUALITY AREA 4: STAFFING ARRANGEMENTS

- Focus on provision of qualified and experienced educators, who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning process.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

- Focus on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

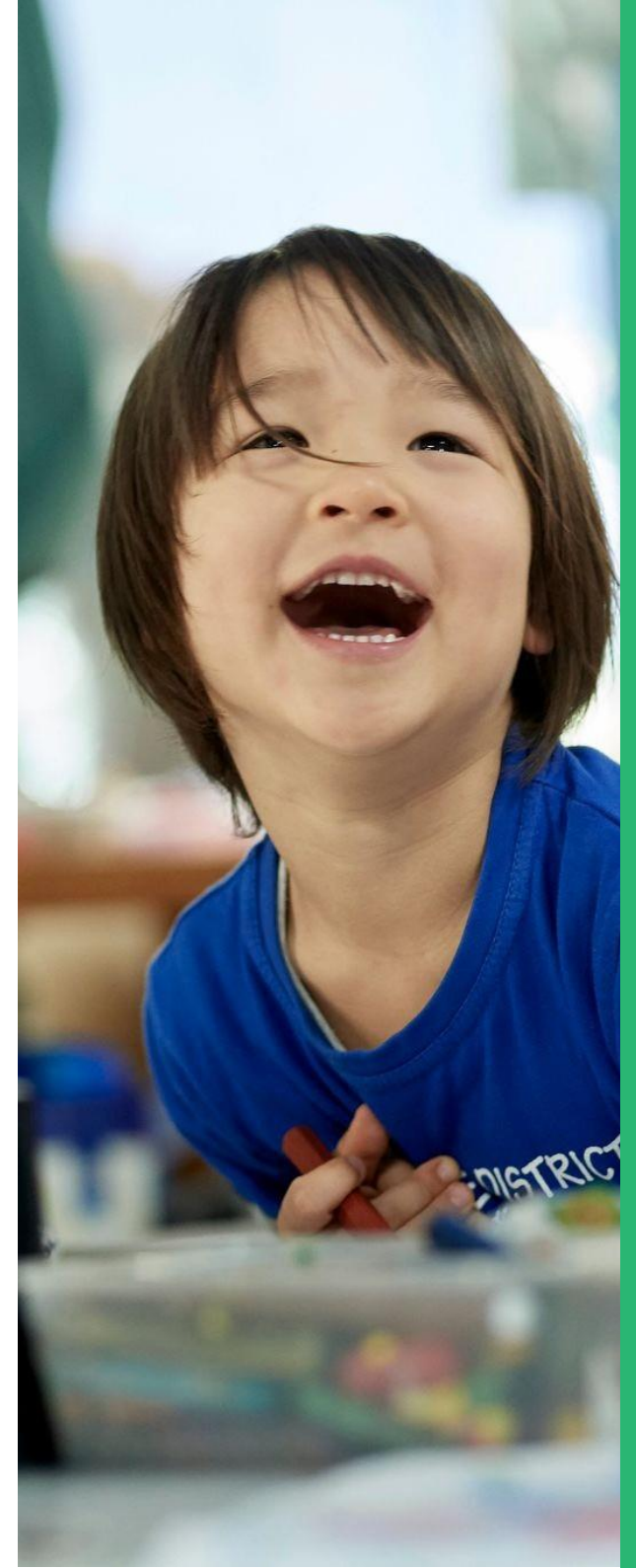
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

- Focus on collaborative relationships with families, which are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP

- Focus on effective leadership and management of the service that contributes to quality environments for children's learning and development.
- Well documented policies and procedures, well maintained records, shared values clear direction and reflective practices enable the service to function as a learning community.

Engagement with families in an ongoing cycle of planning and review creates the climate for authentic and sustainable improvement.



OUR CENTRE

We are an autonomous body, affiliated with The Gowrie (Qld) Inc. and duly incorporated under the Associations Incorporated Act 1981. Kenmore District is licensed under the Education and Care Services National Law Act 2010 and follows the Education and Care Services National Regulations 2011. The Centre must meet the requirements with regards to activities, experiences and programs, numbers of staff members and children, and staff members' qualifications as per legislation. The Office for Early Childhood Education & Care phone number is 3034 5016 (Metropolitan North Region, Brisbane). The regulations are freely available at the Centre for parents and staff to access at any time.

MEMBERSHIP

All parents are automatically eligible to become members of the Kenmore District Kindergarten and Preschool Association Incorporated. The Rules allow for individuals who have given meritorious service to be granted Honorary Membership; a prestigious honour reserved for those who have provided truly outstanding service or made a very significant contribution to Kenmore District. Honorary Memberships are nominated on a prescribed form (available from the President or Secretary) and elected by a special resolution by the Association. Membership incurs no additional liability to the individual as the Association is an incorporated body. It allows parents full participation in the operation of the Centre.

