



# Handbook

# 2026



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## SECTION ONE: Welcome

In keeping with Kenmore West Kindergarten's commitment to reconciliation and respect, we acknowledge the Turrbal and Yuggera peoples, the traditional custodians of the land where our kindy stands. We would also like to pay respect to the Elders past, present and future.

Kenmore West Kindy has developed a Reconciliation Action Plan (RAP) and is committed to its ongoing development and implementation.

### a) Where Children Come First

Welcome to Kenmore West Kindergarten (KWK). Congratulations on choosing an affiliated C&K centre. Your family is now part of a long tradition in quality early childhood education and care. With over 100 years of practical experience, curriculum development and proven positive outcomes for children, this enables C&K to substantiate its claim to leadership in the early childhood sector.

To build genuine partnerships, we believe it is important that staff value children and their families. Staff listen to parents\* and appreciate the ongoing support of families who give their time and skills generously. KWK aims to engage children and families in a sense of community, cooperation and collaboration. We encourage you to become actively involved in the centre. Your involvement will enrich your child's learning experiences and promote positive self-esteem. Current research confirms what C&K has always advocated: that young children's early experiences have a profound effect on their future.

\*KWK recognises that families are as individual as the people in them. We use the term "parents" to define all primary caregivers.

### b) The History of Kenmore West Kindergarten (KWK)

KWK began in 1972 when local parents saved the house (our building) from demolition and negotiated with the government to develop a kindergarten. Some indigenous children were bussed to the centre and an indigenous assistant was employed. By 1976, the indigenous children were accommodated closer to home and their kindergarten became Wandarra Kindergarten in Inala. The director of KWK, together with the parents, worked hard to have our centre affiliated with the Creche and Kindergarten Association (C&K).

Since that time, the playground and the building have undergone many changes. Outside, the levels of our play space have been altered to give us a variety of grassed areas, soft-fall, mulched areas planted primarily with native species and a sandstone block amphitheater. Climbing structures have come and gone as materials and architectural ideas have changed. In 2008 two water tanks were installed. One is used for the children's water play and the other is connected to the toilets and used for the watering of the gardens. In 2009 the playground was extensively refurbished with new swings, a reading hut, stairs and seating installed. We now also have a vegetable patch and chicken coop. The area inside the building has been greatly increased over the years. The storeroom and home area were added over the old front verandah. The playroom was lengthened to accommodate the reading area. The kitchen and the children's toilets have been enlarged.

In 2011 solar panels were installed and the car park was resurfaced following the receipt of a Gambling and Community Benefit Fund grant.

In 2012 we celebrated KWK's 40<sup>th</sup> anniversary. A Fun Day was held with a sausage sizzle, face painting, jumping castles, reptiles, a variety of stalls and a performance by the Nunukul Yuggera Aboriginal Dancers.

In commemoration of the 40 years of KWK we embarked on an Indigenous art project, in recognition of the kindergarten's indigenous beginnings. This project reflects our kindergarten's wildlife, environment and community. With the help of aboriginal artist Peter Mulcahy, we created a feature in the central area of our car park. Peter created designs of animals with a connection to the stories of the Dreamtime along with the children's handprints. The children placed river rock art works of their own in a concrete central circle. Two native trees, a Lillypilly and a Wattle, were also planted.

This is Peter's story of this significant feature.

## MARAN GAARRIMAY

*At the centre of this work we have our Gaarrimay (the nest). As the children are central to our existence, we hold them closest, to provide and protect. These little ones, these little eggs are the culmination of every ancestor that has ever come before them. They are and will be the storytellers of all that you do. They are the link between you and the generations you will never come to see.*

*The Sandstone boulders represent you, the parents and the teachers, ever guiding and providing. You too, like the sandstone are the layered culmination of thousands of generations and now stand as protectors of the nest. Remember they can only be what your gentle guidance allows them to be.*

*Next is the Australian Cypress timbers, they stand as Sentinels as totemic teachers.*

*These 4 figures start with Gugurrgaagaa (the Kookaburra), he is the Awakener, the one who calls the sun to rise each day. He does this with joy in his heart, in the hope that this joy is spread with one another everyday of our lives. Gugurrgaagaa faces the east so the sun will rise each day for these little ones.*

*Opposite him we have the figure of Yabba (the carpet snake). He faces the west in recognition of my Jut Ju Uncle Paddy Djeripi Gerome and my kin connection to the Waka Waka peoples of the North West. Yabba stands for spiritual power and strength. He teaches us that the shedding of things does not diminish us, but it is exactly that which allows us to become something greater. Yabba teaches us of growth strength and fluidity.*

*The third sentinel is that of the blue tongue lizard. He is a local to the Kindy and his dreaming stories will reveal his teachings as an aspect of the creator father and the Dreaming itself.*

*The last Watcher, representing the totemic teachers and our ancestors who watch over this most ancient of lands and all its people, is Bala Balaa (THE BUTTERFLY)*

*This image faces your little ones Kindy as a reflection of all that lies ahead of them. Bala Balaa was the first creature to prove life after death. This little caterpillar passed through a cocoon of darkness to re enter the world as a Butterfly. May all our children grow strong and beautiful, and in opening their wings to eventual adulthood, never forget the child within. Like Bula Bulaa, who will forever remain the little caterpillar with her beautiful adult wings.*

By Peter Muraay Djeripi Mulcahy ©

In August 2015 KWK commenced major renovations. These works include – a new entrance with an equitable access ramp, office and parent meeting space; replacement of the back verandah roof and a raised deck and sliding doors to increase supervision and provide equitable access between the indoor and outdoor spaces. These renovations were funded by the Queensland Government through the ECEC Centre Upgrade Program.

In 2018 the sandpit area was redeveloped with landscaping works to help retain sand and improve drainage. Sandpit storage shelving was constructed as well as a raised seating area. Gardens with native plants completed the work. This project was self-funded.

In 2019, using funds from a successful Gambling Grant application, the outdoor area was extensively renovated. Work included – a new ‘Muddy creek’ and ‘Rocky creek’, mud pit and mud kitchen, sandstone block amphitheater, sandstone steppingstones, garden beds and new grass.

In 2020 the Dept. of Education funded the replacement of the playground climbing equipment. In 2021 they funded the resurfacing of the driveway.

In 2022, KWK celebrated its 50<sup>th</sup> anniversary. We held a family fun day with rides, art activities, food stalls, reptile display and performance by Aunty Sharron. The event was opened by Turrbal elder, Aunty Cathy. Additionally, the families and children of 2021 created the KWK 50<sup>th</sup> Anniversary Food Forest found in the bottom corner of the carpark.

Our building and land belong to Education Queensland, and we pay a nominal lease to them. Education Queensland is responsible for the upkeep of the building and grounds. KWK is responsible for day-to-day maintenance and owns all the equipment and materials that the children use.

### c) Operation Details

KWK operates as a C&K affiliated Kindergarten. Our single unit centre is approved to provide education and care to children three to five years. We have 22 children in each of the two pre-prep groups. Our five-day fortnight program is as follows:

Lillypilly	Monday, Tuesday, Wednesday	8:30 a.m. to 2:30 p.m.
Wattle	Thursday, Friday, alternating Wednesday	8:25 a.m. to 4.00 p.m.

The kindergarten operates during state school terms, typically 40 weeks per year. There are four pupil free days a year, which are advised at the start of the year in the kindergarten calendar.

### d) Arrival and Departure

Arrival time is as specified for each group. Children should be brought to and collected from the centre by a responsible adult over the age of 18.

If the authorised person is not the custodial parent/guardian and is between 12 and 18 years of age, the custodial parent/guardian must attach (to the Enrolment Booklet or *Additional Emergency Contact* form) a signed letter outlining the reasons why this person is required to deliver and/or collect their child and their confidence in the person's ability to competently care for their child.

On arrival, you must complete the digital sign-in procedure and bring your child to a staff member. When departing, you must complete the digital sign-out procedure and ensure that an educator is informed that your child is leaving.

***Please note: Signing your child in and out is a legal requirement under the Education and Care Services National Law***

We must also be informed if an adult other than a parent will be collecting your child. Photo identification will be required to positively identify an adult unknown to us, and an *Additional Emergency Contact* form will need to be completed. If your child is going to be absent, we appreciate a phone call or email informing us of this.

We require time to prepare and tidy up at either end of the program times. This time is also used for maintaining records, conducting staff meetings, and attending local teacher meetings. These additional duties enhance the quality of the program offered to the children and families. Parental co-operation is required in keeping to the session times. The kindergarten has a Late Collection of Children Policy and late fees are payable on those occasions when your child is collected after the session time.

(see [SECTION NINE: Administration - p. Late Collection of Children Policy](#)).

### e) Not for Profit Kindergarten

KWK is a community-based association, with all profits reinvested to benefit the children and the community. Unlike private centres or other corporate childcare services, which must make profits for shareholders, our centre is not for the profit or gain of individual members and the association's constitution prohibits it from making financial distributions to its members. This association and its assets are owned by the parent body, which elects a management committee each year to operate the centre effectively.

### f) Membership

Please note that you must be a member of the association to vote at the Annual General Meeting, a general meeting or nominate for a position on the management committee.

In 2026, membership fee is included in the Free Kindy funding, and your membership in 2026 will be automatic. Membership incurs no additional liability to the individual, as the association is an incorporated body. It allows parents full participation in the operations of KWK.

### g) Affiliation with C&K

Kenmore West Kindergarten and Preschool is affiliated with C&K. Kindergarten services in Queensland need to be a member of an approved CGB to receive the Kindergarten Funding Scheme (KFS). As C&K is our Central Governing Body (CGB), it is responsible for:

- The distribution of funds to member services
- Data reporting to the Office for Early Childhood Education and Care (OEC)
- Supporting member services to provide a quality kindergarten program
- Monitoring compliance with approved criteria

As an affiliated centre, we adhere to a recognised play-based curriculum: '*Listening and Learning Together: C&K Curriculum Approach*'. This allows children to problem solve, discover, and learn how to be independent thinkers. We also adhere to C&K's Policies and Procedures. C&K's key policies and procedures are available on the C&K website and available on request at the service. <http://www.candk.asn.au/ck-policies-and-procedures>

#### h) The History of C&K

C&K is committed to providing quality early childhood education. C&K has been a pioneer in early childhood education and care for over a century. It has been advocating for young children and providing community based early childhood services since 1907. C&K opened its first service, a day nursery for 13 children of working women, in Fortitude Valley. By 1911, it was operating four such centres in Brisbane and had established the Kindergarten Teachers College to provide training for staff. The college grew and evolved to become the Queensland University of Technology's School of Early Childhood Education (QUT). With more than 105 years in early childhood education and care, C&K is regarded as one of Australia's leading providers of kindergarten, childcare, family day care services and Aboriginal and Torres Strait Islander programs.

The C&K philosophy, where children come first, emphasises the fact that for C&K the interests of children are paramount. Any profits generated from their services are returned to benefit children and the community. C&K are committed to providing quality education and care for children's pre-schooling years (from birth to school age) in an environment – both inside and outside – that enables children to explore, satisfy their natural inquisitiveness and grow as individuals. Independent research indicates that children who have enjoyed a C&K early learning experience are the most successful in their first years of schooling.

#### i) C&K Support

C&K provides support to affiliate kindergartens with an Early Childhood Education Consultant, an Education Practice Advisor and a Wellbeing and Inclusion Advisor. These roles are valuable as they act as mentors to staff and arrange professional network meetings throughout the year where teachers in the Western Suburbs region can dialogue and share ideas around a broad range of curriculum matters.

They also provide support and guidance to Directors and Management Committees regarding policies and procedures on all operational matters and compliance.

Few early childhood services in Queensland have such a resource readily available to them. Your child will directly benefit from the support provided by C&K.

#### j) Listening and Learning Together: C&K Curriculum Approach

In 2019, after extensive research, community consultation with leading early childhood practitioners, key stakeholders, parents, and children, the first edition of *Listening and Learning Together: C&K Curriculum Approach*, was published.

Early childhood curriculum has been crafted by C&K educators with and alongside children, families and communities for over 110 years. Curriculum in C&K early childhood centres is shaped by a strong set of shared values, commitments, and visions that honour children. A distinguishing feature of curriculum in C&K centres is the way that educators skillfully partner with children and families to create caring and vibrant learning communities. The purpose of the *Listening and Learning Together: C&K Curriculum Approach* is to set out the values, commitments and visions for children's learning that underpin curriculum in C&K centres and to support educators to bring these to life in ways that realise the expectations described in *The Early Years Learning Framework for Australia* (EYLF), and the *Queensland Kindergarten Learning Guidelines* (QKLG).

The **five learning outcomes** in the C&K Approach (Belonging, Connecting, Wellbeing, Exploring, Communicating) align with the EYLF & QKLG and are framed as active and ongoing. The learning outcomes are inter-connected and support the learning and development of all children from birth through to school transition. The C&K Approach takes a holistic view of children's learning and development and focuses on supporting each child's learning across all learning and development outcomes and not limiting opportunities and experiences simply based on age alone. The C&K Approach respects and celebrates babies and toddlers as powerful learners, thinkers and theorisers and active citizens who thrive when skilled educators take time to build secure relationships, create responsive learning environments and plan engaging learning opportunities.

