



Alderley Kindergarten

Parent Handbook 2020



Lady Gowrie^{QLD}
Community
Kindergartens



Alderley Kindergarten
76 South Pine Road, Alderley 4051
Phone 3356 3675, or 0400 313 180
e: admin@alderleykindy.com.au
w: www.alderleykindy.com.au
f: <https://www.facebook.com/AlderleyKindy/>
ABN: 68 998 693 988

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WELCOME TO ALDERLEY KINDERGARTEN

The Staff and Committee of Alderley Kindergarten Association Inc. (Alderley Kindergarten) welcome you and your child to the Centre and hope that your association with the Centre will be a happy and beneficial one for your family.

The Alderley Kindergarten is a community run organisation and is affiliated with The Gowrie (QLD) Inc.¹ (Gowrie Qld). The Centre is therefore required to maintain certain standards put forward by both Gowrie (QLD) and relevant State and Federal Government Departments.

The information in this handbook is to acquaint parents with our organisation. If you have further queries, the Director will be pleased to assist you.

Service Details

Staff Member	Position	Contact Details
Katelyn McArthur	Director/Nominated Supervisor	director@alderleykindy.com.au

Admin staff can be contacted on 3356 3675 or by email on admin@alderleykindy.com.au. On days that the office is unattended, or during before or after hours care, parents can call the dedicated parent mobile number, 0400 313 180.

PHILOSOPHY STATEMENT

Our core mission is to provide the best possible foundation for a lifelong love of learning, of wellbeing and making a positive contribution to the world. We recognise that early childhood is the time where foundations are laid for future health, learning and wellbeing; however we also believe that childhood is a unique time of life to be valued and enjoyed, in its own right. We strive to provide a supportive, joyous and nurturing environment for the children and families of our kindergarten, one where they feel they truly belong.

Our relationships with children

We are the models.

At Alderley Kindergarten our first principle is that children learn by example, and for them to learn to be caring, responsible human beings we must ourselves model the behaviour we expect from children.

Respect

Children must be treated with love and respect and should feel safe and protected at all times. As they grow and learn our role is to teach them that they are members of a community and that their actions and attitudes have an impact on others.

We believe that when children feel valued and listened to their self-esteem soars. Throughout the day as their choices are respected by educators and peers, they in turn learn to make responsible decisions and listen to and respect the choices of others.

Taking responsibility

¹ Who is the Gowrie (QLD) Inc See page 29 for more information about our Central Governing Body (CGB).

We support children to take responsibility in every way, from the impact of their decisions on others to management of their belongings. This involves everything from tidying up toys at the end of the session to sharing daily tasks such as wiping over tables and sweeping up after lunch.

Still learning

We understand that children are in the process of learning and developing both social and self-regulation skills. We teach them to identify emotions, how to cope with stress, and to play together with peers constructively. When children continue to struggle to manage a situation appropriately we take this as an opportunity to reteach the appropriate behaviour. Children may need to be reminded and supported in this way many times before it becomes automatic.

Rather than simply apply consequences for inappropriate behaviour we strive to find the reason for such behaviour – unless we do this the behaviour will always recur. Children need to be actively involved in the process of solving the problem themselves – in doing so they learn to self-reflect and voice their own concerns and therefore begin to identify and understand their own emotions.

Connection to community and the environment in which we live

We believe that for children to grow up into responsible members of the community, we must first teach them the importance of caring for and respecting those around them and the world they live in. When we do this we are laying the foundation for them to grow up with the understandings, skills and dispositions to be compassionate people and effective learners, able to sustainably contribute to their world and to enjoy rich and successful relationships with others.

Foundation for learning

We believe also that when interactions and relationships are respectful, nurturing and reciprocal the foundation for learning is established. We believe that children's play should be freely chosen, personally directed and intrinsically motivated. We appreciate and embed the unique possibilities opened up by integrating modern technology in the early learning and teaching experience.

Competent and capable

We also believe that integral to the development of the whole child is the fostering of their emerging independence. Our aim is to support children to develop into competent, capable and resilient beings well able to deal with challenges they will face in the future.

Our Program

Our educational, play based program is based on current best practice in early childhood, underpinned by the Early Years Learning Framework, which emphasises the importance of belonging, being and becoming and the Queensland Kindergarten Learning Guidelines. We believe that children are naturally eager and curious to learn. They are confident in the most part about their own abilities, and have the ability to remain focused when motivation and interest are high. We believe that children are capable of making their own choices about learning and that experiences should be rich and personally meaningful for them. The process of learning is what is important, not the product and children learn best through engaging in purposeful, focused play that is relevant to them.

Everyone belongs

Children enter the kindergarten setting with a diverse range of cultural backgrounds, ages, attitudes, skills and knowledge. Central to our educational program is the belief that everyone belongs, regardless of abilities, or cultural or family heritage. In every way, every day we promote the message of inclusion. We do this through stories, music, learning experiences and in our daily interactions with children and with each other. We teach children to value individual differences, however emphasise to them that although we are all different in many ways, in many ways we are also the same. We encourage the enrolment of children with additional needs and value their involvement.

We firmly believe that all children should be familiar with the rich and complex history of Aboriginal and Torres Strait Islander people in Australia, and that Indigenous people have the right for the true

history of Australia to be told. We acknowledge the Turrbul people, the traditional owners of the land on which Alderley Kindergarten stands.

Connecting with our community

We seek to:

- Link children and families with each other and local child and family support services
- Share our expertise with the field
- Inform and influence government decision making
- Promote the value and contribution of our services within the community.
- Develop and maintain positive relationships based on trust and mutual respect, two way communication and participation in service decision making.

We value parents as partners in the education of their children and strive for respectful and equitable relationships between educators, children and families. We believe that it is vital for educators and families to work together, in partnership, and towards the same goals. We recognise parents as their child's first and most influential teachers and strive to work as a team with families to gain the best possible outcomes for every child.

FAMILY AND COMMUNITY

We believe that it is vital for Teachers and families to work together, in partnership, and towards the same goals, and that family involvement is crucial to the harmonious and effective running of the Centre. We seek to share parent's knowledge and that of the extended family through ongoing involvement and activities planned within the classroom. We also believe that it is vital to make learning visible to parents and employ a wide range of strategies and approaches to facilitate this process.

We aim to build and develop positive and reciprocal relationships with children and their families based on trust and mutual respect through two way communication and participation in the centre's decisions through an active parental committee. We strive for the sharing of information and expertise between children, parents, staff, colleagues and the greater community to maintain the best practice and the rights of all children.

SECTION 1: GENERAL INFORMATION

TERM DATES FOR 2020

Term	First Day	Last Day
1	Tuesday 28 th January	Friday 3 rd April
2	Monday 20 th April	Friday 26 th June
3	Monday 13 th July	Friday 18 th September
4	Tuesday 6 th October	Friday 11 th December

We are funded to deliver an educational program 40 weeks of this year.

TIMETABLE FIRST WEEK

2020	Mon 27 th Jan	Tues 28 th Jan	Wed 29 th Jan	Thurs 30 th Jan	Fri 31 st Feb
Red Group 1 Jane/Shannon	AUSTRALIA DAY PUBLIC HOLIDAY	8.00am–3.30pm			
Blue Group 1 Di/Naomi	AUSTRALIA DAY PUBLIC HOLIDAY	8.30am–2.30pm	8.30am–2.30pm		
Red Group 2 Linda/Shannon			8.30am–2.30pm	8.30am–2.30pm	8.30am–2.30pm
Blue Group 2 KylieElaine				8.00am–3.30pm	8.00am–3.30pm

DAILY ROUTINE – RED GROUP 1/BLEU GROUP 2

Each day generally follows the routine outlined below, with flexibility in the program as required.

7.50am	Gates open for children in sessional program. Assist children to put drink bottles on table, apply sunscreen, put shoes in bucket and place bags in lockers. Parents are to sign in and remain with their child until 8.00am (unless they are booked in Before Hours Care). Children are to be settled by their parents at quiet activities on verandas.
8.00am	Doors open. Place lunches in fridge. Parents say goodbye and children come inside to play with puzzles or toys on the central mat.
8.30am	Inside/Outside Session begins.
10.00am	Morning Tea
10.30am	Tidy Up
10.45am	Language/Music Session
11.00am	Inside/Outside Session
12.15pm	Tidy Up
12.30pm	Language/Music Session
12.40pm	Beds put out
12.50pm	Lunch
1.15pm	Rest/Quiet Time
2.15 – 3.30pm	Additional play session alternating with Outside Hours Care (OHC) Program.
3.15 – 3.30pm	Pickup – parents are requested to collect their child and sign out from 3.15pm unless their child is attending the After Hours Care Program

DAILY ROUTINE

BLUE GROUP 1/RED GROUP 2

8.20am	Gates open for children in sessional program. Assist children to put drink bottles on table, apply sunscreen, shoes in bucket and bags in lockers. Parents to sign in and are to remain with their child until 8.30am (unless they are booked in Before Hours Care). Children to be settled by their parents at quiet activities on verandas.
8.30am	Doors open. Place lunches in fridge. Parents say goodbye and children come inside to play with puzzles or toys on the central mat.
9.00am	Inside/Outside Session begins.
10.00am	Morning Tea
10.30am	Tidy Up
10.45am	Language/Music Session
11.00am	Inside/Outside Session
12.15pm	Tidy Up
12.30pm	Language/Music Session
12.40pm	Beds put out
12.50pm	Lunch
1.15pm	Rest/Quiet Time
2.15 - 2.30pm	Pickup – parents are requested to collect their child and sign out from 2.15pm unless their child is attending the After Hours Care Program

WHAT TO BRING TO KINDY

Please clearly mark all items with your child's name.

WATER BOTTLE



Cold water is our policy for fluids during the day. In summer, we ask parents to freeze half the water so that it stays cold all day.

The water bottle must be :

- **LARGE** so that it contains enough water (500ml or more)
- **CLEAR** so that staff can easily monitor children's water intake.

MORNING TEA/LUNCH



Morning Tea and Lunch should be placed in a single lunch box.

This will go in our fridge – as space in the fridge is limited, *please use a compact lunch container.*

No insulated lunch boxes please. They actually prevent the cold air from getting to the contents thus permitting bacteria to multiply. See Food & Nutrition Page 12.

HAT



Broad-brimmed or legionnaire's style is Gowrie (QLD) policy. Please ensure that your child's hat does not have a string around the neck area.

Alderley Kindy Bucket Hats can be purchased at Class Play Dates or via the Office.

CLOTHING



2 spare sets. Please remember to label everything!

Must be sun safe, no singlet tops or halter necks

Alderley Kindy T-Shirts can be purchased at Class Play Dates or via the Office.

RAINCOAT



A clearly named raincoat is to be kept at the kindergarten for rainy day play days.