HISTORY

Kenmore District Kindergarten is a purpose-built Centre. In 1957, the Kenmore Progress Association formed what would later become the Kenmore District Kindergarten and Preschool Association. Architect S. Trotter drew up plans and specifications for the original building, which is half of the current building, and the Brisbane City Council was persuaded to lease half an acre of land to us.

In 1958, the first classes began in the Presbyterian Hall, now the Uniting Church Hall on Moggill Road, with 10 children in attendance. In May of that year the children moved into the newly completed premises. By 1960 the numbers had grown and a duplicate of the building had to be constructed. This was completed in 1961. 2007 marked the 50th Anniversary of the Centre and was celebrated with a weekend of festivities including the reunion of past committee members and staff, including our special guest Ian Seale our Founding President.

Throughout its history, the Association has relied on the enthusiastic help of volunteers and generous donations of both time and money. Kenmore District has played an integral part in the history of the area, and we look forward to fulfilling the needs of our community for many years to come. In 2011, the Committee and Staff of Kenmore District decided to change our Central Governing Body (CGB) from C&K to Gowrie.



COMPLAINTS PROCEDURE

When a parent has concerns or a complaint relating to the Centre, it is important that it is brought to the attention of the relevant person or persons and properly addressed. Where the issue concerns the program or a particular teaching group, the complaint should first be discussed with the teacher involved. When the complaint concerns an administrative or managerial matter, including the payment of fees, it should be discussed with the relevant Management Committee Member. Most complaints can be resolved through discussion.

To avoid any inconsistency, a policy for handling complaints has been established. Each complaint will be addressed as swiftly as possible and will be handled with discretion.

If the above procedure has not resolved the complaint, then the next step is as follows:

1. Please give a written explanation of the complaint to the President of the Management Committee and to the Nominated Supervisor.
2. Each person involved has the right-to-be-heard.
3. Each complaint will be investigated.
4. If the complaint cannot be easily resolved, it will be put to a closed meeting as detailed below**.
5. There will be a report back to all parties concerned at the closure of the matter.

If the matter cannot be dealt with or resolved easily by explanation of the facts by the aggrieved parties, the matter will be put to a closed meeting to be held at the earliest convenience of all parties involved.

**The members of the closed meeting will consist of:

1. Members of the Management Committee: President, the Facilities & Resources Vice President, Secretary and one other member (Treasurer/Workplace Health and Safety).
2. Nominated Supervisor
3. Teacher of the Unit concerned
4. Complainant
5. Person or persons at whom the complaint is directed.

The Service Contact for any questions/concerns/complaints relative to the Service:		
Nominated Supervisor	ph. 3378 2068	director@kdkindy.com.au
President	ph. 3378 2068	president@kdkindy.com.au
Secretary	ph. 3378 2068	secretary@kdkindy.com.au
Lady Gowrie	ph. 3252 2667	cgbadmin@ladygowrie.com.au
D.E.T. Early Childhood Education and Care	ph. 3034 5016	MNRBrisbaneCBD.ECRA@qed.qld.gov.au Brisbane CBD Regional Office

PARENTS RESPONSIBILITIES

Be familiar with the policies and other information about the Centre and keep abreast of what is happening. To do this, you should:

- Read the Handbook.
- Read the 'Kindy Update' emails.
- Read and comment on StoryPark stories.
- Check for notices in your child's locker (take them home with you in the morning so that they don't end up on the locker room floor).
- Check for notices near the attendance iPads and other noticeboards.
- Comply with the Centre's policies and safety procedures.
- Participate in the Centre's activities.
- Update any changes to your child's personal details in XAP and notify the Administration Assistant of these changes, including vaccinations.
- Ensure that all fees are paid within 14 days of the issuing of accounts or contact the Administrative Assistant/Treasurer/President regarding any special arrangements. Overdue accounts will attract a late fee.
- Keep communication lines open. If you would like to discuss your child's progress or the program at any time, please see your child's teacher. You may need to make an appointment with her.



OTHER

STUDENT PLACEMENTS

This Centre recognises the importance of contributing to the ongoing training and development of high quality children's services staff by accepting student placements in our Centre. Students are supervised by Centre staff, the Nominated Supervisor and by their placement coordinator.

Students (as well as volunteers and other Centre visitors) are constantly supervised during their visit to the Centre and are not permitted to be alone with children at any time. Acceptance of students is always dependent upon the present needs of the children.