The C&K Approach complements the learning descriptors detailed in the EYLF and QKLG by outlining teaching strategies and reflective questions that support educators' meaningful documentation of children's learning, professional judgements, and decision-making.

### k) Belonging, Being & Becoming – the Early Years Learning Framework for Australia

*Belonging, Being & Becoming – the Early Years Learning Framework for Australia (EYLF)* is the national framework for early childhood education and care. This document provides the foundation for future success in learning for Australian children. *The Early years Learning Framework* is part of the Council of Australian Governments (COAG) reform agenda for early childhood education and care and is a key component of the Australian Government's National Quality Framework for early childhood education and care.

The EYLF has five key learning outcomes to assist in and guide curriculum decision-making and assessment to promote each child's learning:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

### l) Queensland Kindergarten Learning Guidelines (QKLG)

The *QKLG* supports kindergarten teachers' professional practice in a range of contexts across Queensland. It adopts the vision of the *Early Years Learning Framework (EYLF)* that 'all children experience learning that is engaging and builds success for life'.

The *QKLG* provides specificity for children's learning across the year before starting school, recognising that children bring with them diverse identities and backgrounds. It acknowledges that parents/carers are children's first teachers and values the vital role families play in children's lives and their ongoing learning. The term 'families' is used throughout the guideline to recognise the range of people who take on parenting roles.

The *QKLG* provides a framework aligned to the *EYLF* and is designed to support teachers to plan and implement quality teaching and learning. Resources that support quality teaching and learning in a kindergarten program can be accessed on the QCAA website.

The *QKLG* describes a set of five learning and development areas (Identity, Connectedness, Wellbeing, Active Learning, Communicating) that align to the five broad learning outcomes identified in the *EYLF* and the C&K Approach.

At KWK, Listening and Learning Together: C&K Curriculum Approach, the Early Years Learning Framework for Australia (EYLF) and the Queensland Kindergarten Learning Guidelines (QKLG), along with contemporary international early childhood research and practice, inform our teaching practices, planning and curriculum decision making.

## SECTION TWO: Living and Learning

### a) Our Beliefs about Early Childhood Education

Young children's early education is synonymous with their development. As children grow and develop, they learn about themselves, the people around them and their world. They encounter a range of feelings and begin to learn how to express these in socially acceptable ways. They interact with others, learning how to seek and hold the attention of adults and how to live and play harmoniously with other children. They acquire communication skills, which enable them to convey their thinking and feelings to others. They begin to gain control of their bodies, enabling them to use tools to communicate their ideas and feelings through different media.

Our approach to curriculum (educational program) is born out of a long-held tradition of early childhood philosophy and practice and is supported by contemporary international and national research and theoretical perspectives around children's learning, health, and wellbeing. We value and respect children as competent and capable learners. We work alongside your child to actively encourage and support them in the learning process.

Staff regularly undertake professional development to ensure the most up-to-date research is used as a basis for shaping curriculum decisions.

The curriculum that we offer is a collaborative venture, negotiated with the children and developed by fully qualified early childhood professionals. The physical environment and the mood and feel of the centre are designed to support and enhance your child's learning. We will continually encourage your child's curiosity, enthusiasm, and love of learning. As the teachers and children engage in inquiry together, the children learn to observe, ask questions, reflect on their actions, and engage in meaningful and self-directed activity.

### b) Learning through Play

Much of the debate in early childhood education focuses on how educators should be teaching young children. Children must be allowed to progress through their own unique stages of learning. A curriculum that features child-initiated experiences ensures young minds continue to develop. Play is an essential component of a quality early childhood program, because young children learn best through play. Research has shown that play is the best exercise for the brain, because it provides the perfect stimulus for brain development.

Learning experiences that flow from play are usually interesting, enjoyable, and self-sustaining. Play that encourages problem solving offers children an array of opportunities to explore, discover and create. Play fosters qualities such as curiosity, perseverance and risk-taking. It is believed that these qualities motivate lifelong learners but are difficult to invoke if not self-discovered when young.

*If we take this dimension (play) away from children and adults we remove possibility for learning.  
(Rinaldi 2003,7)*

### c) Our Mission

At KWK our aim is to provide a healthy, happy, and positive learning environment. Our culture will support and nurture a community of reflective learners who are passionate, respectful, responsible and active citizens. Members of the KWK community are confident and competent and possess the necessary skills for lifelong learning.

KWK strives to build a democratic environment where all members of the community are valued and have the opportunity to negotiate, collaborate and contribute to decision-making processes. It is imperative that positive, trusting, respectful relationships are established with individuals of all ages, social and cultural backgrounds whilst promoting social justice and equity at all times.

At KWK we embrace every child's individual needs, strengths and interests and provide an educational environment that fosters each child's social, emotional, cognitive, creative, spiritual, and physical development.

**d) Our Philosophy Statement**

(Updated July 2024) Reviewed alongside and in collaboration with children, families and professional community.

Kenmore West Kindergarten (KWK) is an incredibly special and unique learning environment for young children and their families.

Our kindergarten is homely, safe and welcoming with a happy and relaxed atmosphere. We have a beautiful, engaging and natural environment, rich in biodiversity and opportunities for children to explore, investigate and wonder.

Our professional educators implement an innovative child orientated program that empowers children as independent, creative, confident and resilient thinkers and learners.

It is these qualities and the following values, beliefs and understandings that make KWK the special place it is.

**Children's words that describe KWK -**

*It teaches us, it takes care of us, the teachers are interesting, kindy is so fun and interesting, we get to try all new things, there are lots of animals to explore, all the things we can play with, the paints*

**Our values, beliefs and understandings of:****Children**

- We believe that children have rights.
- We believe that all children are unique, competent and capable individuals with a wealth of knowledge, ideas and experiences.
- We believe that children have an intrinsic desire to seek meaning of their world. In our supportive learning community, there are opportunities for children to question, inquire, co-construct, take risks, create, imagine, explore, investigate, experiment, problem solve and communicate.
- We believe that when children participate as active citizens, negotiate their learning and contribute to curriculum decision making processes they will develop a lifelong love and a sense of ownership of their learning.
- We embrace each child's individual needs, strengths, interests and culture and are passionate about providing an environment which fosters each child's social, emotional, cognitive, creative, spiritual and physical development through expression in the many languages.
- It is imperative children have opportunities to grow in confidence and resilience through taking risks and testing their capabilities in a safe and supportive environment.

**Words used by parents to describe their image of children at KWK -**

*Are loved and respected at KWK; Supported through play, exploration and learning; children and teachers are partners in leaning and playing; precious; all children are greeted with genuine affection; accepted; happy; relaxed; inquisitive; creative; encouraged; confident; self-belief; joyful; content; resilient; respected; take chances; love; friendship; fun; independent learners; leaders; appreciated as individuals; in the moment; inspiring; unique; engaged; involved in decision making.*

**Families**

- We believe that parents are partners in their children's learning. Educators at KWK draw upon the parents' understanding, wisdom and knowledge of their child and work together to support their child's learning and development.
- We actively encourage parents and other family members to be collaborators and co-learners within the learning community.
- We believe every family brings an incredibly rich and diverse set of beliefs, talents, and skills.
- Every family must feel valued and have a sense of belonging within the community.

**Words used by parents to describe their image of families at KWK -**

*Are vital to a great community; encouraged to be involved; consulted; valued; friendly; supportive; united, caring; accepting; approachable; welcoming; confident; connected; home to children; are not just mum and dad; treated as a friend as well as respected as parents; always heard; love; strength; great communication emails sent with useful and well-grounded information, research and advice.*

## Community

- KWK is an inclusive community.
- We strive to develop strong and equitable relationships amongst all members of our community.
- Communication is the key to a healthy and positive learning environment and community.
- We foster a strong sense of social justice and understanding of human rights, local and global issues.
- KWK values and celebrates diversity. We are committed to ensuring all members of our community feel a sense of belonging regardless of their social or cultural background, their physical or linguistic needs or their unique learning style.
- We acknowledge the traditional custodians of the land on which KWK resides, the people of the Yuggera and Turrbal nations and honour their elders, past and present.
- Our program is rich in opportunities to explore and connect with our local community, including Aboriginal and Torres Strait Islander communities.

### Words used by parents to describe their image of community at KWK –

*Close knit; team spirit; appreciating cultural differences between families; belonging; creates safe learning for everyone; commitment; differences; inclusive; supportive; connected; diverse, rich in learning opportunities; involved; helps to shape who we are and who we can become; make the effort and enjoy the rewards; a group of people that are connected by common values without necessarily being homogenous.*

## Educators/Leadership

- Our role as Early Childhood educators is as a co-constructors of knowledge. Through collaboration with all members of the learning community, we aim to provide an environment, which is supportive, inspiring, engaging and rich in meaningful learning experiences.
- We believe in building strong, positive and respectful relationships with all members of the community.
- It is imperative that educators listen to, question and challenge every child.
- We aim to develop a deep understanding of every child and to facilitate and guide their learning and development through careful observation, evaluation, assessment, reflection and informed Early Childhood research.
- We have a responsibility as a documenter of children's learning...telling their stories, making learning visible.
- Educators have a responsibility to advocate for Early Childhood Education and rights of the child.
- Educators engage in open, honest communication, maintain relationships based on respect and equity, share and value ideas, skills, strengths and contributions and challenge one another in a positive and supportive manner.
- We are committed to ongoing Professional Development and regular reflection and evaluation of our teaching practices.
- We ensure children's rights in terms of child protection and safety are met at all times.
- Educators along with the management committee demonstrate responsibility for implementing the National Quality Standard and other legislative requirements.
- It is the role of educators to work in partnerships with the management committee to promote a dynamic, professional and energetic organisational culture with a commitment to continuously improve the service in order to maintain clear directions and values towards quality education for our children and families.
- At KWK we provide strong leadership to ensure confidentiality, the continuity of high-quality educators and effective administration systems e.g. records, policies, procedures are maintained and reviewed regularly to ensure the efficient operation of our service.

### Words used by parents to describe their image of Educators at KWK –

*Visionary; Allow children to have voice; true practitioners of the Early Childhood philosophy; holistic, experience, confident and competent leaders; model acceptance, peace and harmony; see the 'whole' child; lead by positive examples; supportive; engaged; valued; caring; fun loving; inclusive; professional; respectful; down to earth; happy; forward thinking; thoughtful; hard workers; energetic; enthusiastic; positive; flexible; patient; inspiring; welcoming; warm; wonderful; non-judgmental; amazing; thoughtful; loving; nurturing; great inspiring leaders who obviously look for improving quality care and service for our children every day; wealth of knowledge.*

## Teaching and Learning

- We strongly believe in implementing an integrated, negotiated, and emergent curriculum – a democratic environment where all members of the community – children, teachers and parents have the opportunity to be part of curriculum decision-making processes.

- We value peer mentoring to promote the children's co-construction of knowledge and to create a true sense of community.
- Clear expectations and guidelines for behaviour management are developed and discussed with children, parents, and teachers.
- Documentation is an essential tool for teachers and children to re-visit, reflect and plan for future experiences.
- Exploration of feelings, emotions, friendships and social justice issues are central in our program.
- We believe in a flexible learning approach where children are given the time and space to engage in critical inquiry, participate as reflective problem solvers, test theories and entertain possibilities.
- The Arts are an essential part of children's educational experiences and an integral component of the curriculum at KWK. Offering a strong Arts program for young children stems from our understanding that The Arts are an invaluable means for children to explore and make sense of their world.
- Our program is rich with meaningful opportunities and experiences for the children to explore language, literacy and numeracy learning.
- We promote physical activity and healthy risk taking by providing challenges to develop agility, strength, flexibility, control, balance, coordination, confidence, independence and resilience.
- We support children's developing ability to take responsibility for their own health and physical well-being by modeling healthy eating and nutrition practices, personal hygiene practices, independence and self-help skills, rest and relaxation and safe play.
- Using a range of yoga and relaxation techniques, the curriculum at KWK fosters a strong sense of self-awareness.
- We recognise the importance for children to develop knowledge and skills with information and communication technologies and are committed to using a range of technologies to assist in inquiry-based learning, explore and investigate ideas, solve problems, create and work in collaboration with other children and adults.
- KWK is working with children, families and the community to implement C&K's Reconciliation Action Plan and develop, with children, a deeper understanding of Australian Indigenous culture.