LIBRARY BAG



Books may be borrowed from our Children's Library on Tuesdays and Fridays. To borrow books children must have a **clearly named** non plastic library bag e.g. envirobag. Children's library will begin in Week 4.

Library Bags can be purchased at Class Play Dates or via the Office.

TOYS



Apart from a cuddly toy at rest time personal toys are best left at home.

SHEETS



In a sheet bag, clearly named on the *outside* of the bag. **Please don't send fitted sheets** as they are difficult for children to manage and prevent beds stacking properly. **Kindy Sheets can be purchased at Class Play Dates or via the Office.**

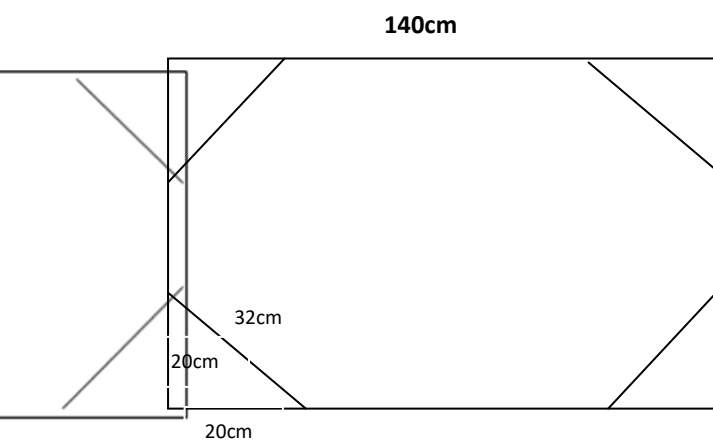
KINDY SHEETS - DIY INSTRUCTIONS IF YOU'D LIKE TO MAKE THEM YOURSELF

Bottom Sheet – Finished Size = 140cm x 55cm

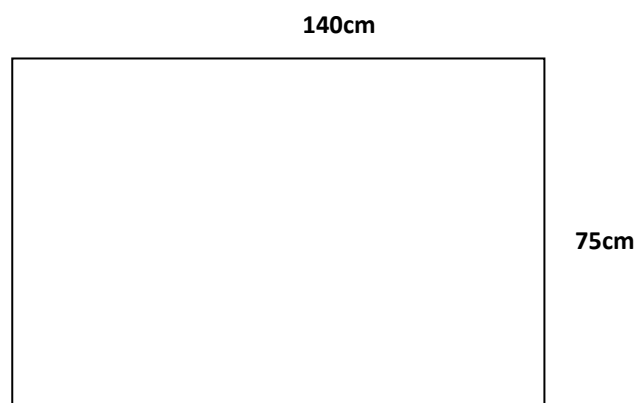
Elastic on each corner –

a) approx. 20cm from each corner

b) each piece approx. 32cm



Top Sheet – Finished Size = 140cm x 75cm



SETTLING YOUR CHILD

Every child is unique and how they respond to separating from their parents and adjusting to a new setting will vary from child to child. Some parents expect that their child may experience separation anxiety whilst others think that their child will take to the new setting easily. Sometimes parents are surprised by their child's reactions. It is important to stay calm and positive as this will help your child to regulate their emotions.



Before your child's first day, talk with your child about all the fun that they will have at kindergarten. Make it casual. Walk or drive past the centre and point out the kindergarten to your child. Remind them of the fun things they may have seen when visiting the centre on other occasions.

On your child's first day please plan your morning so you do not have to rush in and out of the centre. You should be prepared to stay until your child is settled, and when leaving be sure to:

- say goodbye
- tell them when you will be back
- leave promptly

If you should feel that your child may need longer to adjust to separation, please talk this over with your child's Teacher – some children may need a more gradual transition than others.

The first month (or longer) can seem rather overwhelming, for children and parents alike. Your child may be hesitant and tearful when saying goodbye to you and this may continue for some weeks. Do not despair! This is quite natural, especially if your child is not used to being away from you. You can help your child settle more easily by following the advice given by your child's Teacher.

Don't slip away when they are engrossed in something. Always tell your child that you are going and when you will return and then go. Avoid lingering. By prolonging your farewell, your child may sense your hesitation and become more upset. Let your child's Teachers know that you are leaving so they can support the transition. Be prompt in returning to collect your child and try not to bombard him/her with questions. A child isn't able to give a detailed account of the day, but will give you unrelated snippets of what was of interest to him/her.

Some children will take to kindy like "ducks to water", others can take longer to settle. Usually within a short time the children have settled into the familiar routine and can hardly wait for their days to come around each week.

Wellbeing

Related *EYLF* learning outcome:

Children have a strong sense of wellbeing

Key focus Significant learnings

- Building a sense of autonomy and wellbeing
- Delight in making decisions and choices (agency)
- Courage and resilience to manage change and challenges
- Ways to understand and regulate emotions

Identity

Related *EYLF* learning outcome:

Children have a strong sense of identity

Key focus Significant learnings

- Building a sense of security and trust
- A sense of being safe, accepted and supported
- A sense of belonging and confidence in others

ARRIVALS



On arrival please remember to sign your child “in” at the sign-on book (This may change once we introduce electronic sign in). Help your child put their drink bottle on the table, their belongings in their locker, their shoes in the bucket, and **(when the doors open at 8.00am for Red Group 1 & Blue Group 2 and 8.30am for Blue Group 1 & Red Group 2)** their lunch in the fridge. Please ensure that you

apply sunscreen to your child as indicated on the sign on sheet.

The doors will be open prior to the commencement of the session to give parents an opportunity to assist children in putting away belongings then settling them before departing. Quiet activities will be provided on the verandah prior to doors opening.

Teaching staff contact hours begin at 8.00am for Red Group 1 & Blue Group 2 and 8.30am for Blue Group 1 & Red Group 2. Therefore, until that time, Educators will still be very busy organising and preparing for the day. Educators will set up outside of the playground first, and then close the doors to prepare for their teaching day without interruptions or distractions. Please ensure that you remain with and supervise your children on the front verandah of their rooms until this time each morning (unless they are signed in to Before Hours Care). Teachers are not able to supervise children on the verandah's before this time. If you need to leave earlier, please either sign them in to Before Hours Care or ask another parent to watch your child for you. This is a legal requirement.

Once the doors open there will be approximately 15 minutes of play that is to be confined to a designated area, a mat with toys or puzzles on it. Once the majority of the group have arrived, we'll sing our welcome song, and then children and Teachers will have their first planning meeting for the day.

Late Arrivals: We appeal to parents to bring their children to kindergarten no later than 8.15am for Red Group 1 or Blue Group 2 or 8.45 am for Blue Group 1 and Red Group 2 families if at all possible. Children arriving later than this not only interrupt our first group discussion of the day, but they miss the opportunity to input their ideas into the direction of the day's play. We find that children who've had the chance to pool ideas and plan together generally engage in more productive and purposeful play.

Playground accessible only with STAFF supervision: In order to ensure safety, it is our policy that **children only play in the playground during session times;** i.e. when staff are in the playground supervising.

On arrival please bring your children into the kindergarten without accessing the playground, and on departure please follow the same procedure. **We also ask that siblings remain with parents on the verandah.** Our Outside Hour Care (OHC) Program is operational during this time in the playground and extra children joining in play creates difficulties for OHC staff, as their role is to supervise the children in their care, not the older or younger children. **Please also do not leave any siblings in the car unattended.**

PICKING UP CHILDREN

RED GROUP 1/BLEU GROUP 2

Pick up time from Red Group 1/Blue Group 2 sessional program is 3.15pm-3.30pm. The Centre doors will be closed until 3.15pm to allow children time to pack up and gather belongings. If you need to collect your child earlier than 3.15pm, we ask that you do so **either before rest time** i.e. no later than 1.15pm, or **after rest time** has finished, i.e. after 2:15pm, so as to ensure minimal disruption at rest time.

BLUE GROUP 1/ RED GROUP 2

Pick up time from our sessional program is 2.15pm-2.30pm. The Centre doors will be closed until 2.15pm to allow children time to pack up beds and gather belongings. If you need to collect your child earlier than 2.15pm, we ask that you do so **before rest time** i.e. no later than 1.15pm so as to ensure minimal disruption at rest time.

Parents are responsible for supervising their children, including siblings, during pick up time. For safety reasons, please ensure your **children do not play on outside equipment during pick up time.** As stated, children are only permitted to play in the playground during session time, i.e. when staff are supervising. If you need to discuss a matter with the Teacher, please make an appointment at a mutually convenient time. On departure, please remember to sign your child "out" at the sign-on book.

If parents have a meeting with their child's Teacher, or are performing a maintenance task for the kindergarten, their child may be placed in the After Hours Program free of charge (provided there are places available). This service is not available to siblings.

Important: If you arrange for someone other than yourself to collect your child (and they are not noted on our original Enrolment Form), we must have the required documentation about that person provided in advance. You will need to complete an **Authorisation to Collect** Form prior to the day of collection. We cannot permit children to be collected by someone whose identity hasn't been validated.

LATE PICK-UPS

It is expected that all children not enrolled in our Outside Hours Care program will have been collected and left the Centre by 3.30pm (Red Group 1/Blue Group 2) or 2.30pm (BG1/RG2).

If parents or carers haven't arrived to collect their child by the allocated time, that child will be placed in our Outside Hours Care Program at the expense of the parent (minimum casual fee is \$15 for one hour or part thereof).

If you are running late, a phone call to the parent mobile number (0400 313 180) or the office (3356 3675) is all it takes for your child to be enrolled in our Outside Hours program. We can take up to 22 children each afternoon. If someone else picks up your child, it is your responsibility to ensure that they do so on time.

If a parent or carer is late to collect a child at 5.30pm, they will be required to pay late fees to cover the costs of employing staff to stay past closing time. Late fees will be based on a rate of **\$20 for each 15 minutes past 5.30pm (or part thereof).** These fees will be strictly enforced.

OUTSIDE HOURS CARE PROGRAM

Our Outside Hours Care (OHC) Program was established in 2008 to provide an additional user-pays service for parents who require care for their children after 2.30pm.

The OHC Kindergarten program is offered Monday to Friday during term (excluding public holidays and pupil free days) from 7.30am – 8.30am & 2.30pm-5.30pm, and is located on the premises.

Our OHC Program is run by a Coordinator and an Educator at all times, each with the required qualifications and experience. We have space for up to 22 children in each session. At full capacity there is a maximum of 11 children per staff member.

From 2020 all OHC attendances will be on a **PERMANENT** basis. **CASUAL** attendances will encounter a \$5 booking fee (in addition to the daily permanent fee).

A light and nutritious afternoon tea is provided for children as part of the fee.