WORK EXPERIENCE AND OTHER STUDENTS

Kenmore District Kindergarten supports the inclusion of work experience school students in the educational program. This can be arranged upon request from a school liaison officer and in consultation with the Nominated Supervisor.

VOLUNTEERS

The Centre may accept placement of volunteers, following an investigation of their commitment and personal qualities, background and attributes. All volunteers must hold a suitability card prior to working with the children. Volunteers work under the guidance of qualified staff.

WEB PAGE

The Centre's web page address is www.kdkindy.com.au.

FACEBOOK PAGE

The Centre's Facebook page is <https://www.facebook.com/KenmoreDistrictKindy>.

INSTAGRAM

The Centre's Instagram page is [@kenmoredistrictkindergarten](https://www.instagram.com/kenmoredistrictkindergarten).



CODE OF CONDUCT

The Kenmore District Kindergarten Code of Conduct (“the Code”) is one of the ways we put our values of respect, trust, honesty, integrity, compassion, courage, and resilience, into practice. The Code provides a framework of expectations and acceptable behaviour required from all staff, committee members, contractors, consultants, parents/guardians, and children. Breaches to the Code could result in warnings and depending on the severity of the breach exclusion from the Service. All members of our Kindergarten community need to familiarize themselves with and follow the Code, and adhere to the whole Centre guidelines of:

We keep ourselves safe | We keep others safe | We keep our environment safe | Everyone is special

KNOW YOUR RESPONSIBILITIES

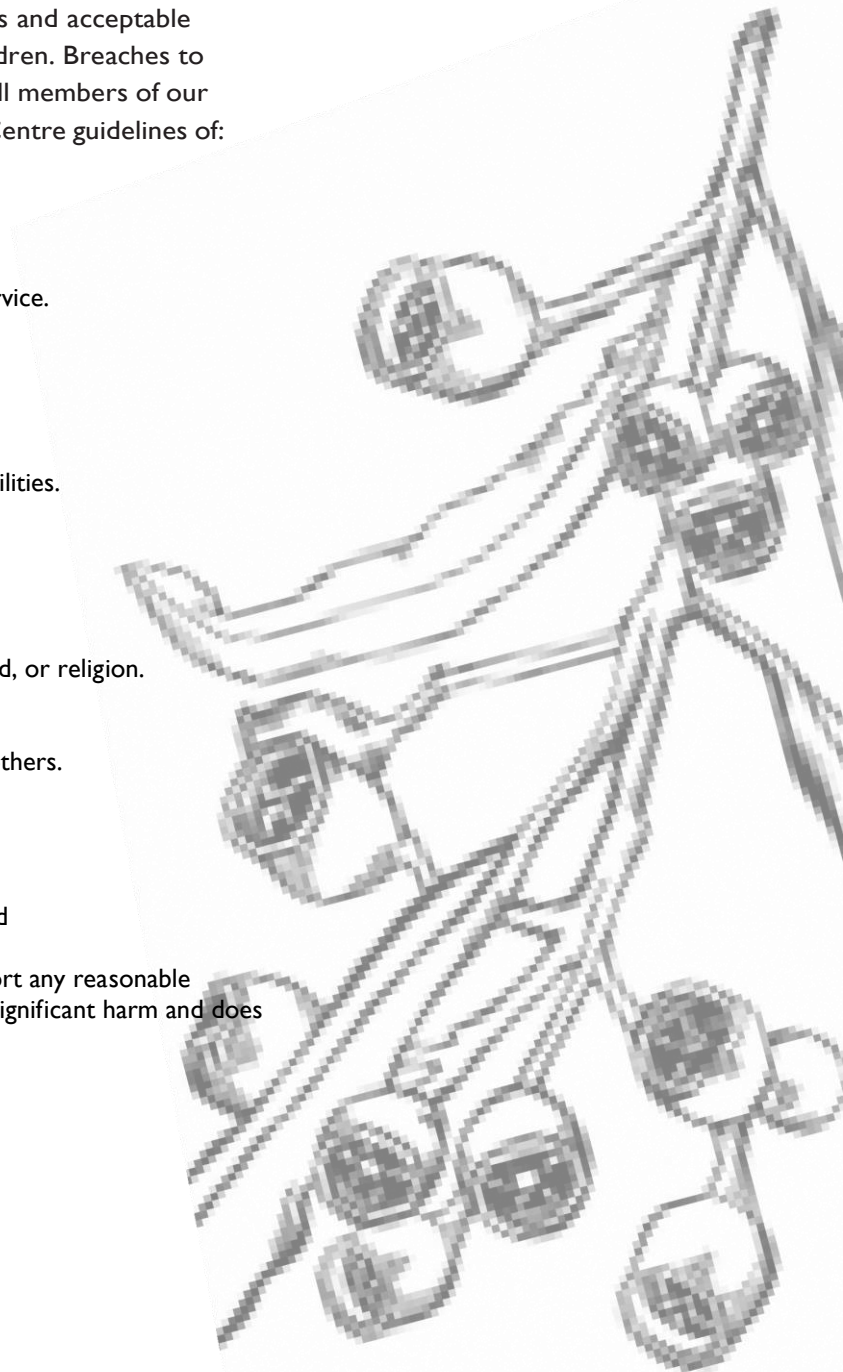
- Abide by Service requirements as outlined in the Handbook, procedures, policies, and codes adopted by the Service.
- Avoid apparent conflict of interests, promptly disclosing any actions that may constitute a conflict of interest.
- Act ethically in all actions and communications.
- Promote the interests of the Service.
- Actively listen to all children and respond with warmth and interest.
- Be considerate and respectful of the environment and our planet.
- Be responsible and conscientious in the proper and honest use of service information, funds, equipment, and facilities.