**Words used by parents to describe their image of teaching and learning at KWK –**

*Emergent; exploration through play; happens in all directions; sharing the importance of artistic expression; democratic; resourceful; recognising different learning styles; choices about learning; flexible; respect for the children; fun; excellent teaching quality; innovative; interactive; creative; open ended; challenging; play-based; children's views, questions, understandings included; supporting children's curiosity; enabling, encouraging self-mastery; child led; self-reflection taught; self-directed but supported learning; encourages safe risk-taking behaviour/activities.*

**Environment**

- We recognise the environment as a powerful resource for teachers to use to support the learning of young children.
- We believe in creating an environment that is aesthetically rich, with attention given to maintaining high quality resources and materials (built and natural) that foster self-expression, self and world discovery, inquiry learning and communication.
- We strive to ensure our environment is interesting, educational and full of discovery by providing a wide range of resources, including natural and recycled materials, which have enormous creative possibilities and encourage the desire to pose questions, investigate and discover.
- Education for Sustainability is an integral component of the KWK culture and curriculum. Children's intrinsic love and appreciation for our natural environment is fostered. There are ample opportunities for children to engage and interact in our natural environment. There are opportunities for children to engage in learning experiences that empower them as active citizens for a sustainable future.

**Words used by parents to describe their image of our environment at KWK –**

*Allow children to get dirty and explore; open-ended; enable children to feel free; cherished; embracing nature; Indigenous; trees; veggie garden; chooks; respect for the environment; enables independence; supports risk-taking; exploration; central to learning; rich; diverse; safe place to learn and grow; educational; important; comfortable; adventurous; natural; lots of open ended spaces which are well maintained and organised; noticed, appreciated, cared of; traditional custodians acknowledged; a second home, everyone is so comfortable here, free to explore, experience and engage with themselves, nature and others; nature based play – unique place in tune with outdoors.*

**The KWK philosophy is dynamic. Through a process of self-review and critical reflection, the KWK philosophy and culture continues to grow and evolve; ensuring our unique qualities are maintained and that optimal learning outcomes for all children are achieved.**

### e) Curriculum

As stated in our philosophy, we implement an integrated, negotiated, and emergent curriculum. Our environment is a democratic environment where all members of the community – children, teachers and parents have the opportunity to be part of curriculum decision-making processes.

Curriculum refers to... *all the interactions, experiences, activities, routines, and events, planned and unplanned, that occur in an environment designed to foster children's wellbeing, learning and development. (Early Years Learning Framework)*

The educators at KWK engage in conversations and reflect with children to inform curriculum development. They respond to children's play and ideas through participation, listening, planned and informal exchanges and during individual, small or whole group conversations.

The children, teachers, and family members have an opportunity to share their ideas and goals.

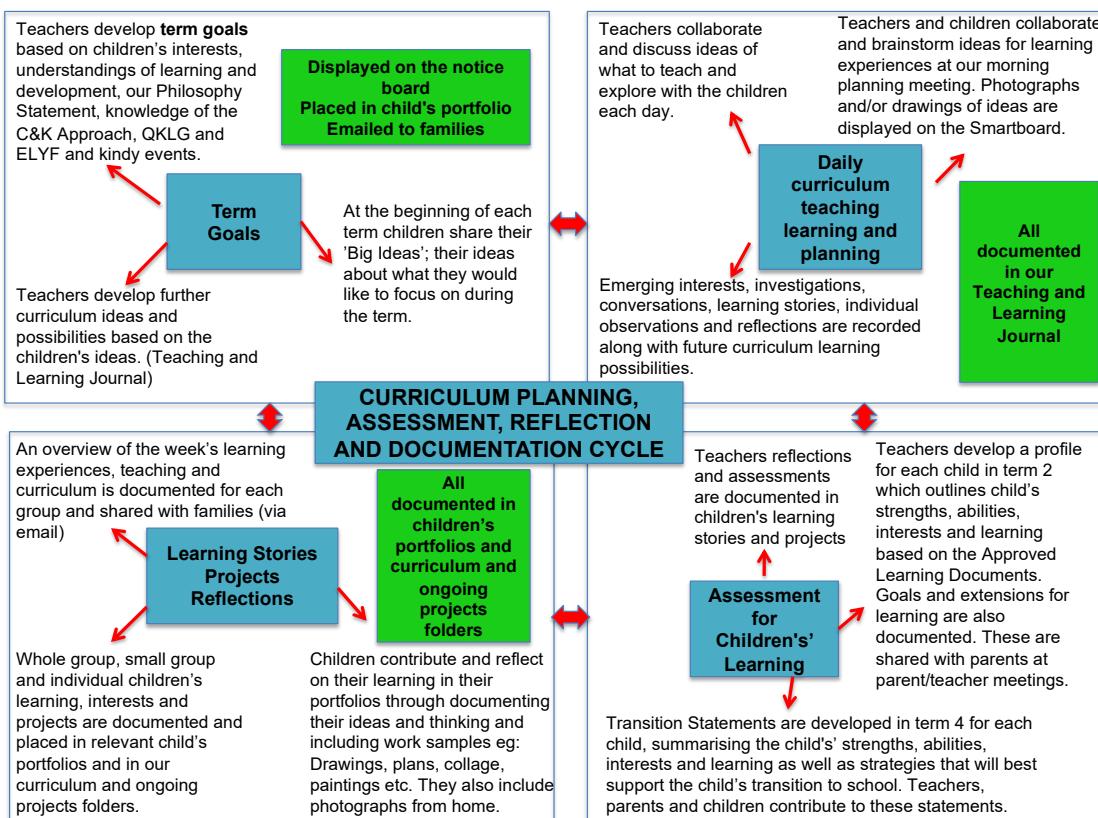
- Discuss and plan experiences they would like to engage in
- Share ideas
- Listen to ideas
- Feel valued for their contributions
- Plan, extend and reflect on current interests and projects
- Follow through with planned experiences
- Establish friendships with friends with similar interests
- Promote teamwork
- Observe, collect, and analyse the information shared to inform the preparation of environments and experiences, so they are meaningful and engaging.

Children have the opportunity to design their own learning environments. They have access to a variety of resources and open-ended materials to support their interests, play and projects.

Our curriculum is guided and supported by the educators' knowledge and understandings of our curriculum documents - *Listening and Learning Together: C&K Curriculum Approach*, the *Early Years Learning Framework for Australia (EYLF)* and the *Queensland Kindergarten Learning Guidelines (QKLG)*.

## Curriculum Planning and Documentation Model

The following flow chart demonstrates the processes and techniques used by the teaching team to plan and document the curriculum.



### f) Our Program Goals

At KWK, your child will:

- Grow in confidence and independence as they participate as active citizens; negotiating their learning and contributing to curriculum decision making processes
- Have opportunities to engage in critical inquiry, question, co-construct knowledge, take risks, create, imagine, explore, investigate, experiment, test theories, problem solve and communicate
- Be immersed in an environment rich in opportunities and experiences for early literacy and numeracy learning
- Express creativity and ideas through a range of visual arts experiences
- Have opportunities to develop and refine gross and fine motor skills
- Have opportunities to engage with a range of information and communication technologies in meaningful and relevant experiences
- Participate in a range of performing arts experiences (music, dance, creative movement, drama)
- Have opportunities to develop relaxation techniques through yoga, gentle games, breathing exercises, stories, visualisations
- Explore feelings, emotions, friendships and social justice issues through their interactions with all members of the community in a safe and supportive environment
- Be guided and supported to problem solve and negotiate social and emotional challenges – developing skills in confidence, persistence, organisation, respectful cooperation and emotional resilience
- Have opportunities to connect with nature, learn about our environment, our impact upon it and develop the relevant skills to act for the improvement of our environment. The children will participate in learning experiences that empower them as active citizens for a sustainable future.

### g) Daily Flow

- The daily flow for each group will be shared with families at the start of term 1.
- The daily flow is flexible, responding to the needs and interests of children
- We value children's thinking and play and aim to allow children uninterrupted play periods
- Children will have the opportunity during the group meetings to share their ideas and plan the experiences they will be engaging in. Group meetings will also include songs, games, dancing, stories, and discussions
- Bathroom routines are built into the day (e.g. toileting and washing hands prior to meals and rest time).

### h) Building and Supporting Positive Relationships and Behaviours

At KWK we highly value working collaboratively with families to support positive relationships and behaviours. Our approach to supporting behaviours reflects the belief that children are competent and capable. Therefore, children are involved in developing guidelines and understanding rules. Children's input in developing guidelines is always encouraged and the reasons discussed. Positive guidelines, praise and open, honest communication are integral in our approach to supporting behaviours.

At KWK we work with three essential behaviour guidelines:

- We keep ourselves safe
- We keep our friends safe
- We keep our environment safe.

These guidelines help prevent the children and others from being hurt (physically, emotionally, verbally) and protect the environment (equipment, toys, plants, animals).

The concept of guidance is an important one in the area of behaviour. A guidance approach to behaviour teaching and management requires the interactive participation of the child and adult. The goal of the guidance process is for the adult to interact with the child in a caring and understanding way, empowering and enabling the child to develop self-respect, self-responsibility and self-control. Conflict resolution strategies are used to encourage children to be assertive rather than aggressive or submissive.

Children are encouraged to express their thoughts and feelings. They are encouraged to use their words to tell each other how they feel. Teachers use a wide range of approaches from explicit training to modelling, role-play and social stories to develop appropriate behaviours. Children are actively involved in discussing and deciding on consequences for inappropriate behaviours.

When teachers observe challenging behaviours, they make notes for the child's records so that a clearer picture can be obtained. Teachers endeavour to establish reasons for a particular behaviour and plan experiences and activities, which will assist the child to:

- meet their needs in other ways
- learn the appropriate behaviour.

Families are consulted about any issues or problems regarding their child's behaviour. Family input is sought, where possible, for a solution in guiding the child. Part of this process may involve accessing external support from a psychologist or medical practitioner.

If very challenging behaviours continue and teachers have demonstrated that all steps possible have been taken to assist this child with their behaviour, then the child's placement at the centre may need to be reviewed by the director, committee and the C&K Wellbeing and Inclusion Advisor.

For further information, please refer to the *C&K Guiding Children's Behaviour Policy* located in the C&K and KWK Policies and Procedures Handbook in the office.

### i) Building and Supporting Independence and Emotional Resilience

At KWK we provide the children with many opportunities to become independent and emotionally resilient individuals. Teachers support the children to become responsible with basic self-help skills e.g. Looking after own belongings, toileting, washing hands, eating morning tea and lunch, making beds, tidying up, writing their name or at least a mark on their artwork etc. We encourage the children to 'have a go' to say, 'I can' rather than 'I can't'. We work with the children to develop strategies to solve problems with peers, to choose and plan learning experiences and to work together as a team! The teachers spend much of the day teaching the

children these skills – skills we feel are extremely important in encouraging them to be self-sufficient and build self-confidence and emotional resilience.

j) Literacy and Numeracy

The KWK program is rich with meaningful opportunities and experiences for the children to explore language, literacy and numeracy learning. Through their interests in play, children explore and extend their understandings of texts, symbols, pattern systems and numeracy concepts. On a daily basis some experiences may include: signing their name in the sign-in book; making signs; drawing maps; drawing Aboriginal symbols; sharing and drawing their ideas on the planning meeting board; recognising their name and their friends names on the planning meeting board; looking and listening to stories; making their own books; experimenting with making patterns with blocks and counters on the light table; exploring mathematical concepts with blocks, water play, sand play, muddy creek; a variety of songs, games and rhymes that promote literacy and numeracy learning.

k) Self-Expression through the Arts

The **visual arts** are an essential part of young children's educational experiences. As such, they are an integral component of the curriculum at KWK. Offering a strong visual arts program for young children stems from our understanding that children have an intense desire and will to make sense of their world. Drawing, painting, collage, clay work and construction are some of the most effective ways children have to construct and convey their understanding, knowledge and feelings about their environment.

*Rather than thinking of children's image-making as 'art', it may be more helpful to see it in a different light. Just as adults use notes and diagrams to assist understanding, so do children use images to make sense of things and play with ideas."* Rapunzel's Supermarket (2001) Ursula Kolbe

## Rapunzel's Supermarket (2001) Ursula Kolbe

The **Performing arts** offers the children the opportunity to develop positive dispositions for learning.... curiosity, optimism, resilience, concentration, enthusiasm, creativity, cooperation, confidence and perseverance. They engage in creative thinking and imagination when they communicate through dance, drama and music.

## I) Education for Reconciliation (EfR) and ATSI Perspectives

KWK has developed a Reconciliation Action Plan (RAP) and is committed to its ongoing development and implementation.

We are working to achieve strong connections with Aboriginal and Torres Strait Islander peoples within our community, and through education, understanding, and shared goals, we aim to ensure that all people feel a sense of belonging and acceptance at our centre.

KWK has a vision for Aboriginal and Torres Strait Islander perspectives to be embedded in our daily lives, program, curriculum and culture. Aboriginal and Torres Strait Islander perspectives will be considered within all decision-making processes regarding teaching and learning and at a management and governance level as well.

Initiatives to support EfR and ATSI Perspectives include:

- Welcoming ATSI visitors to our classroom and community on a regular basis
- Include an Acknowledgement of Country at all meetings and events
- Learning about indigenous use of local flora and fauna
- Learn local language and include it in our classroom vocabulary
- Celebrating National Reconciliation Week and other dates of significance
- Engage in professional learning.

m) Education for Sustainability (EfS)

At KWK, we actively promote environmental awareness and encourage the children and families to live sustainably.