PERMANENT OHC

Permanent users are required to book for the entire term and pay for the block morning or afternoon session. Permanent bookings are carried over from term to term unless otherwise notified in writing. We request that you advise us in writing at least two weeks prior to any proposed changes.

CASUAL OHC

Casual users can book a session at any time for the morning or afternoon block however, each casual booking encounters a \$5 booking fee. Please contact the office on 3356 3675 or 0400 313 180 to book your child into casual care.

OHC HOUSEKEEPING

Older siblings at collection time: Could parents collecting their children from the Outside Hours Program please ensure that they take their kindergarten children home promptly and that older siblings accompanying them don't access the playground whilst they are here.

Older children joining in play creates significant difficulties for Outside Hours staff as their role is to supervise the children in their care, not the older and bigger children.

Much as we love to be a family friendly kindergarten, the playground is for the children enrolled here, not the older children, and we would not be covered by insurance if an accident was to occur.

Also, it's important to be aware that climbing equipment is set up for 3½ to 4½ year olds, not 2 year olds and toddlers.

VACATION CARE

In 2020, Vacation Care will be available every day of the holidays in April, July and September from **8.30am to 5.00pm** at the rate of \$65 per day. Please note that this fee may be subject to change each calendar year. It will be necessary to book in and pay in advance prior to each vacation care period. **Once Vacation Care has been booked and invoiced, we are unable to refund fees where bookings are subsequently cancelled.** Dates are not interchangeable once booked.

Vacation care is available to all children enrolled in 2020 and any prep aged siblings who attended the Centre in 2019. Please note the Vacation Care program is **not** offered after the end of Term 4 (Christmas holiday vacation period) as the Centre is closed from Friday 13th December.

ACCESS TO OUTSIDE HOURS CARE POLICY

BEFORE HOURS, AFTER HOURS & VACATION CARE PROGRAMS

The Alderley Kindergarten 'Outside Hours and Vacation Care' service is an additional user funded service which receives no government funding and is not covered by the Health Care Card subsidy.

The service was put in place by the Committee in 2008 to provide parents an affordable option for the care of their children outside the usual kindergarten hours. The service is completely separate to the usual government funded sessional kindergarten program.

Parents pay for two qualified Educators to care for up to a maximum of 22 children. This service is budgeted to run on a break even basis.

Parents with children who require additional support are welcome to enrol, however they will be required to fund the additional expense to cater for their child's needs.

POLICY LAST REVIEWED: OCTOBER 2019

CLOTHING

Please dress your child in suitable sleeved play clothes so that they may readily enjoy the activities provided. All children involved in the Centre program may get dirty or even get paint on their clothes. Also, long dresses are not practical for active physical play.



SHOES VERSUS BARE FEET

At Alderley Kindergarten we recognise the benefits of barefoot play for children's safety, growth, and the development of sensory awareness. Nerve endings in the feet can sense the variety of textures. Bare feet can grip climbing equipment and promote more effective balance and control, e.g. during music sessions or when climbing.

If for any reason your child needs to keep their shoes on, there will be plenty of alternative experiences and activities to take the place of climbing. Please let us know if this is necessary. During colder weather, children may keep shoes on. Staff will provide outdoor experiences which don't involve climbing at these times.

If parents do wish children to keep shoes on in colder weather please make sure that these shoes are suitable for active play e.g. sneakers, not crocs or sandals.

SUN SMART

Alderley Kindergarten supports the Sun Smart concept and therefore requires children (and adults) to wear hats whilst outdoors and to have sunscreen applied each morning. We also encourage parents to dress their children in Sun Smart clothing. (See below)



Parents are expected to provide their child with a well-fitting broad-brimmed or legionnaire-style hat that is clearly named and brought every day. Please ensure no strings around neck. Alderley Kindy logo hats are available to purchase in the office for \$15.

Parents are responsible for ensuring that their children have sunscreen applied prior to or at drop off. It is a policy requirement that parents document that they have applied or intend to apply sunscreen to their child on the sign-in sheet. The Centre supplies 30+ 4 hour protection sunscreen which is available for parents to apply to their child in the mornings. If your child has a particular sensitivity to the sunscreen provided, please apply an alternative.

Sunscreen is reapplied before children enrolled in the After Hours program go outside to play after their afternoon tea.

Parents are also expected to dress their child in clothing that provides adequate protection from UVR. The Cancer Council Qld recommends clothing with the following features:

- Dark coloured
- Collars & sleeves
- Closely woven fabric
- Natural fibre

For further Sun Smart information, visit www.qldcancer.com.au

FOOD AND NUTRITION

Alderley Kindergarten upholds the concept of wholesome nutrition based on the basic food groups. We request parents to provide healthy choices such as sandwiches with healthy fillings, cracker biscuits, cheese, fresh and dried fruit, and avoid highly packaged and processed items such as sweetened yoghurt, stewed fruit in juice, roll ups, muesli bars, commercial sweet biscuits and cakes etc.

Staff encourage children to eat fruit/vegies first at morning tea and sandwiches (or alternative) first at lunch time.

At special times such as Christmas and Easter, if children wish to present their friends with candy canes or chocolate eggs, we request that they do this somewhere other than the Centre environment. Some children have special dietary needs, and it is important to consider the potentially large amount of lollies and chocolate the children will receive and consume.

WHEN YOUR CHILD IS ILL

Children with contagious diseases must be excluded from the Centre for specified times (see table in Health & Safety section). Please contact your child's Teacher to report contagious illnesses.

Children who have been suffering from fever, vomiting, diarrhoea or conjunctivitis must be excluded from the centre until there has been a 24 hour clearance after the last occurrence. If there are two or more cases of gastroenteritis at the centre the children must be excluded for 48hrs after symptoms cease.

We ask that you keep your child at home if:

1. He/she has had a higher than normal temperature sometime in the past 24 hours (note: normal body temperature is 36-37°C). Parents are asked to consider whether children requiring medication are well enough to be at the Service.
2. **A temperature over 38°C when measured under the arm is a fever**
3. He/she has had vomiting or diarrhea sometime in the past 24 hours (48 hours in the case of Norovirus or if two or more cases have occurred at the centre)
4. He/she has conjunctivitis
5. He/she is or has been recently unwell in some way

If your child is **becoming unwell** the night or morning before attending the Centre, please keep them at home. Giving your child a dose of paracetamol and sending him/her off to Kindy is not fair to anyone. More often than not, this is when they are at their most contagious, and you risk infecting the other children, their families and Centre staff, as well as making your child feel more unwell.

We also ask that you keep yourself and any siblings at home when sick. If this is not possible, we ask that you drop off or pick up your child quickly and avoid contact with other people. In particular, we ask that you do not allow a sick sibling to mix with the Kindy children or to touch any toys or equipment.

If you are not well on a day that you are scheduled to do "parent roster", please stay at home. It is best for you and the Centre. We prefer to be short of help for a day than to risk spreading an illness.

For more information on medication and exclusion periods see the Health and Safety Section.

BIRTHDAYS

When it is your child's birthday, you may wish to provide a birthday cake or other goodies to share with the whole class. **We ask that you talk to your child's Teacher** before sending along food for the class, as some items that may be fun for the children may also have colours, flavours and/or preservatives that can wreak havoc with our little people. In addition, some children have special dietary needs.



We also ask that birthday or other celebratory treats to be provided for the whole class are small in size, as many parents may not wish their child to fill up on sweets instead of eating their lunch. Miniature cupcakes or muffins are ideal.

Parents of children with allergies usually leave their own home made patty cakes in our freezers so that their children are still able to enjoy being part of the celebration.

Please keep in mind this Centre's **NO NUT** policy when providing birthday cakes for your child to share with their classmates. If using a packet mix, check content information carefully.

Please note that most bought cakes, even if they don't **appear** to contain nuts may have the warning "*may contain traces of nuts*" – these are not acceptable.

We recommend homemade cakes and to avoid those baked in commercial kitchens.

PARENT ROSTER DAY

Spending a day at the Centre each term provides a wonderful opportunity to share in your child's kindy experience. Please mark the day you are able to attend on the Parent Roster Calendar in your child's room.

An extra adult lending a hand means also that individual children receive more adult support and attention. If you'd really like to help out with rosters but have a baby or younger child, you are still more than welcome to come along and bring the younger one. However, parents need to be aware that supervision of siblings is their responsibility whilst at the Centre.

COMMUNICATION

If you wish to have a discussion with your Teacher about any matter, it is best to phone between 2.45pm and 3.30pm for Blue Group 1 & Red Group 2 and between 3.45pm and 4.30pm for Red Group 1 & Blue Group 2. Alternatively, email is an excellent way to stay in touch with your child's Teacher. Your Teachers contact email address will be provided upon commencement of term 1. The Director can be contacted on director@alderleykindy.com.au.

Communications from Teachers, Administration and Committee are sent electronically on a regular basis to keep parents up to date with educational programs and Centre activities.

Please let us know if you are not receiving these communications or if your email address changes.

NOTICE BOARDS: Please read the noticeboards to keep in touch with activities and check your pocket near your child's room for notices especially for you.

SECTION 2: ADMINISTRATION MATTERS

SESSIONAL PROGRAM FEES

Fees are invoiced at the beginning of each term and distributed via email advising when the debit will be made. All fees are to be paid via Direct Debit via ChildCare EasyPay. The following transaction fees apply: Direct debit account 0.88%; Mastercard 1.34%; Visa 1.54%; Corporate & Premium Mastercard 1.55%; Corporate & Premium Visa 1.75%; AMEX 2.42%; International Cards 3.00%. For example (Term invoice for \$830 will incur a payment fee of \$11.12 with Mastercard). Fees and charges will apply for payments that are unable to be processed by ChildCare Easy pay. Without prior written agreement from the Management Committee, an administration fee will be charged on any fees not paid within 14 days of the Direct Debit date.

If fees remain outstanding at the end of the term and no agreed payment plan is in place, the Management Committee reserves the right to exclude the child and cancel their enrolment for any subsequent terms. Fees outstanding for more than three months may be referred to a credit collection agency at the discretion of the Management Committee.