RESPECT & SUPPORT

- Be honest, open, kind, courteous and respectful.
- Be committed to a supportive work environment, where everyone can reach their full potential.
- Do your utmost to create a culture that is free of harassment, intimidation, bias, and unlawful discrimination.
- Respect the rights, dignity and worth of every person and family regardless of gender, ability, cultural background, or religion.
- Value and support family interactions and participation.
- Support the Management Committee in their management of the Service.
- Recognise that others have their own personal/family life outside of work and be mindful of when you contact others.

A SAFE ENVIRONMENT

- Contribute to a harmonious, safe, and productive work environment.
- If you see or suspect anything illegal or unethical, speak up – misconduct affects us all.
- Have courage to come forward and share concerns. Know that if you speak up you will be heard and supported
- Implement child protection and safety procedures to minimise risk and prevent harm.
- As child protection is everybody’s responsibility, it is the approach of this Service that every person should report any reasonable suspicion that a child (including an unborn child) has suffered, is suffering, or is at unacceptable risk of suffering significant harm and does not have a parent able and willing to protect the child from harm.



COMPLIANCE LOGBOOK

The Centre is required to maintain a logbook of any compliance notices received from the Office for Early Childhood Education & Care, and you can view the contents of this logbook at any time.

STATEMENT OF COMMITMENT

Kenmore District Kindergarten is committed to the safety and wellbeing of all children and young people and the protection of children from harm.

We are committed to creating a positive and supportive environment to develop children's skills and learning. We are part of a community of care that treats children with respect and understanding at all times.

In order to ensure children and young people are kept safe from harm, we conduct our early childhood program in accordance with the following risk management strategies:

- Ensure all staff and volunteers are unaffected by the use of substances which may compromise the appropriate supervision of children at all times
- Gain consent from parents or carers before photographing or videoing any child. Photos and videos only taken on centre devices
- Not condoning bullying or harassment by anyone to anyone including amongst children
- Ensure that no visitors or outsiders have unsupervised contact with the children at our service (the Responsible Person will be aware of all visitors inclusive of incursions, trades persons and community members and advise staff accordingly to strategies supporting supervision for the context); and
- Notify parents/carers if our service is unable to provide services/conduct activities with your child/children for whatever the reason.

MEDIA POLICY

Parents at Kenmore District Kindergarten are discouraged from speaking to the media about the Kindergarten. If at any time you are contacted by the media you should not make statements or answer any questions about Kenmore District Kindergarten, but instead take a message and pass it on to the President of the Management Committee.

The only individuals that should make statements to or answer questions from the media on behalf of Kenmore District Kindergarten are the current President of the Management Committee and the current CEO of Gowrie.

Please be aware that Kenmore District Kindergarten does not support the use of the Kindergarten's name or photos or videos of the Kindergarten – particularly those including children – in any media publication, especially online media such as internet sites, social networking sites and blogs. Parental consent for taking and publishing photos of students in Kindergarten publications is requested on the enrolment form.

SOCIAL MEDIA POLICY

Kenmore District Kindergarten encourages information and link-sharing amongst its membership, staff and committee, and seeks to utilise the expertise of its employees and volunteers in generating appropriate social media content. At the same time, all social media posts should be in keeping with the image that Kenmore District Kindergarten wishes to present to the public, and posts made through its social media channels should not damage the organisation's reputation in any way.

Further, statements regarding specifics of the kindergarten program, including changes to routines and procedures, must be confirmed with the Nominated Supervisor as correct prior to posting in social media. Administrators must ensure each child shown in the image has a signed permission. Images of children on a social media platform must not include any names identifying any of the children in the image.

We look forward to working with you to ensure that your child has a fantastic year of learning, growing and having fun.