Education for Sustainability at KWK encompasses 3 broad elements, all interconnected and of equal importance:

## 1. The Physical Environment

KWK buildings incorporate elements of sustainable design including water tanks and solar energy. Such measures ensure sustainable operation and promote modeling of sustainable practices. Our outdoor play-space includes a vegetable garden; chickens, native plants and other initiatives to support biodiversity and ensure children have ample opportunities to develop human/nature connections. Consideration is also given to minimising the use of chemicals. We aim to use plant-based cleaners throughout the centre.

## 2. The Curriculum/program

EfS curriculum content is a fully integrated program component. Practices promoting sustainable living are an everyday part of our lives. Children have opportunities to connect with nature, learn about our environment, our impact upon it and develop the relevant skills to act for the improvement of our environment. Daily practices include maintaining a vegetable garden, recycling, re-using and reducing waste, composting and worm farming.

## 3. Philosophy/Culture

KWK promotes a culture of sustainability whereby all members of the community (children, teachers and families) become ecologically, socially, economically and politically aware citizens. We recognise and value the input of all community members and acknowledge children as citizens of the present. We promote a strong sense of social justice and active citizenship. Our core values include equity. Equity in all respects: between generations, between humans as individuals or communities and between human and non-human species that inhabit our planet.

We are extremely fortunate at KWK to have a beautiful natural environment, rich with many wonderful natural resources for the children to discover and explore. We believe the environment plays an important role in the life and education of children. We strive to ensure our environment is interesting, educational and full of discovery rather than providing equipment with predetermined outcomes. Therefore, we aim instead to provide a wide range of resources, including natural and recycled materials, which have enormous creative possibilities and encourage the desire to pose questions, investigate and discover.

### n) Health and Physical Wellbeing

KWK offers numerous opportunities for the children to challenge themselves physically through climbing, swinging, balancing, jumping, running etc. in the natural grounds and on our extensive play equipment. We promote the importance of keeping our bodies healthy and encourage the children to take risks and challenge themselves in a safe and supportive environment.

#### i) Morning Tea and Lunch

At KWK we aim to demonstrate healthy food and nutrition behaviours. Our eating times are pleasant, culturally appropriate occasions and provide an environment for social learning and positive interaction. Staff will sit and eat with the children, discussing different food and nutrition issues with the children as the need arises. The centre promotes that nutritional food and drink is offered frequently, and at appropriate intervals.

For more information on healthy food choices see [SECTION SEVEN: Keeping Our Children Happy, Healthy and Safe - Food and Nutrition.](#)

#### ii) Toileting and Hand washing

There is a regular routine for toileting and hand washing, which occurs before meal times and before and after rest time. The children are also encouraged to use the toilet whenever the need arises. Teachers will ensure that the privacy, dignity and rights of each child are respected at all times. Teachers encourage and model appropriate hand hygiene habits. Hand washing is an opportunity to discuss with the children how we can minimise the spread of our germs and keep our bodies and our friends healthy and safe. Our hand washing procedures are displayed in the bathroom and kitchen.

#### iii) Yoga/Movement

During regular yoga sessions we introduce simple yoga postures and breathing exercises to the children. These exercises explore movement in a fun and creative way by taking the forms of animals, unusual shapes and using their imagination by making up their own postures. Some of the benefits children receive from practicing these yoga exercises include improving concentration, improving flexibility, core strength, coordination, flexibility, balance and a strong sense of body awareness. Yoga provides children with self-help techniques through relaxation and games, which can help them find

balance with their emotions. There are exercises with partners that create compassion, consideration, respect and appreciation.

iv) **Relaxation**

We believe that it is important to incorporate a balance of experiences for your child, including opportunities for rest and relaxation. Children use an enormous amount of physical energy as they play and interact with one another. They need to be able to stop, calm their bodies and their minds and withdraw from their busy world for a short time. Some children need to sleep, whilst others rest quietly on their beds, listening to music or stories.

Consideration is given to creating a restful atmosphere, which is flexible and responsive to each individual's needs.

You are encouraged to discuss the specific needs of your child, in relation to rest/relaxation time, with your child's teacher. Please refer to the *C&K Safe Sleeping Rest and Relaxation* procedure available via the C&K intranet on request.

Children have the option of relaxing on a bed or engaging in quiet experiences. If you would like your child to rest on a bed your child needs to bring a set of sheets to cover the beds. Two sheets are required, along with a sheet bag with a drawstring. Standard cot sheets fit our beds and sheet sets are available to purchase. See [SECTION NINE: Administration - Merchandise](#)

o) **Learning with Technology**

At KWK children have opportunities to engage with a range of Information and Communication Technologies in meaningful and relevant experiences. We recognise the importance for children to develop knowledge and skills with ICT and are committed to using a range of technologies to assist in inquiry-based learning, explore and investigate ideas, solve problems and create and work in collaboration with other children and adults.

Our ICT resources include: Our classroom computer, iPads, cameras, digital microscopes and LED Smart board.

Some of the ways we include ICT learning in the program:

- Mapping and documenting curriculum plans at children's Planning meetings (Smart Board)
- Collaborative research – researching topics of interest to support children's investigations in their play (iPad, Classroom computer, Smart board)
- Digital microscopes connect to the iPads to support children's learning and investigations. It is an interactive technology – connecting children with nature.
- Children photograph their learning experiences using the cameras. They can then share these photographs with friends, families and revisit their learning.
- Video diaries are created using the iPads – documenting the children's learning and sharing and exchanging this information between the Lillypilly and Wattle groups.

p) **Documenting Children's Learning**

Documentation of planning and children's learning within the program is required under the National Quality Framework. This documentation is used to assess and plan effectively for all children and supports educators' reflections, beliefs and teaching practices. Through careful observation and documentation, we gather information to determine the appropriate amount of challenge to offer your child in order to further enhance their skills, abilities and comprehension. Observation and documentation form the foundation for additional experiences to be planned and provides crucial information for the environment to be arranged to extend learning. As our understanding of your child grows, we are able to plan for interactions that best support your child's interests, needs, ideas and questions. Our documentation includes the educators' professional knowledge, thinking and reflections and reflects the language of the *Approved Learning Documents* – C&K's Approach, EYLF and QKLG

There are various methods and tools we use to document children's play and learning, develop curriculum possibilities and communicate their learning in the program e.g.: computer diary entries, individual portfolios, group planning meetings with the children, curriculum webs, learning stories, and photographic and dialogue documentation displayed on the walls or in our curriculum folders in the foyer. Program learning experiences

and information are emailed weekly and will highlight experiences, projects and interests being explored by the children on a weekly basis.

i) **Portfolios**

At KWK, we strive to make your child's experiences visible to you by capturing their thinking and learning in portfolios. These are more than a memory or keepsake of your child's time at our centre. They provide an insight into your child's learning, as well as making the quality of our teaching practice evident to you. Portfolios provide children with an opportunity to revisit and reflect on past experiences. They record their learning, including emerging literacy and numeracy skills, photos, work samples, artwork and provide us with the knowledge that we need to ensure that your child's time with us is full of wonder and possibility. We invite families to take your child's portfolio home on a regular basis to add photos and/or stories from home, family, special occasions, holidays etc.

*'A portfolio is a collection of organised, purposeful information and items by and about individuals that provide insights and an overview of learning and development over time'*

*(Nolan and Renolds, 2008)*

**\*\*Please Note:**

**Documentation is dependent on the use of digital media and photography – it is essential that you read, understand and support the use of photography in portfolios under the declaration and consent section in the C&K Enrolment Booklet.\*\***

q) **Transition statements**

Transition statements provide a snapshot of each child's knowledge, skills and dispositions for learning across the five learning and development areas in the Queensland Kindergarten Learning Guidelines (QKLG). Kindergarten teachers write the statements from a strengths-based perspective towards the end of the kindergarten year. Parents and children are invited to contribute to the development of Transition Statements. On completion of writing the transition statement, parents will be given a copy to review. They can then request that any incorrect personal information is amended.

Parents give permission for a completed and approved transition statement to be shared with their child's Prep Year teacher and/or other relevant staff by signing a transition statement consent form.

Transition statements help families to:

- understand their child's learning progress
- share information with their child's school to support continuity of learning.

Transition statements help primary schools to:

- understand each child's learning progress
- support each child's successful transition to school.

At KWK we are committed to ensuring that children at our centre transition effectively to school. We encourage families to visit their school and attend orientation days prior their child starting school. We have regular discussions with the children towards the end of the year about their knowledge of school and how they feel about starting school.

r) **Initial Separation**

Some children become distressed when their parent leaves; this is quite normal at first. Separation anxiety usually reduces as the child becomes familiar with the environment and educators. Often the tears stop as soon as the parent leaves and therefore, a swift departure, after saying goodbye and reassuring your child that you will be back in the afternoon, can avoid prolonged stress.

We will always offer extra support during these difficult times. As your child becomes more secure in the knowledge that you will return, separation becomes less stressful.

Of course, every child is different. We are committed to working with you and your child to develop the best separation plan for them.

Please feel free to ring us at any time to reassure yourself that your child has settled.

i) **What to Bring to Kindy**

***Please ensure that all belongings that come to kindy are clearly named***

- a backpack which is large enough to carry sheets, lunch box, library book, etc., but small enough to be handled easily by your child
- a healthy lunch in a lunch box (named) – Lunch boxes need to be removed from insulated containers when stored in the refrigerator. (Please [SECTION SEVEN: Keeping Our Children Happy, Healthy and Safe - \(w\) Food and Nutrition](#))
- Morning tea in a separate named container (named)
- A drink bottle with water daily
- sunglasses (if required)
- a spare set of clothes; clothes at kindy **will get messy**
- a small cushion for rest time (optional)
- a framed family photo – these help to create a homely and secure environment for your child
- a broad brimmed or legionnaires hat\*
- a set of sheets in a sheet bag if you would like your child to rest on a bed.
- a library bag\*
- on rainy days bring along a raincoat, gum boots, umbrella so we can play in the rain

\* Please see [SECTION NINE: Administration - \(I\) - Merchandise](#)

## ii) **Clothing and Shoes**

Your child will need to wear sturdy but comfortable clothes that they can manage easily themselves so that they can develop self-help skills for dressing and undressing. Clothing also needs to provide adequate protection from the sun.

Please remember that the children will be working with paint, clay, sand and water, so it is best to keep good clothing for special occasions.

At KWK we encourage the children to wear no shoes whilst playing outdoors. This supports their gross motor and sensory development. There may be certain circumstances when children need to wear shoes such as excursions. If so, they must be safe for your child to run and climb in. They will need to have a good grip so that there is minimal risk of tripping or slipping.

The children are encouraged to remove and replace their shoes themselves to help to develop independence and self-help skills. We will ensure that the children are dressed appropriately for the weather at all times.

## iii) **Toys**

**Please ensure that your child leaves their own toys at home.** Toys create friction within the group and cause heartbreak if they are lost or broken.

## iv) **Celebrations**

KWK supports and values the celebration of special events in children, families and teachers lives. These events may include:

- birthdays
- the birth of a baby
- a wedding in the family
- religious and cultural events.

Families are encouraged to discuss and share any significant and special celebrations that you would like to be included in the curriculum.

KWK supports and values children having exposure to a range of meaningful cultural and religious experiences. These experiences are celebrated in a respectful manner, rather than in a tokenistic way therefore there needs to be a connection or relevance for the children. Family support and participation in this planning is highly valued and encouraged.

## v) **Birthdays**

We acknowledge the importance of special occasions, such as birthdays, in children's lives. We invite you to celebrate your child's birthday at KWK. Should you wish to do so, please provide a suitable 'treat' for the children to share. Your family is welcome to join us. Please speak to us about any special dietary requirements or allergies that may exist for children within the group.

We would like to encourage you and your child to **donate a book** to our kindy library on your child's birthday. We invite you and your child to write a message in the front cover for future children to read and share. This tradition will not only help us build on our kindy library but also add to the richness of our kindy community over time and generations. We ask that you speak to a teacher for ideas on books that KWK needs and that we don't already have.

vi) **Library**

Both groups have a library day on which the children take home a book to be returned the following week.

Lillypilly - Tuesday

Wattle - Friday

A drawstring library bag is needed (available for purchase at KWK) and should be big enough to cover a large children's book. Any books damaged whilst away from the centre must be repaired or replaced. \$20 will be charged if a book is lost.

## SECTION THREE: Inclusive Kindergarten

### a) Inclusive Philosophy

At KWK we appreciate, respect and encourage individuality and interdependence of all children, including those from culturally and linguistically diverse backgrounds and children with a disability or an additional need.

### b) Children's Rights

UN Declaration on the Rights of the Child:

- The right to affection, love and understanding
- The right to adequate nutrition and medical care
- The right to free education and full opportunity for play and recreation
- The right to protection from all forms of neglect, cruelty and exploitation
- The right to name and nationality
- The right to special care if disabled
- The right to be among the first to receive relief in times of disaster
- The right to learn to be a useful member of society and to develop individual abilities
- The right to be brought up in a spirit of peace and universal brotherhood
- The right to enjoy these entitlements, regardless of race, colour, sex, religion, national or social origin

At KWK, we recognise children as citizens, and therefore should be treated with the same dignity and respect as adults. We believe that children should be entitled to the same rights as adults and supported by qualified and experienced staff in making healthy choices within safe and clear boundaries as they explore and investigate the world.