2020 SCHEDULE OF FEES

Fee Type	Amount Payable
Kindergarten Program	
Enrolment Fee – non refundable - Payable upon acceptance of Letter of Offer	\$140.00
Term 1 Security Bond - Payment is credited towards your Term 1 Fees - Payable upon acceptance of Letter of Offer	\$250.00
Kindy Program 2020 - Invoiced at the beginning of each term. - Paid via our Direct Debit system	BG1/RG2 - \$995/term BG2/RG1 - \$830/term
Maintenance Levy - refundable at the end of term 4 after completion of 1 maintenance task and attendance at 1 working bee	\$100/term
Excursion Fee - Invoiced in term 3 - Cost will cover bus fitted with seatbelts and Excursion Fee	\$40 approx.
Outside Hours Care Program	
Before Hours Care Three Day Program (7.30am to 8.30am) Two Day Program (7.30am to 8am)	\$10/session* \$5/ session* *\$5 booking fee applies to all casual bookings

After Hours Care Three Day Program (2.30pm to 5.30pm) Two Day Program (3.30pm to 5.30pm)	\$30/session* \$20/session* *\$5 booking fee applies to all casual bookings
Vacation Care (April, July, Sept School Holidays) 8.30am – 5.00pm	\$65/Day

QKFS KINDY SUPPORT FUNDING

QKFS Plus Kindy Support is an initiative which extends subsidies to children of eligible age. Alderley Kindergarten can claim QKFS Plus Kindy Support where a family meets one of the criteria below:

- 1. Health Care Card holders**
Families, including foster carers, of a kindy-aged child present their current Health Care Card, Veterans Affairs Card or Australian Government Pension Concession card with automatic Health Care Card entitlements or formal communication, such as a letter, from the relevant agency stating the intent to issue a Health Care Card. The service should take a copy of the card and keep the copy as a record; OR
- 2. Identifies as being Aboriginal or Torres Strait Islander**
A family identifies as being Aboriginal or Torres Strait Islander, or has a child who does, and this is recorded on their enrolment form, which must be signed and kept by the service as a record; OR
- 3. Multiple births**
Available to families with multiple births of 3 or more kindy-aged children. Proof of date of birth for these children is required. Services should keep a copy as a record.

Alderley Kindergarten Enrolments Procedure

Policy Statement:

Alderley Kindergarten is open to the general community and promotes universal access for all children primarily of the eligible-age cohort to attend an Approved Kindergarten Program. Our Kindergarten will allocate enrolment into the Service in an equitable and reasoned manner and will follow government priority of access guidelines under the Queensland Kindergarten Funding Scheme (QKFS).

Waiting List:

Parents may place their child's name on our waiting list at any time after birth. A non-refundable fee of \$20.00 per child is required to do this. Waitlist Application forms are available via our webpage www.alderleykindy.com.au Placement on the waiting list does not guarantee a placement. At the time of lodgement of the waiting list form, families will be made aware of the year their child is eligible for enrolment into the Approved Kindergarten Program and how waiting lists will be prioritised.

Enrolments Procedure:

Children are offered enrolment in order of placement on the waiting list. Offers of enrolment will be made at a time determined by the Approved Provider, in discussion with our Enrolments Administrator and Director. Each year, the Kindergarten will announce the specific offer dates prior to sending out the offers.

Enrolment offers are emailed to families in order of placement on the waiting list. In accordance with access and funding guidelines of the Department of Education and Training, priority of enrolment will be made to those children of the eligible-age cohort for a Kindergarten program (turning 4 by June 30 for the year they attend Kindergarten).

- Each child is only able to access funding for **one** government Approved Kindergarten Program at a time. Those families nominating Alderley Kindergarten for the QKFS Funding will be placed prior to the consideration of enrolments where the family indicates that the QKFS Funding will be allocated to another service.
- Whereby a family indicates that they will nominate the Kindergarten for QKFS Funding upon enrolment but, due to individual circumstances, chooses not to after the offer is made, Alderley Kindergarten has the right to revoke the offer in favour of a family who can nominate our Kindergarten for the QKFS Funding.
- Whereby a family accepts a position and indicates that the QKFS Funding will be allocated to another service, they agree to cover the full program fee each term. This is inclusive of families who are on subsidies such as Health Care Cards.

To accept an offer families must:

- Respond within timeframe specified on offer of enrolment, or the offer will be considered as declined
- Upload a copy of their child's birth certificate, immunisation record
- Complete the relevant acceptance and class preference form
- Pay an enrolment fee and security bond. The security bond is deducted from the first term's fees. Both fees are non-refundable if the child is withdrawn from the Kindergarten.

Positions in each class will be allocated according to each family's class preference form in the order received by the Kindergarten.

Early Entry:

If places are available, the Management Committee may exercise, at its discretion, to allow enrolments of non-eligible age enrolments (early entry). These enrolments cannot be offered until three weeks before the end of term four each year.

Early entry will only occur if waiting lists of eligible-age children have been exhausted.

Offers of early entry will be given based on a child's age, with preference given to children who turn four (4) in July (oldest to youngest), taking into consideration the needs and suitability of the child as determined by the Director.

Confirmation of an early entry enrolment will occur following a meeting with the family, teaching staff and Director to determine whether early enrolment will be in the best interest of the child.

Whereby a family is offered an early entry position, they agree to cover the full program fee each term. This is inclusive of families who are on subsidies such as Health Care Cards.

Delayed Exit:

Alderley Kindergarten strongly advocates for children's right to another year of Kindergarten (delayed exit) for those who may be still developing the physical, emotional, social or cognitive maturity required to ensure a smooth transition to Prep. This decision is made by the guardians of the child, in discussions with Alderley Kindergarten teaching staff.

Families will be invited to indicate their interest in researching a delayed exit place for their child prior to June 1. This reservation is not final and no enrolment deposit payment is required at this stage. This supports those families who are unsure and would like more time to monitor their child's growth, development and readiness. Their child's default reservation will be in the **Unit and Group** that they are currently enrolled in. Families will have until Week 3, Term 3 to confirm this reservation with payment of an enrolment deposit.

Should a family wish to change Unit or Group for the following year, they will be required to indicate and confirm their changed preference by the **end of Term 2**. Families will be asked to confirm their child's enrolment by paying the non-refundable enrolment fee.

Absences:

If you are going on holidays or your child is ill, please advise the Kindergarten as soon as possible. Fees must continue to be paid through all absences or periods of extended leave in order to hold a position at the Kindergarten.

WITHDRAWAL OF CHILD FROM THE KINDERGARTEN

If you wish to withdraw your child from the Kindergarten permanently, four (4) weeks written notice is required. Where a child's enrolment is cancelled part way through a term, under certain circumstances a proportion of fees paid for that term may be refunded. Where the Kindergarten is able to fill that vacated place with another child of the correct age for the remainder of the term, 75% of fees paid will be refunded on a pro-rata basis (dependant on how many weeks in the term remain and how many weeks are able to be filled by another child).

PROCEDURE REVIEWED: OCTOBER 2019

COMPLAINTS PROCEDURE

A complaint or grievance is a statement of dissatisfaction made by a parent or guardian about any aspect of their involvement with the Kindergarten as an Organisation and/or the program they are attending, where some action is requested to remedy/improve the situation. Gowrie (QLD) views all complaints, concerns or grievances as opportunities to review and improve policies and procedures.

If you have a concern relating to the payment of fees, the waiting list or any other administrative issues, please discuss the matter with the Director or the Treasurer.

If you have a concern relating to the educational program or another child, please first discuss the matter with your child's Teacher. If this matter remains unresolved, please consult the Director/Nominated Supervisor who will then make a time with the parent or guardian to discuss the matter and work through possible solutions or offer supportive material.

The Nominated Supervisor will document the conversation and action taken, and consult the President.

Concerns relating to Centre Policy or management should always be raised first with the Director.

If families feel that a grievance has not been resolved satisfactorily at this level or if the grievance is in regard to the Nominated Supervisor, the parent/guardian will be encouraged to place the complaint in writing and address the matter to the President who will bring the complaint/concern to the attention of the **Executive Committee** for noting and action.

All complaints and grievances will be handled with respect for confidentiality and procedural fairness will be observed in all aspects of handling a complaint.

Confidentiality must be maintained at all times so that only the persons most directly involved and who can best address the concern should be aware of the matter.

If you don't feel comfortable approaching either staff or the President with a concern, a Suggestion Box has been placed under the main Notice Board, which can be anonymous if desired. Any communications placed in the Suggestion Box will be immediately addressed.

GOVERNMENT ASSISTANCE

As an affiliated Centre, representatives from Gowrie (QLD) inspect our Kindergarten throughout the year. If satisfied with the standard, Gowrie (QLD) recommends to the State Government that we are eligible for funding. The Government assistance covers approximately 50% of the cost of having a child attend the Centre.

To retain our affiliation, we are subject to ongoing evaluation as well as regular visits from a Gowrie (QLD) Inc. Early Education Consultant. We must have:

- an approved Constitution
- qualified Teachers
- qualified Educators
- an approved educational and developmental program
- an approved building and outdoor play area
- adequate and suitable equipment
- close parent/Teacher co-operation.

SERVICE APPROVAL AND REGULATORY AUTHORITY

The Office for Early Childhood Education and Care (the Office) was established as part of the State Government's Toward Q2 vision for Queensland to drive early childhood reform. The Office takes the lead responsibility for children's early development and management of early childhood education and care services, and reports to the Minister for the Department of Education and Training (DET). Information about the Office is available at www.qed.qld.gov.au/earlychildhood or by phoning 137468 (13QGOV).

The Office is responsible for the administration of the *Child Care Act 2002* and the *Child Care Regulation 2003*, previously the responsibility of the Department of Communities. Early Childhood Officers work proactively with the early childhood sector in administering this legislation.

Early Childhood Development is a key focus for all Australian Governments with significant reforms occurring at the national and state levels. Governments are committed to long-term, substantial reform in the early childhood development sector to provide families with high-quality, accessible and affordable integrated services.

NATIONAL QUALITY STANDARD

The National Quality Standard assists services to provide the best possible level of early childhood education and care by being clear about the factors that best support a child's development.

It also gives services and family's confidence in evaluating what distinguishes high quality or excellent services.

The National Quality Standard is divided into seven areas that contribute to the quality of early childhood education and care. These areas have been identified by research and are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements (including the number of staff looking after children)
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

Under each of these areas detail is provided about what a service can do to provide the highest quality early childhood education and care for a child.

Assessment of all services against the new National Quality Standard began in January 2012. We are proud to announce that Alderley Kindergarten underwent Assessment & Rating process in 2012 and achieved an overall rating of **Exceeding** the National Quality Standard. If you require further information please refer to The Australian Children's Education & Care Quality Authority's website, www.acecqa.gov.au.

Whilst the Kindy will not undergo an external assessment again until 2020+, the process of continuous improvement, self-reflection and striving for excellence in our education program is an ongoing task in which all staff participate, in partnership with our families.

QUALITY IMPROVEMENT PLAN

The aim of a Quality Improvement Plan (QIP) is to self-assess performance in delivering quality education and care, and to plan for future improvements. The Kindergarten maintains a QIP which is actively used in practice and regularly revisited – it recognises the Kindergarten's current strengths and areas for further development. Parents are encouraged to engage in the self-assessment process & the implementation of the QIP. A copy of the QIP can be obtained by asking your teacher or by asking in the office. From time-to-time surveys may be done to assist in developing the QIP. Otherwise, your feedback is always valued.