### c) Children with Additional Needs

At KWK, we provide an inclusive environment and program to meet the diverse needs of all children and their families. Following an interview with the parent and child, we will collaborate with the family in curriculum development, making program plans and modifications where appropriate. We will communicate with the C&K Wellbeing and Inclusion Advisor and related services to make an appropriate decision regarding funding requirements and ensure the physical environment, equipment and resources support the child's participation and engagement. We will arrange appropriate additional support and training for staff, families and children as the need arises. We will work collaboratively and share information between the parents and the child's specialists, medical and support services in order to support the child's total inclusion.

### d) Diversity and Equity

KWK recognises and celebrates the multicultural nature of our community, and we aim to create an environment and curriculum that embraces cultural diversity. We value each child and family's culture and beliefs. We encourage families with culturally and linguistically diverse backgrounds to take part in program experiences and to share their knowledge, skill, expertise and aspects of their family life and culture.

## SECTION FOUR: Kenmore West Kindergarten Teaching Team

### a) KWK Teaching Team

A key indicator of a quality early childhood program is highly qualified staff. All staff working with children at KWK hold an appropriate early childhood qualification. All staff working at the centre will also have a Positive Notice, more commonly referred to as a Blue Card.

Each person within the KWK teaching team contributes valuably to the programs and operation of the centre. All members of the teaching team take on a range of roles and responsibilities and the centre promotes a strong sense of staff collegiality and sharing of roles and tasks. These roles depend on staff qualifications, the position held and staff areas of professional interest.

The key roles at KWK are:

### b) Director/Nominated Supervisor

Nicole McIntosh

Bachelor of Early Childhood

The director/nominated supervisor is the key person responsible for the day-to-day management of the centre. In addition to the approved provider (KWK), the nominated supervisor has various responsibilities under the National Law. The director/nominated Supervisor will hold a three or four year university early childhood teaching qualification and be registered with the Queensland College of Teachers. All aspects of the day-to-day operation of the kindy rely on the director/nominated supervisor. They have a wide range of teaching and managerial skills, such as:

- Developing and implementing a quality educational program in collaboration with children and their families based on an approved learning document
- Ensuring the highest level of supervision and safety of children
- Implementing sound policies and high-quality practices in accordance with the National Regulations and C&K policies and procedures
- Whilst complying with the (NQF), ensuring quality service delivery which provides young children with a secure and nurturing environment; serving to meet the needs of the community.
- supporting, mentoring, and managing staff
- supporting staff growth through professional development
- promoting a sense of community within the centre
- marketing the centre and C & K within the wider community
- Ensuring the QIP for the kindy is up-to-date and reflects a balance of strategic and operational priorities
- Acting as the primary contact / liaison with C&K and DETE.

c) Teaching Partner/Responsible person

Sarah White

Bachelor of Education Early Childhood

Wattle group

d) Teaching Partner/Designated Supervisor

The Educator is placed in day-to-day charge of the centre when the nominated supervisor is absent and is expected to ensure that the centre continues to operate in accordance with the National Law and KWK and C&K policies and procedures. The Educator supports and collaborates with the teacher in implementing the educational program.

Lillypilly Group

Lily Whayman

Certificate III in Early Childhood

Wattle Group

Jess Seaholme

Diploma in Childrens services

e) Inclusion Support Assistant

When required, an inclusion support assistant is employed to help facilitate the inclusion of a child with additional needs.

f) Administrator

Dianna Fitzgerald

KWK employs an Administrator who works during the term to assist the Directors and the Management Committee with a range of administrative tasks and enrolments.

g) Teacher-Child Ratio

A high teacher-child ratio allows us time to spend with your child. We have at least two teaching staff for every 22 children.

h) Professional Development

We believe that ongoing staff professional development is essential for high quality practice. Professional development provides us with the opportunity to learn new skills and to challenge current practice. The teaching team access professional readings/research and attend courses, seminars, workshops and conferences. Staff members are encouraged to develop an ongoing approach to planning for their professional development.

i) Students, Volunteers and Visitors

We recognise the importance of contributing to the ongoing training and development of high-quality children's services staff by accepting student placements at the centre. Students are supervised by staff and by their placement coordinator. They are not permitted to be alone with the children at any time. Acceptance of students is always dependent upon the present needs of the children.

We may accept the placement of volunteers, following an assessment of their commitment and personal qualities, background, and attributes.

All regular service visitors including students, volunteers, and visitors (other than a child's parent or legal guardian) must have a positive suitability notice (blue card) and work under the guidance of the staff. They also must complete the visitor sign-in register daily.

## SECTION FIVE: Ensuring Quality Education

### a) National Quality Framework

The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvement for early education and care and outside school hours care services across Australia.

The National Quality Framework aims to drive continuous improvement and consistency in the quality of education and care services through:

- A national legislative framework
- A national quality standard
- A national quality rating and assessment process
- A new national body called the Australian Children's Education and Care Quality Authority.

### National Quality Standards

The National Quality Standard sets a new national benchmark for the quality of education and care services. Approved services will be assessed and rated against each of the seven Quality Areas of the National Quality Standard and the National Regulations and be given an overall rating. The seven Quality Areas are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management.

National Quality Framework details are found at <https://www.acecqa.gov.au/national-quality-framework>

### b) Our Rating

Kenmore West Kindy was rated as Meeting in all the requirements under the NQF in 2022.

### c) Continuous Improvement

KWK is committed to continuously improving all aspects of our service's operations. All documents, including policies and procedures are reviewed on a regular basis.

### d) Quality Improvement Plan (QIP)

The National Law requires services to have a QIP. KWK maintains a QIP which:

- Describes a self-assessment of the quality of the practices of the service against the National Quality Standard and National Regulations
- Identifies areas for improvement
- Contains our Centre statement of philosophy.

Our QIP is reviewed annually and progress notes on our identified key areas for improvement are discussed at the monthly committee meetings and added to the QIP. It is available in the kindy entrance foyer for parent viewing, contributions, and feedback.

### e) First Aid

KWK believes that all staff must be skilled in first aid to ensure the children are provided with a safe environment in which to play. It is a National Law requirement that staff have a current first aid qualification (renewed every three years). CPR, anaphylaxis, and asthma management training is completed annually.

### f) Blue Card

All staff and volunteers working with children must hold a current suitability (blue) card. The blue card is issued by the Commission for Children and Young People and Child Guardian to an individual after a criminal history check is conducted and the person, having no criminal record, is therefore deemed to be suitable for working with young children. Blue cards must remain current and are renewable every three years. Teachers registered with the Queensland College of Teachers (QCT) hold an exemption card.

Parents who take on Executive positions in the Management Committee must hold or apply for a blue card.

## SECTION SIX: Family Involvement

### a) We Value Your Input

Children's first teachers are their parents, and their first learning environment is their home. As they grow and develop, their learning environment expands to include friends, kindergarten, and the local community. The teacher does not replace the parents as their child's primary teacher. Instead, their role needs to complement that of the parents. Encouraging family and community involvement ensures that our curriculum:

- supports and affirms parents in their parenting role
- acknowledges the individuality of family aspirations and traditions
- optimises learning for children
- engages parents in collaborative decision-making
- is relevant to the children, families, and community
- facilitates networking among families within the local community.

KWK values partnerships between parents, children, and teachers. Each group contributes richly to curriculum decision-making. Families and teachers are viewed as partners in children's education and family participation in programs is strongly encouraged.

**Please Note - a parent/guardian with a negative notice or prior conviction for an offence involving children must not volunteer their services at the centre.**

Before your child starts at the centre, we encourage you to share your understandings of your child's strengths, interests, abilities and needs. We ask you to speak with us about any queries or concerns you may have.

If you feel your child requires a little extra support with settling in, please speak with one of the teachers.

We appreciate any relevant information you can share about your child, as this enables us to understand your child's and family's needs better.

### b) Parental Responsibilities

It is the parent's responsibility to:

- notify us of any change regarding information recorded about your child
- read all the information relating to the centre, in order to become familiar with our centre philosophy and policy and procedure information
- comply with relevant health and safety policies of the centre
- sign all enrolment forms, including the declaration and consent and enrolment agreement in the C&K Enrolment booklet, and return these to us
- update us regularly about the immunisation status of your child.

### c) Ways to Get Involved

At KWK, there are numerous opportunities for you to be actively involved in your child's learning. Getting involved, to whatever extent you wish and in whatever capacity, can be a very rewarding experience. Support and effort from all families is valued and essential to the running of the centre.

You can take an active role in the centre by serving as a member of the management committee, which is an integral component of KWK. Other ways to become involved include sharing your skills (cooking, storytelling, music, woodwork, art etc.), participating in parent roster, helping with excursions, as well as contributing your time to our community through our Community Contribution Program (CCP).

Please feel free to offer suggestions or ideas of how you would like to be involved in the kindy community.

### d) Community Contribution Program (CCP)

KWK is a community kindergarten, as such we rely on the contributions of families to maintain the grounds and ensure our kindy is looking its absolute best. We invite all families to participate in two working bees held annually (Terms 2 & 3) for approximately four hours on each occasion. Tasks may include gardening, sandpit and muddy creek top-ups, painting, repairing, cleaning and general tidying of the grounds. These occasions build a sense of community and are a wonderful opportunity to socialise and build relationships with other families.

Additionally, all families are encouraged to support the kindy by **volunteering to help out with fundraising, marketing, and social events during the year**. This can include running a shift at a Bunnings BBQ, staffing a stall at a kindy event, distributing marketing materials or contributing to the organisation of a social event.

#### e) Parent Roster

We encourage parent involvement in the program by inviting parents to spend time at kindy on Parent Roster. The children need the first term to settle in and develop familiarity with each other and the program, so the parent roster begins in term 2.

The roster is placed on the noticeboard at the beginning of each term so that parents can select a convenient day. The length of time spent at the centre depends upon your other commitments. The usual time is from the start of the day until lunchtime.

There are many benefits gained from attending parent roster. Your child loves to share their day with you and you in turn can observe your child interacting with other children. It also gives the children the opportunity to communicate and work with another adult. Before your roster day, please feel free to talk with us if you would like to do something special with the children.

#### f) Vegetable Garden and Chickens

To maintain a successful and healthy vegetable garden it is essential we have support from the parent community. Our Sustainability Coordinator will organise parents to regularly maintain the garden including watering during holiday periods. Similarly, with the chickens, we ask parents to check their food and water each day during holiday periods.

#### g) Cleaning

To meet the requirements of the Workplace Health and Safety Policy the furniture and resources need to be cleaned regularly, which is done by a paid cleaner. We also ask families to contribute to a weekly laundry roster.

#### h) Volunteering to help at kindy events

All families are encouraged to support the kindy by volunteering to help with fundraising, marketing, and social events during the year. This can include running a shift at a Bunnings BBQ, staffing a stall at a kindy event, distributing marketing materials or contributing to the organisation of a social event.

#### i) KWK Management Committee

KWK values your involvement and participation. One way that you can participate is through the Management Committee. We are a community owned centre operated by a parent association. The members of the association elect a Management Committee to manage the centre and make decisions about running the kindergarten.

The Management Committee is formed by parents of children currently attending the centre. There are several positions on the committee, which meets once a month and is responsible for:

- general management and financial matters of the centre
- following the rules of the association
- ensuring the centre is meeting C&K affiliation standards
- the employment of all necessary staff and the compliance with the provisions of any awards and industrial requirements
- legislative requirements affecting the centre, including the Education and Care Services National Law (Queensland) Act 2011 and other legislation such as Child Protection and Workplace Health and Safety legislation
- building and playgrounds
- promoting the centre within the community
- ensuring that the assets of the organisation and the potential legal liability of the committee, parents, members, and staff are properly protected by appropriate insurance cover.

Elections take place at the Annual General Meeting (AGM), held in February. Any decisions made by the Management Committee are based on a majority vote. The Executive of the Management Committee consists of the President, Vice-President, Treasurer, Secretary, Events and Fundraising Coordinator and Marketing

Coordinator. Other positions, which involve varying levels of commitment and specific skills, also play an important role within the group.

The Committee has a manual to guide and help you in your role. The previous year's committee is available to assist if needed. All committee members work together as a team, so no one person is overloaded.

The Centre has a constitution, which is always available at the Centre for anyone to read. This governs how the Centre operates and outlines the responsibilities of the management committee. We are proud to be affiliated with Crèche and Kindergarten Association QLD (C&K) who also offer support to committee members.

Committee meeting records are available to all families upon request and displayed in the kindy foyer.

A Code of Conduct for committee members is also in place. On appointment, committee members are asked to read, accept and sign this document. A copy of this document for review may be requested through the directors or president.

It is important to remember that the Directors deal with matters concerning your child and the daily program, and the Management Committee is responsible for any other issues relating to the running of the centre. It is therefore important to contact the relevant committee member in relation to any concerns you may have.

j) **KWK Management Committee positions**

The Management Committee is responsible for the coordination and implementation of committee roles and responsibilities and any other issues relating to the management of the centre.

i) **Executive Committee Members**

To effectively carry out the role of an Executive Committee member, attendance at each month's committee meeting is highly desirable.

The Kindy is an incorporated association in Queensland, and as such the President, Secretary and Treasurer must conform to the requirements as set out for those positions per <https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/associations-charities-and-non-for-profits/incorporated-associations/running-an-incorporated-association/incorporated-association-management-committee/what-committee-does>.

**NB: President, Vice President, Secretary and Treasurer must apply for and hold a Blue Card prior to commencement of these roles.**

ii) **President**

- Oversight and management of the Kindy excluding day to day educational operations
- Represents the Kindy as the Approved Provider
- Leads the Executive Committee and Chairs committee meetings
- Provides a monthly report to the committee
- Provides a report to the community (emailed) after monthly committee meetings. This report may include a summary of committee meeting content – goals, achievements, plans etc.
- Exercises due diligence in ensuring the Kindy remains in a viable financial position, along with the Treasurer
- Manages Staff including performance reviews, along with the Vice President
- Ensures the strategic priorities of the Kindy are understood by the committee
- Works with the directors to ensure the QIP for the kindy is up to date and reflects a balance of strategic and operational priorities
- Facilitates compliance with the legal and regulatory requirements of the Kindy, along with the committee and Directors
- Acts as a spokesperson to the Kindy community and the public as required
- Co-ordinates handover between committees

**iii) Vice President**

- Supports the role of the President and the Executive Committee members
- Adopts the President's role in their absence
- Workplace Health and Safety Officer
  - Conducts an annual WPHS Audit with Directors
  - Becomes familiar with C&K WPHS Policies and procedures. Updates as required.
  - Provides a monthly report at committee meetings detailing policy updates.
  - Liaises with the Management Committee and the Directors about WPHS requirements
  - Reports child incident/infectious illness statistics at monthly committee meetings
  - Coordinates/monitors/implements risk management
- Assists the President with staff supervision, performance management and recruitment
- Coordinates all maintenance tasks for the kindy. Responsibilities include:
  - Organises and attends the working bees
  - Consults regularly with the directors to determine maintenance priorities
  - Ensures the tasks outlined on KWK's maintenance schedule (tree trimming, pest inspection etc.) are completed, in coordination with the Directors and .

**iv) Treasurer**

- Works alongside a paid bookkeeper and supervises the finances of the association to provide advice to the committee
- Presents Treasurer's report at each monthly meeting
- Leads the management of the current year budget and development of the budget for the following year
- Works with centre administrator to monitor payments and cashflow, and C&K Affiliation requirements
- Approves:
  - annual staff wages
  - annual fee payment summary before invoices and receipts are issued
  - annual / termly routine goods and services
  - quarterly data submission to C&K
  - holiday requests and adhoc changes to staff timesheets
  - adhoc goods and services over the amount of \$500.
- Submits any updates for incoming committee documentation
- Liaises with the VP regarding maintenance
- Presents annual audited accounts and financial reports at AGM
- Implements recommendations by auditor and nominates auditor for coming year

**v) Secretary**

- Prepares a written agenda for meetings in consultation with the President (a standing agenda may be adopted)
- Summarises actions and decisions taken during meetings
- Records and distributes meeting minutes within 2 days after each meeting
- Ensures that all rules relating to meetings are complied with
- Works with administrator to prepare AGM documents
- Completes PA02 and PA08 forms following the AGM
- Organises electronic submission of Blue Card forms for new members of the Executive Committee via the Blue Card Portal.

- Checks the kindy PO Box for mail twice per week and record incoming correspondence in a register
- Maintains member register
- Presents correspondence to meetings and responds to correspondence
- Works with the administrator to maintain official files
- Works with the administrator to complete all forms
- Updates notices at Kindy entrance relating to committee business
- Administers the Kindy Insurance Policy including seeking new quotes and presenting these to the Executive Committee in a timely manner.

vi) **Events and Fundraising Coordinator**

Along with the rest of the Executive Committee:

- Prepares the annual fundraising plan, mapping out events and responsibilities
- Enlists support from the community for kindy events i.e., Lantern Night, Wheel-A-Thon, End of Year Party
- Seeks sponsors from the Kindy and broader communities
- Submits applications for community events e.g., Bunnings sausage sizzle, Woolworths earn and learn etc.
- Coordinates fundraising events e.g., community events, picture plates and raffles

vii) **Marketing Coordinator**

Along with the rest of the Executive Committee:

- Develops, maintains, and implements a Marketing plan for the year to ensure the Kindy portrays a consistent and continuous message to the wider community.
- Ensures Kindy conducts regular marketing initiatives throughout the year to drive enrolments for current and subsequent years. This is likely to consist of organising the distribution of flyers, banners, and posters in the local community. Other opportunities may consist of organising a presence at the Brookfield Markets, for example.
- Co-ordinates the development of marketing resources / materials as required for marketing initiatives e.g., flyers.
- Organises press releases as required to promote the kindergarten. Share press releases with staff to upload in 'News section' on website where applicable. Email press releases to media list and also local schools for inclusion in their newsletter where applicable.
- Creates an internet marketing plan for the Facebook page and webpage and posts updates to this page regularly in consultation with Directors, President, and administrator.

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a) **Other Committee Members**

The primary role of the other committee members is to provide support and assistance to the main office bearers and to be involved and participate in decisions, actions, and activities. Attendance at meetings is encouraged, however is not essential.

i) **Grants Coordinator**

- Sources additional funding and grants for the kindergarten
- Prepares submissions for grants
- Acquires grants once spent and completes all the necessary paperwork
- Organises and coordinates special projects as they arise through the year. The committee will decide upon these projects. They can vary from year to year.

a) **Other ways parents can support the kindy**

Non-committee roles are important to ensure the effective running of the kindy classes but are not involved in issues that are discussed by the committee.

NB: These roles work under the guidance of the Directors.

- i) **Social Coordinators (one for Lillypilly group, one for Wattle group)**
  - Organises social activities for parents e.g., morning teas or family get-togethers, monthly plays in the park
  - Assists Events and Fundraising Coordinator with organising whole community social events for example sausage sizzle, bar, raffles, lantern night, end of year break up party. Recruit volunteers for this task.
- ii) **Book Library Coordinators (one for Lillypilly group, one for Wattle group)**
  - Runs the weekly book library (Tuesday morning Lillypilly, Friday morning Wattle)
  - Organises covering of new books.
  - Follows up late returns.
- iii) **Sustainability Coordinators (one for Lillypilly group, one for Wattle group)**
  - In consultation with teachers, organises regular planting and maintenance of vegetable garden. Organises purchase of seeds/seedlings.
  - Coordinates watering/weeding/looking after vegetable garden during holidays
  - Looks after chickens. Organises purchase of chicken food and other requirements. Coordinates care of chickens over the holidays.
  - Sources possible sustainability initiatives and resources that could benefit the kindergarten (such as BCC free plants). Accesses C&K's sustainability intranet site for further information.

## SECTION SEVEN: Keeping Our Children Happy, Healthy and Safe

### a) Protecting Our Children

Kenmore West Kindy supports and is committed to C&K's *Child Protection Policy*. For a full copy of the policy, please see the C&K website.



#### C&K's Child Protection Commitment Statement

Our commitment to children's safety and wellbeing means that we will:

- Ensure children's safety and wellbeing is integral to all decision-making and embedded in organisational leadership, governance and culture.
- Support children to understand their rights and participate in decisions affecting them.
- Equip board members, employees, students, volunteers and external contractors with the knowledge, skills, and awareness to keep children safe through ongoing education and training.
- Advocate for child abuse prevention and raise awareness of child safety and wellbeing with children, families, colleagues, and our communities.
- Embrace and celebrate the diversity of children, families, and communities. Provide culturally safe and effective programs by acknowledging all children have equal rights to be safe regardless of their gender, race, religious beliefs, age, needs, sexual orientation of family, social or cultural background. Children strong in their identity are more able to have a voice and speak out when they do not feel safe.
- Engage and openly communicate with families and the community about our child safe approach. Families participate in decisions affecting their child.
- Establish partnerships with early intervention and prevention services.
- Implement effective recruitment processes so that only suitable people are employed.
- Employ regional child protection champions to provide appropriate support and advice.
- Immediately report all allegations and suspicions of significant child harm to statutory authorities.
- Implement an accessible, child-focused, and effective complaint management process.

Allegations and concerns regarding children's safety and wellbeing will be treated seriously and consistently. A culture of openness supports all persons to safely disclose child safety and wellbeing concerns.

- Maintain physical and online environments that promote safety and wellbeing, while minimising the opportunity for children to be harmed.
- Reference and follow:

- o [National Principles for Child Safe Organisations](#)
- o [Working with Children Act \(Risk Management and Screening\) Act 2000 \(Qld\)](#)
- o [United Nations Convention on the Rights of the Child](#)
- o [Australian Early Childhood Code of Ethics](#)
- o [Education and Care Services National Law and Regulations \(2011\)](#)
- o [Child Protection Act \(1999\)](#)
- o [Commission for Children and Young People and Child Guardian Act \(2000\)](#)

As most parents are aware, a healthy child is a happy child and at KWK we do everything we can to ensure that the children in our centre are happy, healthy, and safe. This includes helping them to cope when Mum or Dad drops them off in the morning, making sure they have their hat on when going outside and knowing what to do if they have an allergic reaction. Please don't hesitate to tell us about anything that will make your child's day happy and safe.

C&K has developed policies and procedures to ensure effective child protection practices are implemented and staff and management committee engage in child protection training each year.

**b) Privacy Policy**

For further information, please refer to the C&K *Privacy policy*. For further information, please refer to the C&K policy library poster on the noticeboard in the kindy foyer or speak to the Directors.

**c) Use and Storage of Digital Media and Personal Information**

Multi-media (e.g., digital photography, video recordings and sound recordings) are used by educators to document and communicate the program, individual learning, service news and events.

When using and storing children's images and sound recordings, educators consider carefully what and how images are used and shared. Educators also follow procedures, which protect the privacy and confidentiality of children and families.

Parents / guardians are also asked to consider the privacy and confidentiality of children and families when sharing photos with others.

**d) Code of Conduct**

The Management Committee and staff at KWK adhere to C&K's Code of Conduct.

C&K will not tolerate workplace harassment and bullying by staff, parents, or any other person. C&K has grievance and investigation procedures to deal with workplace bullying. Any reports of workplace bullying will be treated seriously and investigated promptly, confidentially, and impartially.

Please assist us in continuing to protect the rights of individuals by providing a safe and respectful working and learning environment.

At KWK, we believe that children are citizens, and therefore, should be treated with dignity and respect. We believe that children should be entitled to the same rights as adults and supported by qualified and experienced staff in making healthy choices within safe and clear boundaries as they explore and investigate the world. Staff are committed to providing a safe and secure environment where all children have a sense of belonging at KWK. It is imperative that all members of our community engage in positive, trusting and respectful communication. To this end, we agree to conduct ourselves in a manner consistent with the kindergarten's values.

In relation to interactions with children and other community members:

**Staff will:**

- Build strong, positive, and respectful relationships with all members of the community.
- Develop clear expectations and guidelines for behaviour management. (These guidelines are developed and discussed with children, parents, and teachers.)
- Demonstrate positive guidance strategies - interacting with the children in a caring and understanding way, empowering, and enabling the children to develop self-respect, self-responsibility and self-control.
- Use a wide range of approaches from explicit training to modeling, role-play and social stories to support appropriate behaviours.
- Possess highly developed interpersonal skills to interact successfully with all members of the community.
- Be accessible and willing to talk to parents/families.
- Actively encourage parents and other family members to be collaborators and co-learners within the learning community.
- Engage in open honest communication, share and value ideas and contributions to support staff collegiality and effective teamwork.
- Be an advocate for the rights of children and their families as per the UN Rights of the Child (See below).
- Promote social justice and equity – modelling acceptance and respect for individuals of all ages, social and cultural backgrounds.
- Reflect upon and evaluate their interactions with others, their professional role, and their ongoing professional development.
- Perform duties with professionalism, objectivity, honesty, integrity, and compassion.
- Respect the confidentiality and privacy of all information as it pertains to individuals.

**Children will:**

- Be introduced to the Kindy Guidelines: We keep ourselves safe, we keep our friends safe, and we keep our environment safe. Through group discussions will have opportunities to share their ideas and knowledge of ways we can successfully enact these guidelines.
- Be encouraged to express their thoughts and feelings using a variety of methods – verbally and the visual and performing arts; ensuring appropriate language is used at all times.
- Be encouraged to communicate with staff when they feel uncomfortable or unsafe about any situations or behaviours.
- Explore friendships and social justice issues in a supportive and safe environment.
- Be actively involved in discussing and deciding on responses to inappropriate behaviours.
- Be listened to, questioned, and challenged and reciprocate as such with others.
- Have opportunities to engage in learning experiences that empower them as active citizens for a safe, healthy, and sustainable environment.
- Experience mutually respectful and satisfying social interactions and relationships.
- Be supported in identifying their own emotional and physical needs.
- Be encouraged to take risks and challenge themselves with the understanding of the expectations to ensure their own and the safety of others.
- Feel valued, appreciated, and respected as unique individuals.
- Be actively engaged as members of a learning community.
- Be guided to develop strength, courage, and resilience.