TAX DEDUCTIBLE BUILDING FUND

Alderley Kindergarten is a non-profit community Kindergarten. In 2003 we became an Incorporated Association and this allowed us to establish a Tax Deductible Building Fund. The fund is formally known as *The Alderley Kindergarten Association Incorporated School Building Fund*. All members of the community can contribute and receive a *tax deduction* for doing so. All contributions must by law be used directly for improvements or enhancement to the buildings at the Centre.

All donations are voluntary and can be made by cash or cheque. A tax deductible receipt will be issued for every payment.

THE GOWRIE (QLD) INC. POLICIES

As part of the recent reforms to affect the Kindergarten sector in Queensland, additional Governing Bodies were established. The role of a governing body is to administer on behalf of the Office of Early Childhood the Government Funding to each affiliated community Kindergarten. For many years Queensland only had one governing body. From 2011 there have been three governing bodies.

The Alderley Kindergarten Committee and Staff made the decision to move to Gowrie (QLD) effective 1 July 2011. Under this affiliation the kindergarten accesses the common policies and procedures of Gowrie (QLD) and staff engage in professional development activities in the wider Gowrie (QLD) group.

Gowrie (QLD) has been overseeing childcare centres and kindergartens in Queensland for over 70 years, and is part of a national organisation long associated with high quality care and educational experiences for kindergarten and pre-school aged children. For more information, please visit www.gowrie-brisbane.com.au.

We operate our Centre in accordance with the requirements and policies set out in Gowrie (QLD) Handbook. These Policies are regularly reviewed and updated by Gowrie (QLD), and then discussed and ratified by the Management Committee.

This extensive list of policies relates to matters such as:

- Administration - waiting list and enrolment procedures
- Health - hygiene, administration of medication, immunisation
- Professional conduct - confidentiality and privacy, non-discrimination, Teacher qualifications.
- Safety - playground equipment, child protection and fencing requirements.
- Educational program and practice

These policies are filed in Gowrie (QLD)'s Kindergarten Handbook, which is located on the bookshelf in the office and available to be viewed by parents at any time.

Further information can be obtained from the Office for Early Childhood Education and Care's information service on 1800 637 711.

SECTION 3: STAFF AND PROGRAM

We are in the enviable position at Alderley Kindergarten of having retained excellent staff for many years. Each of the Centre's rooms is run by a tertiary qualified early childhood Teacher and a qualified Educator. Our staff regularly attend professional development programs to further advance their skills. All contact staff hold a current Senior First Aid Certificate, CPR certification and a current Positive Notice for Child Related Employment (Blue Card). Children enjoy the stability of the same Teachers and the same group of children to interact with during their time at the Centre. Our current staff mix is outlined below. Changes may occur due to long service leave or other operational requirements.

LEADERSHIP & SERVICE MANAGEMENT		
Director/Nominated Supervisor	Katelyn McArthur	Bachelor of Education (Early Childhood & Primary) Master of Early Childhood Educational Doctorate (studying)
Book Keeper	Donna Syrett	Diploma of Accounting
Administrator (3 days)	Katrina O'Neill	Bachelor of Psychology Certificate IV in Education Support (currently studying)
Administrator (2 days)	Naomi Sauer	Diploma in Children's Services Certificate III in Early Childhood
RED GROUP 1		
Teacher	Jane Wise	Diploma of Teaching BKTC
Educator	Shannon Young	Diploma in Children's Services
BLUE GROUP 1		
Teacher	Dianne Barnes	Diploma of Teaching Primary Diploma in Children's Services Certificate III in Early Childhood
Educator	Naomi Sauer	Diploma in Children's Services Certificate III in Early Childhood
RED GROUP 2		
Teacher	Linda Nettle	Bachelor of Education; Early Years Diploma of Teaching
Educator	Shannon Young Elaine Granahan (Wednesday)	Diploma in Children's Services Certificate III in Early Childhood
BLUE GROUP 2		
Teacher	Kylie Barker	Grad Diploma in Education; Early Years Bachelor of Nursing Grad Certificate Clinical Nursing: Acute Paeds Grad Dip. Science Ed. Primary/Middle (studying)
Educator	Elaine Granahan	Diploma in Children's Services Certificate III in Early Childhood
OUTSIDE HOUR CARE		
OHC Co-Ordinators	Laura Vinter (mornings) Caitlyn Adams (afternoons)	Bachelor of Educational Studies Bachelor of Early Childhood- currently studying

OHC Educators	Alex Foreman Abi Nettle	Diploma of Early Childhood Education Bachelor of Education (currently studying)
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ROLES OF STAFF

Book Keeper

The Book Keeper is responsible for the day to day billing and accounts receivable for the kindergarten including Term and OHC invoicing. The Book Keeper liaises with the Administration and Leadership team & Treasurer with regards to financial matters and assists with monthly financial reporting.

The Book Keeper is available each **Wednesday** during term and also contactable via email at other times. Please email the Book Keeper on accounts@alderleykindy.com.au

Administrator

The Office Administrator is responsible for providing a range of administrative services that support the Director, Administration team & Teachers in the delivery of a high quality, inclusive and educational kindergarten program.

Nominated Supervisor

What is a nominated supervisor?

All applications for service approval must appoint a person to be the nominated supervisor for the service. This requirement applies to both new and existing education and care services.

A nominated supervisor is a person who has consented to be the primary supervisor of the day to day operation of an early childhood education and care service. The nominated supervisor will have primary management and control of a service in the absence of the approved provider.

As the nominated supervisor is the key responsible person for a service (in addition to the approved provider) the nominated supervisor has various responsibilities under the National Law. Amongst other responsibilities the nominated supervisor must ensure that the children are adequately supervised and that they are not subjected to any form of corporal punishment or unreasonable discipline.

The nominated supervisor must also ensure that every reasonable precaution is taken to protect the children from harm and hazards likely to cause injury. Additionally, the nominated supervisor is responsible for ensuring that the program delivered to the children is based on an approved learning framework, as well as ensuring that the relevant Educator to child ratios are being met within the service.

Responsible Person in Day to Day Charge

There must be a responsible person in charge of a centre based service and physically present at all times it is operating. Generally, the responsible person at the service will be the Nominated Supervisor however when the Nominated Supervisor is absent, another staff member will be expected to ensure that the service continues to operate in accordance with the National Law and policies and procedures of the service. This would include the matters for which the nominated supervisor is responsible. However, the overall responsibility for such matters remains with the approved provider and the nominated supervisor.

The Responsible Person for each day is detailed on the front notice board.

Director/ Nominated Supervisor

The role of a Director of a community Kindergarten is to work closely with the Committee and staffing team in the running and maintenance of the Centre, and to assist the Committee in all ways in the promotion of the Centre in the community.

It is the Director's responsibility to take whatever action necessary to ensure children's supervision, health and safety. It is also the Director's responsibility to maintain close communication with and to

supervise other staff members. It is also incumbent upon the director to contribute to the creation of a positive climate of mutual collaboration and co-operation.

Both Directors and Teachers regard information learned about children or families in the Centre as confidential and not to be discussed with anyone other than the family directly concerned.

Teacher

It is the Teacher's responsibility to assist the Director in carrying out the Centre's policies, and to provide professional support to the Director in maintaining high standards in administrative and educational programs.

The Teacher takes the main responsibility for planning for and supervising a group/unit under the direction of the Director. The Teacher must also plan and document a curriculum which is responsive to individual children's needs and interests and which reflects a clearly stated philosophy and goals.

Educator

The role of the Educator is to support the Teacher in planning and preparing for, as well as presenting, the educational program.

An Educator will always refer parents who might express a concern to the Teacher or Director, as the Director and/or Teacher have the sole responsibility for communicating with parents on any matters of concern.

An Educator also maintains complete confidentiality with regard to any information about children and families.

Coordinator (Outside Hours Care)

The Coordinator of the Outside Hours Care Program is responsible for delivering a quality early educational program for children attending the Outside Hours Care Program that complements and supports the sessional Kindergarten programs. The Coordinator is also responsible for establishing and maintaining a relaxed and low-key atmosphere for the duration of each OHC session to ensure all children have the opportunity to wind down after the Sessional program and pursue individual needs and interests at their own pace.

Educator (Outside Hours Care)

The role of the Educator (Outside Hours Care) is to assist the Coordinator in the preparation and supervision of the Outside Hours Care Program.

SECTION 4: ABOUT US

WHO WE ARE

We are a community based not for profit kindergarten providing a nurturing and educational experience for children in the year before they attend prep.

Children have been taught and cared for at our kindergarten since 1948. The Centre is an incorporated organisation and managed by a Committee of parents, elected at the Annual General Meeting in February each year.

Thus it is run *by* the community and *for* the community. All profits and money raised go back into the kindergarten to further upgrade and replenish resources and facilities.

We find that our kindergarten attracts families who are keen to be involved. Parents are encouraged and welcome to contribute formally through the volunteer Management Committee, and informally as participants in our daily educational program.



AFFILIATION WITH THE GOWRIE (QLD) INC.

In July 2011, Alderley Kindergarten became affiliated with The Gowrie (Qld) Inc., a well established non-profit, early childhood organisation and a member of the national

consortium, Gowrie Australia. This affiliation provides the Centre with invaluable support and advice, whilst also ensuring that our centre maintains the highest possible standards.

FACILITIES AND RESOURCES

Our facilities are well maintained and of excellent quality. We are very proud of our playground which was redeveloped in 2018 with interchangeable equipment designed to stimulate & challenge. The children feel surrounded by nature and it complements the rest of our outdoor play area which is a sensory rich and aesthetically pleasing environment for children and Educators to engage in play together.

Our indoor areas are spacious, welcoming and underwent a major renovation in 2013-14 followed by refurbishment of the children's bathroom in 2015-16. As we have been developing and upgrading our resources for over 70 years we are an exceptionally well resourced centre.

EDUCATIONAL PROGRAM

We aim to deliver a program that is based on current best practice in early childhood, and is underpinned by the the Queensland Kindergarten Learning Guidelines, a curriculum directly based upon the national curriculum, the Early Years Learning Framework, (EYLF) which emphasizes the importance of **belonging, being and becoming**.

As children investigate and explore their surroundings, role play, solve problems, and interact with friends, they are developing the social, emotional, cognitive and physical skills they need for life. In our play based curriculum the direction of the program is negotiated between children and adults.

Responding to children's interests ensures their engagement with learning. However it is the role of the Educator to extend and build upon these interests so that effective and productive learning takes place.

Literacy and numeracy concepts are embedded naturally throughout the curriculum as Teachers observe and scaffold children's emerging literacy and numeracy learning.