**Who must comply with the Code?**

This policy applies to all employees, volunteers, staff, students, parents/caregivers, children, contractors, and visitors when interacting at the centre or on centre related business.

**Breach of Code**

Any breaches to this Code may result in warnings and depending on the severity of the breach, exclusion from KWK.

For more information about the Kindergarten's Code of Conduct please speak to the Director or the President of the Management Committee.

e) C&K Parental Code of Conduct

**Parent and Community Code of Conduct**

**Welcome**

All families and community members are welcome at our early childhood education and care centres (the ‘centres’). We aim to work together to create an engaging and safe environment that supports your child’s learning and wellbeing. Parents/Guardians and community members who visit our centres must ensure their conduct and communication is respectful and aligns with this Code of Conduct.

**Expected Conduct**

It is expected that every parent/guardian

and visitor will:

- Comply with C&K Policies and Procedures (available on C&K’s website)
- Behave in a way that supports health, safety and wellbeing of yourself and others
- Respect the authority of C&K employees and follow their directions
- Be polite, respectful, listen to and value other’s perspectives
- Respect the privacy of others and not photograph, email, text, or post images on social media (including images taken from Storypark) of any person without their consent or in the case of another child, the consent of their family
- Speak positively about C&K and our employees
- Request a meeting with your child’s teacher/educator to discuss any questions or concerns you may have about your child’s education and care
- Understand our employees have responsibilities that may impact their availability to talk and meet with you
- Respect C&K property and the property of our employees, contractors, volunteers, other families, and children
- Raise complaints in accordance with our C&K Complaints Management Policy
- Ensure all family members and emergency contacts associated with your child’s enrolment read, understand and follow this Code of Conduct.

**Non-compliance**

**Unacceptable Conduct**

Includes, but is not limited to:

- Using inappropriate, threatening, aggressive or abusive language, gestures or images. This includes swearing, yelling, and throwing items
- Using language or conduct which is likely to offend, harass, bully, vilify, intimidate or discriminate against another person
- Interacting physically, verbally or online with children, our employees or others in a manner which is not appropriate and may endanger the person’s health, safety, and wellbeing
- Posting comments or material to social media that may damage the reputation of C&K and any of our employees
- Gossiping or making derogatory statements about C&K, our employees, families, children, or community members. Any concerns must be raised through the Complaints Management Policy
- Sharing confidential information inappropriately
- Theft, fraud or misuse of C&K property or resources
- Involving our employees in disputes between parents/guardians/families
- Visiting a centre, attending a C&K function or engaging in C&K activities whilst under the influence of alcohol, illicit or other harmful substances
- Bringing alcohol, weapons or illegal substances into a centre

- Smoking within the centre or within 5 metres of the centre's boundary.

Breaches of the Code of Conduct will not be tolerated and may lead to serious consequences. Where appropriate, C&K will try to resolve matters collaboratively with you.

If in C&K's opinion, the breach is serious and/or there is a risk of ongoing non-compliance, C&K may take any action that is considered appropriate; this may include cancelling your child's enrolment.

In accordance with applicable legislation and the C&K Child Protection Policy, unlawful breaches of this Code of Conduct will be reported to the relevant authorities.

**Sandra Cheeseman**

Chief Executive Officer



#### f) Safety at the Centre

The safety of your child is of paramount concern to us. We strive to ensure a safe and healthy environment for staff, children, families, and visitors and adhere to C&K's Workplace Health and Safety Policies and Procedures. On a daily basis, we carry out routine procedures to ensure an optimal level of safety is maintained. Such procedures include raking the sandpit to check for foreign objects, covering the sandpit after use, emptying water trays when not in use, and checking equipment and the environment for wear and tear or other hazards. Other safety procedures include:

- ensuring all poisons and dangerous items are kept in locked cupboards
- recording incident and illnesses at the centre
- maintaining medical management plans and risk minimisation plans
- ensuring current immunisation records are kept
- training staff on accident and emergency procedures
- conducting quarterly emergency exercises e.g. Fire drills, lock down, medical emergencies
- ensuring that safety devices and medical and emergency equipment are installed and are checked regularly or as required
- ensuring all permanent staff hold a current senior first aid, anaphylaxis, and asthma training
- ensuring all visitors, volunteers, and students sign the visitors register or time sheets to record their attendance at the centre
- prohibiting smoking on the premises.

Parking is available at the centre, and we ask that care be taken when dropping off and picking up your child.

#### g) Centre Maintenance

Professional cleaners attend to the centre daily. In addition, major cleaning of the internal and external walls, ceilings, floors, carpets, fans, etc. are conducted regularly throughout the year.

The centre is treated for pests annually.

The parent community carries out basic repairs and ongoing maintenance of equipment. The Department of Education (DoE) is responsible for the maintenance of the building and safety features such as fire and emergency equipment.

Sand and soft fall material is replaced or topped up annually or as needed.

We encourage parents to participate in working bees to assist with maintenance and to support the centre in keeping operational costs down.

#### h) Arrival, Departure and Persons Authorised to Collect Children

All children need to be **signed in and out daily by parents or authorised persons**, via the digital sign-in at the entrance. The children must be collected by parents or authorised persons (over 12 years).

At the time of enrolment, parents must provide the names, addresses and telephone numbers of persons authorised to collect your child. It is your responsibility to notify us of any changes to this authorisation. Parents are requested to be at their service to pick up their child five minutes prior to the service's closing time. If a parent is late to collect their child, a late fee may be incurred. For further information please refer to *C&K Procedure - Arrival, departure, and access* – available on request.

#### i) Custodial and Resident Conflict

Parents who wish to restrict another parent or family member from collecting their child must provide a certified copy of any court order (stamped with an official seal) or Parenting Plan to the centre upon enrolment or immediately following issue by a law enforcement agency.

We will respect and adhere to the restrictions stated in the order while respecting each individual's right to privacy. Should a restricted person attempt to collect the child, we will secure the safety of all children, staff, parents, and visitors, and notify the police. The resident parent will then be contacted.

Should the resident parent not have a court order and a restricted adult attempts to collect the child, every effort will be made to delay them while the resident parent is contacted.

### j) Sun Care and Protection

KWK is a Sunsmart centre. We aim to protect the children from the damaging effects of the sun. These risks need to be balanced with the health, developmental and learning benefits of outdoor play and physical activity, and exposure to sunlight. Sunlight is the best source of vitamin D, which is essential for good health. To achieve this, we will:

- Ensure that all the children, teachers and families always wear an appropriate wide brimmed hat or a legionnaire's hat whilst in the outdoor environment (available to purchase at KWK). Parents must ensure that their child has a suitable, named hat. Spare hats will be available for children who do not have a hat. Children who are not wearing hats will play in shaded, outdoor covered areas
- Encourage everyone to wear appropriate sun protective clothing whilst outdoors e.g., loose fitting shirts for comfort and cool; collared shirts; closely woven fabrics made from natural fibres for increased UVR protection
- Recommend the wearing of sunglasses
- Require parents to apply a water based, broad spectrum sunscreen (50+) to their child 20 minutes prior to arrival at the centre
- Require parents to enter the details of the sunscreen application in the spaces next to their child's name on the sign in sheet (sunscreen register)
- Require parents to inform the teachers if they have not applied sunscreen to their child prior to arrival so the teachers can then apply
- Require teachers to reapply sunscreen every 2 hours (if necessary) and 20 minutes prior to the children playing in the outdoor environment
- Require teachers to complete and sign the sunscreen register when sunscreen is reapplied
- Provide sunscreen at the centre for communal use
- Encourage parents and teachers to model appropriate sun care and protection practices
- Encourage the children to be independent in sun safe behaviour
- Encourage children to play in our extensive shaded areas.

Parents must give written permission/consent in the C&K enrolment booklet for teachers to apply sunscreen at kindergarten. Parents can elect to supply their own sunscreen in which they must complete a Sunscreen Form. We encourage parents to speak about this with the teachers. Parents may choose not to permit teachers to apply sunscreen at kindergarten. In this case it is the educator's duty of care to ensure that other sun protection strategies are implemented.

For further information, please refer to the *C&K Sun safety procedure* located in the C&K and KWK Policies and Procedures Handbook in the office.

### k) Hygiene Practice

KWK maintains an overall high standard of general hygiene and cleanliness, which contributes to a healthy environment for children. We implement a high standard of hygiene practices. These include:

- **a hand washing procedure...**  
**Staff** - on arrival, before and after wiping children's noses, before and after handling food or administering medication, before and after applying sunscreen, after handling animals, after cleaning bodily spills, after helping a child use a toilet, and after cleaning equipment  
**Children** – on arrival, eating or handling food, touching nose secretions, using the toilet, and handling animals
- the use of separate sheets, beds, cups, plates, and tissues for each child
- washing down beds after each group's attendance
- encouraging children to assist in keeping the environment clean and tidy
- sending the cloth towels (used for drying hands) home weekly for laundering.

Our hand washing procedures are displayed in the bathroom and kitchen.

### I) Safe Dealing with Spills procedure

Accidental spills of body fluids, including blood, vomit, urine, faeces, and nasal discharge can be common in a kindergarten environment and can contribute to the spread of illness and infection. KWK has a procedure to manage spills of body fluids to ensure the health, safety, and wellbeing of children. This procedure is located in the bathroom and kitchen.

### m) Immunisation

#### Immunised children

You are required to provide information regarding the immunisation status of your child upon enrolment. A copy of your child's immunisation record or personal health record is required for your child's file.

**Please note that it is your responsibility to regularly amend your child's immunisation record by submitting a new immunisation record after each immunisation.**

#### Non-immunised children

We recognise that not all parents/carers can or wish to have their child immunised. In the event of an outbreak of a vaccine preventable infectious disease, your child may be required to remain at home if this is the advice provided by the Public Health Unit. Full fees are payable during this time.

### n) Infectious Diseases

Infectious diseases are those conditions that are notifiable under the National Immunisation Program (NIP), which is currently recommended by National Health and Medical Research Council (NHMRC) and supported by the Commonwealth Government. The National Quality Framework requires that childcare services have systems in place for the identification and reporting of infectious diseases to authorities and parent/guardians. Infectious diseases may include Hepatitis B, Hepatitis A, Chickenpox, Whooping Cough and Influenza. Parents have the responsibility to notify the centre director immediately if their child has an infectious disease. The director will then notify the local Public Health Unit. Families will also be informed and relevant information about the disease including exclusion periods for children will be communicated via email and sign at the entrance.

#### Exclusion Due to Illness Procedure

The issue of sickness and infectious diseases is very serious, especially when so many children are in contact with one another. Illnesses and infectious diseases can quickly spread by a variety of means. It is extremely difficult for us to provide the appropriate care for the children who are ill and still give attention to the rest of the group.

Children with diarrhea, vomiting and bad colds are sick and therefore should not be brought to the centre. It is a condition of enrolment that you have alternative care arrangements when your child is sick.

It is the parent's responsibility to:

- not bring your child to centre when unwell.
- not administer any fever reducing medication (e.g., Paracetamol or Ibuprofen) to your child prior to arrival at the centre.
- inform the centre when your child is unwell and will be absent.
- when requested, collect your child as soon as possible when they become ill at centre.
- when requested, provide a medical clearance upon your child's return to the centre.

Staff will inform parents/guardians of **non-immunised** children if it has been identified that a child at the service has a vaccine preventable illness or disease. We will ask parents to comply with appropriate exclusion periods for **non-immunised** children as advised by the local public health unit.

For further information please refer to the *C&K and KWK Policies and Procedures* located in the office.

#### Common Ailments

##### Vomiting

If your child is suffering from vomiting, regardless of the cause, they must be kept at home until 24 hours after the vomiting has stopped.

**Diarrhoea**

Regardless of the cause, your child must be kept away from the centre for 24 hours after the last loose bowel motion.

**Conjunctivitis**

Your child must be kept away from the centre from the time medical treatment has started until the discharge has stopped.

**Colds**

If your child is still able to cope with and enjoy a normal day, they will not be excluded. In the case of more severe symptoms developing such as thick green discharge, persistent or deep cough, wheezing, fever, listlessness, or lack of appetite, they must be kept away for a minimum of 24 hours or until they are well enough to cope with a normal day.

**Ear infections**

If there is a discharge, your child will be excluded.

**Head Lice**

KWK encourages families to regularly check children's hair for head lice (live lice or eggs). If a child has head lice, they will need to stay home until they have been effectively treated. It is essential that families work together with KWK in the treatment of head lice.

For other excludable illnesses and exclusion periods please refer to the 'Time Out' poster on the noticeboard on the front verandah.