Through their play children are encouraged to:

- observe and explore concepts relating to our world
- develop skills and language needed to play with others
- become more independent
- learn to make friends
- develop physical skills
- share and co-operate with others
- foster a positive attitude to learning
- express emotions in appropriate ways.

Much of what your child does at the Centre may look like "just play". However, our program is based on the belief that children's play is the means by which they learn and develop.

LITERACY AND NUMERACY

Our early education program provides children with opportunities for 'exploring the use of the printed word' and 'investigating early maths concepts'. Our program is designed so that the children are engaging in these activities constantly through play. For example, when children use, or pretend to use print for a **purpose** (making a stop sign, pretending to be a doctor writing a prescription, tapping out a 'message' on an old keyboard, labelling an artwork) they are in fact **exploring the use of the printed word**, and in doing so, developing their literacy.



Similarly, **maths** is so much more than counting and recognising numbers. Maths is position (beside, below, above) sorting and categorizing, shape, matching and comparing, ordering and sequencing, problem solving. As children engage with puzzles and matching games, sort toys as they put them away, listen to stories, build with blocks and manipulative toys, they are developing an understanding of all of the above mathematical concepts.

Children from both groups will have the opportunity to interact through combined excursions or shows, Outside Hours Care and Vacation Care sessions, shared meal times and experiences related to the curriculum. Such interaction will depend on observations made by staff about group dynamics.

EXTENSIONS OF THE PROGRAM

At least once per term the program is enriched and complemented by a variety of additional experiences:

For example in previous years;

- Puppet shows with a conservation theme
- Sustainability Talk by Brisbane City Council
- An interactive Science Experience
- Multicultural dance
- Bunyaville excursion/Trevena Glen Farm excursion
- Wildlife Experience
- Birralii Cultural Workshop

Visiting performances are included in the term fees, whilst the annual excursion is an extra charge.

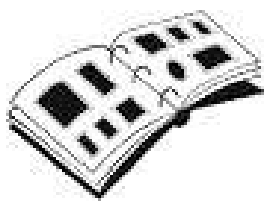
INFORMATION EVENINGS

In addition, the Centre may also hold parent information evenings throughout the year on topics such as Behaviour Management, Speech and Language Development. We also liaise with other local kindergartens in our immediate area in the provision of such information sessions.

FEEDBACK TO PARENTS

On a regular basis our Teachers prepare a summary for parents outlining what has been happening in class, as well as where the program is headed.

Our Teachers also work with families to compile a record of each individual child in a “child portfolio”. These include photographs and anecdotal observations of each child. We use digital portfolio services for all groups of children attending Alderley Kindergarten. We will provide access to the children’s portfolios in the first few weeks of Term 1. Please see your child’s teacher for more information.



Teachers and Educators will be contributing to the digital portfolios on *Storypark*.

Online communication through Storypark allows teaching staff and parents/family to gain immediate feedback on activities, children’s learning and goals, and maintain insight into the child’s progress and learning.

The child’s portfolio is intended to be a co-construction, with parents able to contribute to the digital portfolio as well as Teachers, Educators and even extended family and friends! Please feel free to contribute as much as you like – the beauty of digital portfolios means never running out of space!

PARENT-TEACHER INTERVIEWS

If parents would like to have a private chat with Teachers, do remember that they are always more than happy to make time for this - education is a two way process. Teachers need feedback from parents - only then can they build up a complete picture of each child, and so plan appropriately for them. If you do find that you’d like to talk about something, just let your child’s Teacher know that you’d like to make a time outside the usual program hours in order to talk privately and without interruption.

SHARING INFORMATION

Events in family life such as major illnesses, visits of grandparents and other relatives, accidents or deaths in the family, can be a major concern or excitement for the children. We would appreciate it if parents would inform Teachers of any unusual happenings of this nature.

GROUP TRIPS

Once a year staff will undertake a group excursion with the children. Due notice will be given and parental/guardian written permission sought. Parents are asked to volunteer to accompany the group and help with supervision. The supervision ratio is 1 adult to 2 children. The Centre meets the costs for internal shows, but we ask parents to pay for the cost of external excursions.

Siblings are not able to accompany us on excursions.

If parents are unable to attend, grandparents are able to accompany and supervise their grandchild in place of parents on an excursion.

STUDENT PLACEMENT

Our Centre recognises the importance of and supports student placements as part of the long term training of staff in the provision of quality early education and care for children. Students are supervised both by Centre staff and University/TAFE staff.

WORK EXPERIENCE AND OTHER STUDENTS

Our Centre supports the inclusion of school (work experience) students in the educational program. This is implemented on a limited basis upon consideration of the children's needs at the time.

CODE OF CONDUCT - VALUES AND PRINCIPLES

At Alderley Kindergarten, the staff, students and volunteers agree to provide the service honestly and ethically and:

- with diligence and in a professional and courteous manner
- with the best interest of the child being the paramount concern
- with the utmost respect for the child and the child's family
- with the utmost respect for other staff members, students or volunteers involved in the centre
- with a commitment to quality and continuous improvement in service provision
- with respect for cultural, social and religious diversity, differences and perspectives
- in partnership with the child's family
- without harassment or abuse (including physical, sexual or verbal abuse, intimidation, humiliation, exclusion or any behaviour regarded as offensive or degrading) of a child in care, parents, staff, students, volunteers or other adults involved in the Centre
- without discrimination, bias, fear or favour
- in accordance with the Agreement, Standards, Policy and Procedures relating to the Centre
- must refrain from acting or speaking in any way that could harm the reputation of others

WHO MUST COMPLY WITH THIS CODE OF CONDUCT?

This Code of Conduct applies to all those individuals who interact with children and young people at the Centre, including the Director, Teachers, Educators, students, volunteers, parents, guests and visitors from the wider community.

STANDARDS EXPECTED - LANGUAGE AND COMMUNICATION

- All staff, students, volunteers, parents, guests and visitors are expected to use appropriate language, and to communicate in a way that provides encouragement and builds self-esteem in each child.
- All staff, including students and volunteers, must use appropriate and effective ways of communicating and working with each child, and with other adults.
- Children need to be spoken to as we would like ourselves spoken to.
- Listening to children tells them that they are important. This means not only hearing the words, but working out the feelings behind the words.
- Teachers need to instigate regular discussions with parents to share information about the child and maintain records of these.

STANDARDS EXPECTED - PROFESSIONAL RELATIONSHIPS

All Staff:

- Must respect the individuality of each child, ensuring the inclusion of different cultures, religions and beliefs.
- Need to contribute to and actively assist in the delivery of the program, and share in the evaluation of the program.
- Need to develop and maintain an effective teamwork relationship with other staff.
- Have the right to be treated with respect, and are under an obligation to behave in a respectful manner to others.
- Must refrain from acting in any way that would unfairly harm the reputation of others.
- In supervisory roles are obliged to contribute to the creation of a positive climate of mutual collaboration and co-operation, and to set an example by modelling positive, discreet and ethical behaviour.
- Must treat all team members on their merits, without regard to age, sex, marital status or any other factor not applicable to the position. Team members are to be valued according to how well they perform their duties, their ability and their enthusiasm in maintaining our standard of service.
- Need to contribute to the philosophy of the centre, and maintain confidentiality at all times.
- Need to be flexible in following the needs and interests of the children.
- Need to ensure that children are well supervised at all times.
- Need to consult with other staff members on matters of concern with regards to any child and their family, with due regard for privacy factors.
- Need to actively participate in staff meetings at the centre, at Gowrie (QLD) level and professional workshops.

DISCIPLINE

- Every child needs discipline to feel safe and secure whilst learning about themselves and their world.
- Staff and parents need to help children to take responsibility for their own behaviour through teaching and modelling to them acceptable ways to respond to situations. Self-discipline develops through adults teaching, modelling and nurturing children's confidence.

GUIDING BEHAVIOUR

- As children grow they become more self-regulated and they understand how to behave and control their behaviour themselves. A child or person's behaviour often speaks louder than words.
- Gowrie (QLD) recognises its responsibilities in guiding young children's behaviour. Guidance of children's behaviour is considered integral to both the philosophy and the curriculum of a service, and should be reflective of contemporary perspectives associated with guiding and supporting children's self-regulatory skill development. Gowrie (QLD) Behaviour Guidance Policy outlines the responsibilities of the staff, parents and the licensee when implementing the service's approach to managing children's behaviour.

BULLYING

- This is commonly defined as a form of aggressive behaviour in which there is an imbalance of power favouring the perpetrator. There may be repeated incidents or a single event. Bullying may occur between children, parents or staff members.
- This kindergarten considers bullying to be unacceptable behaviour and will not tolerate it under any circumstances.

BREACHES OF THE CODE OF CONDUCT

At Alderley Kindergarten, we have grievance procedures in place so that the appropriate action can be taken if an issue arises. Obviously, the steps taken would be determined by the seriousness of the infringement and by whom.

Please refer to Complaints Procedure on page 22. A more detailed outline is available for perusal in the Centre's Grievance Policy.

If a member of staff breaches the code of conduct appropriate disciplinary actions will be taken. The nature of these measures will depend on the seriousness of the infringement.

Measures may include:

- Counselling
- Warnings (i.e. verbal warning, first written warning, final written warning)
- Dismissal (with notice) – may occur where unacceptable behaviour or work performance persists following written warnings.
- Summary dismissal (without notice) – may be appropriate if situations of serious misconduct occur.

GOWRIE CHILD PROTECTION STATEMENT

CHILD PROTECTION - INFORMATION FOR PARENTS

BACKGROUND

Early Childhood Education and Care services have a critical role to play in building resilience, support and linking families and promoting the safety and wellbeing of children.

The Service will support families by:

- building relationships with parents and providing information and general support.
- supplying information about specialist resources and referral support services which could assist with issues related to children and the family situation;
- building resilience and strengthening critical early childhood protective factors such as language and communication, critical thinking and problem solving skills with children at the service
- ongoing staff training and development to enable them to fulfil their key responsibilities

PROCEDURE – WHAT STAFF SHOULD DO

Staff will acknowledge that:

- the safety of children is the paramount consideration

Children need to know and believe that:

- they have the right to be safe at all times
- children are entitled to basic human rights regardless of additional needs, cultural or socio-economic factors
- children are people in their own right deserving of respect, care and protection
- children are entitled to the support of an adult to act as an advocate on their behalf

Staff will act in a positive way to develop a safe environment for children in their care and will take action to fulfil their duty of care by:

- exercising a duty of care to protect children and keep them safe
- being aware of the Child Care Regulation (2003) and Child Care Act (2002)
- having a Suitability Card for themselves and family members over the age of 18 prior to any involvement in the children's programs
- supporting families and advocating for quality services for families and children, in response to known protective behaviours which will decrease child's risk of harm
- notifying the Director when they have reasonable grounds to suspect that a child has been harmed, or is at risk of harm
- Providing an environment in which children are free from harm, or risk of harm

Staff are also advised to be mindful of their duty of care and responsibility of children in their care, that other staff members are in visual sight when children are in their care.

Staff should also tell another staff member when they are leaving an area to toilet a child.

Staff responding to harm will:

- Take into account, and document what parents and children tell them and what they see
- Record observations and/or conversations accurately and objectively as soon as possible after the incident has occurred
- Not assume an investigative role but simply record all observations factually without any editorial comment, suppositions, interpretations, or allegations

- Consult immediately with the Director who will in turn immediately consult with the nominee.
- Complete a *Reporting Of Harm Form* and hand to the Director
- All documentation and information to be regarded as confidential

The Director Responding to harm will:

- Inform the licensee (President) if there is an immediate risk to the child, and take action to ensure the safety of the child
- Seek to gain support for staff engaged in responding to child abuse.
- Report suspected child harm to the appropriate statutory authorities and to determine the strategy for informing parents
- Protect the anonymity of staff whom are obliged to report their concerns
- Be aware that authorised Departmental Officers or police officers investigating the allegations may lawfully visit the Centre or child's home, and have the responsibility of informing at least one of the child's parents

COMPLIANCE LOG BOOK

Changes made to the *Child Care Act 2002* will require all services to keep a log book detailing any compliance notices received from the Office of Early Childhood. These changes come in to force on 1 July, 2010. From this date any Early Childhood Officer and/or parent can request to view the log book and have a photocopy of its contents.

SECTION 5: HEALTH & SAFETY

ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

Anaphylaxis is the most severe form of allergic reaction and is potentially life threatening. Anaphylaxis occurs after exposure to an allergen to which a child is already sensitive. This allergic reaction can produce such severe swelling of the air passages that suffocation and death may occur within minutes.

The Centre retains the right to ban all nut and paste food items from children's morning teas and lunches if a child is enrolled who suffers from Anaphylaxis. Our Kindergarten is **NUT FREE**.

GIVING OF MEDICATION

Medication is given to treat a condition and one cannot be sure what reaction a child may have to a medication that the child has not taken previously. Parents are asked not to bring their child to the service until at least 3 doses of any new medication (they have not taken previously) have been administered.

Whenever possible medication will be administered by parents at home.

In the interest of children's safety and wellbeing, and in accordance with Gowrie Policy, medication will only be administered if it is prescribed by a Doctor, in its original container with the original pharmacist's dispensing label with details of:

Child's name

Name of medication

Dosage

Frequency

How it is to be administered

Date of dispensing

Expiry date

Medication will only be administered if the parent/guardian has completed and signed a **Medication Form**.

Medication is required to be handed to a staff member so that it can be stored securely (out of children's access) and at the recommended temperature. Medication is not to be left in children's bags.

The only medication that can be administered by staff without a doctor's authority is paracetamol. This is for use in an emergency, such as a child developing a high fever and staff either being unable to contact parents, or parents being unable to get to the Centre promptly. For staff to be authorised to administer this dose, parents are required to sign a form granting permission for this, upon enrolment.

Staff must be informed of any medication requirements and will record directions in the Medication Register. When the medication is given, another Teacher will verify this information. All medications are stored in a safe area which is inaccessible to children.

If a child has had Paracetamol or Aspirin before arriving in the morning, this **MUST** be disclosed to the Teacher, thus avoiding the risk of staff possibly overdosing a child who develops a fever in the course of the morning. However, we would question why a child who has been administered

Paracetamol (Panadol) or Ibuprofen (Nurofen) has been sent to kindergarten when the proper place for children who are unwell is home.

Children who become ill or injured during the session will be removed from the group to rest or given appropriate first aid treatment. Contact will be made with the parent so that the child can be taken home if necessary. **Please ensure that we have your most up-to-date contact details on our records.** If the Director should deem it necessary, an ambulance may be called.

We encourage all parents to ensure that their child's vaccination program is up to date before enrolling at the Centre. Not all children are immunised. It is a condition upon enrolment that parents sign a form agreeing to the removal of a non-immunised child in the event of an outbreak.

RISKS TO PREGNANT WOMEN

Parents, if you are pregnant, may be pregnant or are planning a pregnancy please read the following information carefully as there are some common childhood diseases which pose a serious risk to pregnant women.

Gowrie (QLD) recognises that it has obligations to ensure that pregnant employees and volunteers are not exposed to risks to their health and safety arising from exposure to infectious diseases (See Gowrie (QLD) Policy **STAFF IMMUNISATION POLICY**). All those working with young children may be exposed to diseases that are preventable by vaccination. Those who have not previously been infected with or immunised against these diseases are at risk of contracting an infection.

Vaccination is the only effective way to manage the risks in the early childhood setting as these diseases are infectious before the onset of illness.

Gowrie (QLD) strongly recommends that all early childhood employees be vaccinated against:

Hepatitis A	Whooping Cough	Measles-Mumps-Rubella (MMR)	Chickenpox (Varicella)
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Other infectious diseases which pose a risk to pregnant employees and volunteers are:

Cytomegalovirus (CMV) No immunity possible – can always recur	Parvovirus (or Slapped Cheek Virus) Can test for immunity
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Apart from vaccination, infectious disease prevention is best achieved through correct hygiene practices such as hand-washing. Please see relevant information regarding these diseases in the book "Staying Healthy In Childcare" which is located in the office.

ACCIDENTS, INCIDENTS, INJURY & TRAUMA

In the event of a minor incident, injury or trauma, staff (all Teachers/Educators hold approved first aid qualifications) will administer first aid. You will be advised of the incident either prior to your arrival or upon your arrival at the kindergarten depending on the nature of the incident. An incident register is kept at the Centre to comply with Workplace Health and Safety regulations. You will be given a copy of the record (with full details about the incident & the treatment) to read & sign.

In the event of a serious accident involving your child, you will be contacted immediately. If contact cannot be made, appropriate action will be taken as outlined in the enrolment form. Emergency services will be contacted as required.

ILLNESS & INFECTIOUS DISEASES

You will be contacted and asked to take your child home if he/she appears unwell and exhibits any of the following symptoms:

- sleeps at unusual times
- cannot participate in the program as he/she would normally
- has a fever consistent with Managing High Temperature Policy
- Is crying or distressed as a result of discomfort due to illness
- Is in need of constant one to one care, or
- Is emotionally unsettled.

All parents will be notified of any common Infectious Diseases in any of the programs, by notices or by email communication.

HEALTH, HYGIENE, SAFETY & EMERGENCY INFORMATION

Relevant health, hygiene and safety information is located around the building. For example, hand washing and food preparation procedures and fire drill information is located in the kitchens. Evacuation procedures are also displayed next to the main doors to each room. Rubber gloves are provided for general use. Fire extinguishers are located in each room.

Gowrie (QLD) policies on hygiene are designed to:

- reduce the spread of germs within the Centre
- skill and reinforce young children in correct hygiene behaviours
- emphasise hand washing technique
- support a hygienic Childcare Centre

In order to ensure the safety of children, staff and others the centre follows Gowrie (QLD) procedures for emergencies (including lock down) and evacuations. Fire drills are regularly performed with the children so that they become familiar with such procedures, including responding to the roll call.

Time Out

Keeping your child and other kids healthy!

This poster provides information on the recommended minimum exclusion periods for infectious conditions and will assist medical practitioners, schools, pre-schools and childcare centres to meet the requirements of the *Public Health Act 2005*.¹

Condition	Person with the infection	Those in contact with the infected person ²
Chickenpox (varicella)	EXCLUDE until all blisters have dried. For non-immunised children, this is usually 5 days after the rash first appears, and less for immunised children.	EXCLUSION MAY APPLY EXCLUDE non-immune pregnant women and any child with immune deficiency or receiving chemotherapy. <i>Contact your Public Health Unit for specialist advice.</i> Varicella can be reactivated in older children and adults as Shingles. See below.
Cold sores (herpes simplex)	NOT EXCLUDED if the person can maintain hygiene practices to minimise the risk of transmission. Young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing where possible.	NOT EXCLUDED
Conjunctivitis	EXCLUDE until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis.	NOT EXCLUDED
Cytomegalovirus (CMV)	NOT EXCLUDED Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Diarrhoea³ and/or Vomiting including: <ul style="list-style-type: none"> • amoebiasis • campylobacter • cryptosporidium • giardia • rotavirus • salmonella • viral gastroenteritis but excluding: <ul style="list-style-type: none"> • norovirus • shigellosis • toxin-producing forms of E.coli (STEC) See specific information below	Exclusion periods may vary depending on the cause. EXCLUDE a single case until 24 hours after the last loose bowel motion and the person is well. EXCLUDE all persons who prepare or serve food until they have not had any diarrhoea or vomiting for 48 hours. If there are more than two cases with diarrhoea and/or vomiting in the same location, or a single case in a food handler, notify your Public Health Unit. <i>See information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.</i>	NOT EXCLUDED
Enterovirus 71 (EV71 neurological disease)	EXCLUDE until written medical clearance is received confirming the virus is no longer present in the person's bowel motions.	NOT EXCLUDED
Fungal infections of the skin and nails (ringworm/tinea)	EXCLUDE until the day after antifungal treatment has commenced. (No exclusion for thrush).	NOT EXCLUDED
Glandular fever (mononucleosis, Epstein-Barr virus)	NOT EXCLUDED	NOT EXCLUDED
German measles (rubella)⁴	EXCLUDE for 4 days after the onset of rash or until fully recovered, whichever is longer. Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women and female staff of childbearing age should check their immunity with their doctor. <i>Contact your Public Health Unit for specialist advice.</i>
Haemophilus influenzae type b (Hib)	EXCLUDE until the person has completed a course of appropriate antibiotic treatment. ⁵ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Hand, foot and mouth disease (EV71)	EXCLUDE until all blisters have dried.	NOT EXCLUDED
Head lice	Exclusion is not necessary if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).	NOT EXCLUDED
Hepatitis A⁴	EXCLUDE until at least 7 days after the onset of jaundice or dark urine, or for 2 weeks after onset of first symptoms if no jaundice or dark urine.	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about vaccination or treatment for children and staff in the same room or group, children transferring to another centre and new enrolments.</i>
Hepatitis B and C	NOT EXCLUDED Cover open wounds with a waterproof dressing.	NOT EXCLUDED

Footnotes

1. Observing the exclusion period meets the intent of the *Public Health Act 2005* for a person to be non-infectious.
2. The definition of 'contact' will vary between diseases and is sometimes complex. If unsure, contact your local Public Health Unit.
3. Diarrhoea definition is: 3 or more loose stools or bowel movements in a 24 hour period that are different from normal and/or escapes a child's nappy.
4. Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions.
5. Appropriate antibiotic treatment: this will vary between diseases. If unsure, contact your Public Health Unit.



Condition	Person with the infection	Those in contact with the infected person ²
Hepatitis E	EXCLUDE until at least 2 weeks after the onset of jaundice.	NOT EXCLUDED
Human immunodeficiency virus (HIV/AIDS)	NOT EXCLUDED Cover open wounds with waterproof dressing.	NOT EXCLUDED
Influenza and influenza-like illness	EXCLUDE until symptoms have resolved, normally 5–7 days.	NOT EXCLUDED
Measles ⁴	EXCLUDE for 4 days after the onset of the rash. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY Vaccinated or immune contacts NOT EXCLUDED . EXCLUDE immuno-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case. EXCLUDE non- or incompletely vaccinated contacts, without evidence of immunity. <i>Contact your Public Health Unit for specialist advice.</i>
Meningitis (bacterial)	EXCLUDE until well and has received appropriate antibiotics. ⁵	NOT EXCLUDED
Meningitis (viral)	EXCLUDE until well.	NOT EXCLUDED
Meningococcal infection ⁴	EXCLUDE until 24 hours of appropriate antibiotics have been completed. <i>Contact your Public Health Unit for specialist advice.⁵</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about antibiotics and/or vaccination for close contacts.⁵</i>
Molluscum contagiosum	NOT EXCLUDED	NOT EXCLUDED
Mumps	EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Norovirus	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours.	NOT EXCLUDED
Roseola, sixth disease	NOT EXCLUDED	NOT EXCLUDED
Scabies	EXCLUDE until the day after treatment has commenced.	NOT EXCLUDED
School sores (impetigo)	EXCLUDE until 24 hours of appropriate antibiotics have been completed. ⁵ Cover sores on exposed areas with a waterproof dressing until sores are dry, and encourage handwashing.	NOT EXCLUDED
Shiga toxin-producing E.coli (STEC)	EXCLUDE until diarrhoea has stopped and two samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Slapped cheek syndrome, fifth disease (parvovirus B19, erythema infectiosum)	NOT EXCLUDED Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Shigellosis	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Shingles (herpes zoster)	EXCLUSION MAY APPLY If blisters can be covered with a waterproof dressing, until they have dried NOT EXCLUDED . EXCLUDE if blisters are unable to be covered and until no new blisters have appeared for 24 hours.	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).</i>
Streptococcal sore throat (including scarlet fever)	EXCLUDE until 24 hours of appropriate antibiotics have been completed. ⁵	NOT EXCLUDED
Tuberculosis (TB) ⁴	EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit.	NOT EXCLUDED
Typhoid ⁴ and paratyphoid fever	EXCLUDE until diarrhoea has stopped and two samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Whooping cough (pertussis) ⁴	EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough. ⁵ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY for those in contact with the infected person. <i>Contact your Public Health Unit for specialist advice regarding exclusion of non- or incompletely vaccinated contacts.</i>
Worms	EXCLUDE until diarrhoea has stopped for 24 hours and treatment has occurred.	NOT EXCLUDED



Some medical conditions require exclusion from school, childcare centres and other settings to prevent the spread of infectious diseases among staff and children.¹

For further information or advice about diseases or conditions not listed here:

- Contact your nearest public health unit at: www.health.qld.gov.au/system-governance/contact-us/contact/public-health-units
- National Health and Medical Research Council publication: *Staying Healthy – Preventing infectious diseases in early childhood and education and care services, 5th edition*: www.nhmrc.gov.au/guidelines-publications/ch55
- For fact sheets about various communicable diseases visit the Queensland Department of Health website at: <http://disease-control.health.qld.gov.au>

Time Out



Use this QR Code to access a digital copy of this poster or visit: www.health.qld.gov.au/publichealthact/contagious



Queensland Government

SECTION 6: FAMILY INVOLVEMENT

Parents choose our community based Centre over profit driven childcare centres because they believe that the service we provide is superior to that being offered by corporate entities and that it gives their children a better start in life.

It is important that parents also acknowledge and accept that there are **obligations** attached to sending their children to a community based Centre. We depend upon parent involvement at a variety of levels for the smooth operation of our Centre, whether it be through becoming a member of the Management Committee, participating in Parent Roster Days, volunteering time at working bees and fundraising events, or contributing some other vital skill to assist our staff in delivering their programs. Parents are our greatest asset and contribute to and enrich the Kindy in so many ways.

In short, we cannot function without the ongoing help and involvement of parents, and parents are urged to help in whatever way they are able.

HOW OUR FAMILIES ARE INVOLVED

Our Centre has always enjoyed strong support and involvement from parents and the community. Parents are involved on a number of levels:

- Sharing their skills and interests in the educational program – eg yoga, music, dance, vet, doctor, police officer, art, etc.
- Spending time with their child and their peers on parent roster day (once a term)
- Attending and assisting with social functions
- Assisting with maintenance at working bees
- Participating in the Management Committee.

Most parents find that becoming involved in the Centre is an extremely satisfying way to have real input into their child's education.

MANAGEMENT COMMITTEE

Alderley Kindergarten was opened in 1948 and was financed by the community. In 2003 the Centre was incorporated under the Associations Incorporation Act 1981 (Qld).

As an Incorporated Body, the Centre cannot legally operate without a Management Committee, which is elected at the Annual General Meeting held in February each year.

The Management Committee is responsible for the general management of the Centre, including all financial matters. The Management Committee is made up of the following positions:

President – Provides leadership, guides the implementation of the decisions of the Management Committee, chairs Committee meetings, liaises with staff and Gowrie (QLD) representative, acts as official spokesperson for Centre, attends other meetings as required, oversees the operations of the After Hours Care Program.

Vice-President – Supports the President and undertakes their duties at times when they are unavailable, coordinate's staff development and training program & parent information program, undertakes special projects as required.

Treasurer – Works with Director and Bookkeeper to oversee the financial management of the Association, including After Hours Care, prepares and monitors the budgets, and reports to Committee on income & expenditure.

Secretary – Prepares monthly meeting agenda, records minutes of official meetings each month and disseminates minutes within 7 days of a meeting being held, and fulfils official role under the Associations and Incorporations Act (Qld).

Fundraising Officer – Develops a Fund Raising calendar for the year and coordinates and delivers fund raising activities and events for the Kindergarten.

Building Redevelopment-Maintenance Officer –

In conjunction with the committee and director:

- oversee all building maintenance issues including any issues arising from recent renovation/plans for future development.
- organise and supervise working bees (4 per year.)
- complete maintenance tasks within the scope of your ability and time
- at the end of the year complete a maintenance audit with the director which will guide future maintenance priorities and action

Workplace Health and Safety Officer –

- Review the WHS policies of the Kindergarten
- Coordinate the WHS training needs of the Kindergarten
- Keep and update the Kindergarten's WHS Safety Manual
- Comply with WHS Act 1995 & WHS Regulations 2008

Marketing-Promotions-Social Media officer – Oversees preparation of promotional materials as required. Promotes Kindy events through local newspapers, Alderley Kindy Webpage and Facebook page.

Grants Officer – Identifies potential community benefit funding sources and prepares grant applications for planned projects.

SUBCOMMITTEES:

Social – Organise and facilitate social events (that don't have a fundraising goal) for parents eg coffee mornings, play dates in local parks.

Being a Committee Member can be very satisfying as it provides a way for you to become involved in managing and directing the quality of your child's early education years.

MAINTENANCE LEVY

Each family is required to pay an annual Maintenance Levy of \$400. This levy will be split up over four payments of \$100 and added to each term's fees.

Parents/ helpers are required to **complete one maintenance job (as advised by your Teacher)** and **attend one working bee (3 hours duration)** during the year to be eligible for a refund of the levy.

Each class is responsible for maintenance tasks for one term each year. There are four working bees per year.

If both tasks are completed during the year, the full levy (\$400) will be refunded at the conclusion of Term 4. If one of the tasks is completed during the year, half the levy (\$200) will be refunded. If no tasks are completed during the year, no levy will be refunded.

Parents who don't have the time to help out, have the option of forfeiting the Maintenance Levy, which will then be used to pay someone else to assist with maintenance.

There is the option to OPT OUT of participating in a maintenance and working bee task and forfeiting the levy. Please advise us by the end of TERM 1 if you intend on doing so.

Parents who regularly help out at the Centre may be exempt from completing a maintenance job at the discretion of the Management Committee.

Health Care Card holders are not required to pay the Maintenance Levy and therefore are not eligible to claim the rebate at the end of the year. There is still the expectation however that a maintenance and working bee task will be completed.

MAINTENANCE JOBS

Maintenance jobs include tasks such as cleaning and disinfecting chairs, sewing and mending dress ups, mending books, repairing and washing toys, etc. A roster for maintenance jobs is assigned to one Group each term. Group rotation is set at the beginning of each year. Maintenance jobs are completely separate from the work done at working bees and are to be performed on another occasion than the day that a parent attends a working bee.

WORKING BEES

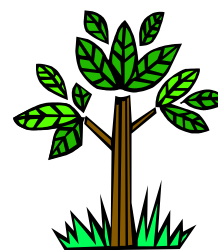
Working Bees are conducted quarterly. Working Bee jobs are usually bigger jobs requiring more people, such as laying new soft fall in the playground, sifting the sand pit, planting a new garden bed, weeding, cleaning gutters, etc.

Dates for working bees are set at the beginning of each year. A list of jobs to be completed is put up at each working bee and parents are asked to indicate their attendance.

SECTION 7: ENVIRONMENT

OUR ENVIRONMENT

Our Centre actively promotes the concept of sustainability and encourages children and families to be more sustainable in their daily routines e.g. use of recyclable containers for children's morning tea and lunch.



We are constantly seeking ways that we can be more sustainable in the way we run our Centre, such as reducing the use of paper, solar power, water tanks, compost and worm farms, and growing food to use in cooking experiences. We also look for new and different ways in which we can introduce the children to the concept of sustainable living. Through demonstration we hope to instil sustainable practices that will become a way of life. We want to focus on how our young children can be agents for change.

NON SMOKING

Our Centre is a non-smoking area. We encourage all parents and visitors to recognise this fact and to set an appropriate example for the children.

SECTION 8: IN CONCLUSION

If at any time you wish to discuss any of the issues detailed herein, you are encouraged to talk to staff and, if need be, a time will be arranged for a comprehensive discussion.

We hope your time as part of the Alderley Kindergarten community will be happy and rewarding for all members of your family.

Please support the Centre where you can. Any help you can offer will be valued and appreciated.

Please take an active interest in the centre's affairs to ensure that a high standard is maintained for the benefit of your child.

Have a Lovely Year!