**o) Medical Conditions**

KWK is committed to maintaining all children's wellbeing regarding any medical conditions they may experience while attending the service. To ensure plans are in place to effectively manage medical conditions and emergencies the following must occur:

- all families upon enrolment are required to inform the service of any medical conditions relevant to their child. Such medical conditions include, but are not limited to, asthma, anaphylaxis, and diabetes.
- Parents/guardians are required to provide staff with a medical management plan that has been developed in consultation with the child's registered medical practitioner.
- Any medication required for the medical management plan must accompany the child to the service each day.
- Staff will develop in consultation with the parents a **Risk Assessment plan**. This plan will identify, assess and manage the risks associated with the medical condition.
- Staff will display signs in prominent positions notifying all families of the medical conditions in the centre and inform families through a letter at the beginning of the year of the medical conditions and the relevant requirements and responsibilities for all members of the community to adhere to support the health and safety of the children with these medical conditions.

**p) Administration of Medication**

Children who attend KWK may require the administration of medication if they become injured, ill or have a medical condition. We are committed to the safe administration of medication and follow *C&K's Administration of Medication Procedure*.

**Authorisation**

Medication will only be administered by staff to a child if we have received:

- The written permission/consent of the child's parent/guardian and written instructions (i.e., medication label) from a registered practitioner
- If a child requires the application of an ointment or cream, the product must have a pharmacist label which clearly states the child's name, the purpose and frequency of application
- The only exception is in an emergency and the child's parent/guardian cannot be contacted and the child's registered medical practitioner or an emergency service representative has given verbal permission for the medication to be administered.

**Authorisation to administer Adrenaline (EpiPen) and Salbutamol (Ventolin) for the treatment of anaphylaxis and acute asthma**

KWK holds an EpiPen and Salbutamol Inhaler for use in an emergency with a child previously undiagnosed. Parents/carers are asked to provide authorisation to administer Adrenaline and Salbutamol in the enrolment booklet.

**Medication Form**

If a child requires medication, parents are required to complete a **Medication Authorisation/Record Form**.

If medication is required to be stored at the centre, a medical management plan must also be developed and authorised by the child's registered medical practitioner. It is the parent's responsibility to ensure the medication is within its expiry date.

**Prescribed Medication**

Prescribed medication will only be administered if the below requirements are met:

Written parental / guardian authority has been obtained (Medication Authorisation/Record Form).

The medication must:

- Be in its original container, bearing the original pharmacy label with the name of the registered practitioner who prescribed the medication and the name of the child to whom the medication is to be administered
- Be within its expiry or use by date
- Have a prescription label with clear instructions which are consistent with the information and instructions provided by the child's parent / guardian on the medication authorisation record form.

**Non-prescribed medication (i.e., over the counter medications and alternative therapies)**

Non-prescribed medication (i.e., over the counter medications and alternative therapies) will only be administered if it is in its original container, bearing the original label, is within its expiry date, and has directions for use on the label that are consistent with the approval and instructions provided by the registered medical practitioner.

**Application of ointments or creams**

An ointment or cream can be applied if:

- The parent / guardian supplies the product (with the child's name written on it),
- The parent / guardian completes a Cream, ointment, insect repellent authorisation form, and
- The ointment or cream is within its expiry date.

**Paracetamol**

One single dose of liquid paracetamol may be administered in accordance with the C&K procedure, under the following conditions:

- The child's parent / guardian or emergency contact (or emergency service personnel if parents can't be contacted) has provided verbal permission via telephone, **and**
- The child's parent / guardian has provided written permission via the C&K enrolment booklet, **and**
- The temperature of the child has reached or exceeded 38.5 degrees Celsius. Paracetamol may be administered for a lower temperature if a child has a history of febrile convulsions and a written medical management plan authorised by a registered medical practitioner has been provided, **and**
- Due to the different types of liquid paracetamol preparations for children (i.e., syrup, elixir, suspension and infant drops); educators must carefully check and adhere strictly to the product instructions and dosage, **and**
- When contacted the parent/guardian will be required to collect their child immediately. The child will be excluded from the service until well and fever is no longer present.

**Please Note:**

All medication must be left locked in the first aid cabinet in the kitchen or in the locked container in the fridge and staff must be informed that you have left it there. For the safety of the children, medication is not to be left in your child's bag, on the top of the lockers or in any other unsecured location.

### Clearance Medical Certificate

A medical clearance certificate may be required if staff are in doubt as to whether your child's health is of a suitable standard to attend the service. We are at liberty to ask for a second opinion if we are concerned.

#### q) **Asthma**

The procedure at KWK for children with asthma is:

- Parents must provide a letter and individual **asthma management plan** from the child's registered medical practitioner and update when the medication dosage or the child's individual asthma management/action plan changes
- Parents must complete a KWK Medication form as required
- All asthma medication is to be administered as per the requirements of asthma management plan
- A puffer/inhaler must be used with a spacer for all children and supplied by the parent
- All asthma medication and apparatus is stored in the cabinet in the kitchen
- All staff maintain a current approved emergency asthma management qualification
- In the case of the child having an acute asthma attack or showing no improvement after the use of the nebuliser or puffer, the parent will be contacted, or an ambulance will be called immediately.

#### r) **Anaphylaxis**

The procedure at KWK for children with anaphylaxis is:

- Parents must provide a letter and individual **anaphylaxis management plan** from the child's registered medical practitioner and updated when required
- Parents must complete a KWK Medication form as required
- Parents must complete an **administration of an EpiPen** consent form
- Parents must complete a **photo consent** form for the service to display the child's photograph on the child's anaphylaxis alert
- Parents must provide the child's prescribed medication (EpiPen) that is within its expiry date
- Staff will develop in consultation with the parents a risk minimisation plan to identify, assess and manage the risks associated with the medical condition
- Staff will display signs in prominent positions notifying all families of an anaphylaxis alert in the centre and inform families through a letter at the beginning of the year the relevant requirements and responsibilities for all members of the community to adhere to support the health and safety of the children with anaphylaxis
- All EpiPens are stored in the cabinet in the kitchen
- All staff maintain a current approved emergency anaphylaxis management qualification.

#### s) **Diabetes**

The procedure at KWK for children with diabetes is:

- Parents must provide a letter and individual **medical management plan** from the child's registered medical practitioner and update when required
- Parents must complete a KWK Medication form as required
- Parents must complete an **administration of an Insulin** consent form
- Parents must supply materials and equipment necessary for diabetes management
- Staff will develop in consultation with the parents a risk minimisation plan to identify, assess and manage the risks associated with the medical condition
- Parents to supply a logbook for staff to record test results
- All equipment and supplies required to manage a child's diabetes are stored in the cabinet in the kitchen
- All staff maintain current diabetic management training.

#### t) **Incident Reporting Procedure**

If your child sustains an injury at the centre first aid will be administered immediately. In the case of the incident requiring an ambulance or doctor, we will immediately authorise such help. You must agree to this upon enrolment. All incidents are recorded, and you are asked to sign an **Incident Record form** when you have

been informed of any incidents. If the incident is serious and/or requires parent or medical assistance, you will be notified immediately. Small knocks and scrapes will be reported to you at collection time.

**u) Authority for Treatment**

A child may only be enrolled at KWK when the parent has authorised the service to seek emergency, medical and hospital treatment, and ambulance service. All costs involved in emergency medical treatment are the responsibility of the parent. If we authorise ambulance attention, transport or medical treatment, the parent will be notified immediately.

**v) Fire and Emergency Procedures**

We practice fire and other emergency procedures at least once per term with the children. The fire evacuation procedure is displayed in the room along with an emergency evacuation map. You are encouraged to familiarise yourself with this information. If you are at the centre at the time of an emergency evacuation drill, it is essential that you co-operate with us and follow the necessary directions to ensure a safe and quick evacuation. Fire extinguishers and fire blankets are located in easily accessible places in the centre and are maintained accordingly. All staff receive basic fire safety training every year.

The Director carries a centre mobile phone that stores all children's contact details including emergency contacts.

**w) Food and Nutrition**

KWK upholds the concept of wholesome nutrition. Fruit and vegetables are promoted as appropriate snack foods and filtered water is readily available. We ask you to provide your child's morning tea in a separate named container and placed in the bottom of the fridge.

As part of C&K Nutrition and food safety procedure, C&K advise that all food be removed from insulated containers when stored in the refrigerator to ensure food is kept at the correct chilled temperature. Please consider the way your child's lunch is packed, transported, and stored.

We suggest a healthy lunch of sandwiches, salads, pita bread, fresh or dried fruit, pasta, rice, or yoghurt. Lunches go into the fridge as soon as the children arrive, so food is always kept fresh. We advise you against sending any foods containing excessive sugar, such as lollies, chocolate, or soft drinks. If you wish your child to have these items, it is recommended that you do so at home.

**We are a nut-free Kindy in respect to our Kindy friends and their siblings with allergies.**

**x) Oral Health**

At KWK we support children's understandings of good oral health practices. We encourage children to have a drink of water after meals and we regularly discuss and share information on good nutrition and oral health.

**y) Excursions**

There may be opportunities for excursions throughout the year. They are a valuable experience for children as they provide the opportunity to expand and enhance children's experiences and explore different environments. Excursions will be thoroughly planned in advance to maximise both children's learning and safety.

We endeavour to give you sufficient notice so that you can make arrangements to join us, if possible. Parents will be provided with an excursion permission form to authorise your child to participate on the excursion. Children must wear comfortable footwear that provides adequate protection (not thongs) and a broad brim or legionnaire's style hat.

Older, school aged siblings are not to attend KWK excursions.

**z) Keeping animals**

At KWK we value the learning opportunities gained from interacting with animals. When keeping animals as pets in a kindergarten environment, careful consideration of C&K's policy regarding the keeping of animals must be given to ensure the safety, health and hygiene of children, adults, and pets. At KWK we aim to create and maintain a safe and healthy environment for the housing of our pets i.e. our chickens.

Strategies and practices are discussed between children, teachers, and parents. These include:

- safe and hygienic handling and feeding of animals

- strict hand washing guidelines
- hygienic handling of animals' food and drink containers and bedding
- daily cleaning of cage/enclosure.

**aa) Tobacco Drugs Alcohol**

KWK is committed to ensuring that children are provided with an environment that is free from the use of tobacco, illicit drugs, and alcohol.

Smoking is not permitted at any time.

For further information, please refer to the *C&K Tobacco, drugs and alcohol policy* located in the C&K and KWK Policies and Procedures Handbook. Handbooks available on request.

## SECTION EIGHT: Communication

### a) Communication with Parents

We encourage you to speak with us about your child's progress or about any concerns that you may have. Open communication between parents and staff is an essential component of our programs and facilitates positive home/kindergarten relationships based on trust. We ensure that confidentiality and privacy of the children and their families is maintained at all times.

This open communication between parents and teachers begins at the enrolment interview where you learn about the centre and the program and can share confidential information that will help us work effectively with your child.

To avoid interruptions to the program, please arrange to meet with us between 3:00 p.m. and 3:30 p.m. if you wish to discuss your child's progress in greater detail.

### b) Kindergarten Website

Kenmore West kindergarten has a website: <http://www.kenmorewestkindy.asn.au>. This website is a great way to access news and information about the kindy.

### c) Facebook Page

KWK's Facebook Page is <https://www.facebook.com/KenmoreWestKindergartenAndPreschoolCk>

The KWK Facebook page is used as a marketing and communication tool. This page is visible to the general public. As such parents are asked to complete a 'Confidentiality, privacy, social media, and permission for use of identifiable images' authorisation form. This site is updated regularly. Authorised updaters include admin, teachers, marketing, and fundraising. Parents of current kindy kids are encouraged to "share" the Facebook page with their Facebook family and friends.

### d) Noticeboards

Information about upcoming events, curriculum developments, calendar for the year, centre specific information, reminders and details of the committee meetings are displayed on the noticeboards on the front verandah and entrance foyer.

### e) Daily Feedback

Each day, the teaching team aim to share information about your child's day. This may be in the form of informal conversations with teachers at the end of the day, a photo slide show on the Smart Board and documentation of the program experiences that have taken place.

### f) Emails/Storypark

Emails are a valuable way to communicate upcoming events, reminders, program goals and updates and information. Storypark is used to share learning in each group with photos, program information, reminders, and updates. We encourage families to also use emails as a way of addressing any queries and 'housekeeping' matters.

### g) Parent/Teacher Meetings

In term 2 teachers will arrange individual meetings to set collaborative goals and strategies for your child and discuss your child's interests, strengths, abilities, and contributions to the program. In term 4 a meeting will be offered if you wish to discuss your child's transition statement.

Where discussion about a concern or issue is needed, it is important to make an appointment to speak with us outside of the session times rather than take our attention away from the children. This also gives us the opportunity to refer to observations and portfolios in discussing any concerns.

### h) Parent Information Evening

We hold a parent information evening in term 1. This is an invaluable opportunity for parents to learn about KWK's philosophy, curriculum, practices and procedures and ways families can be involved in our wonderful community.

### i) Sharing of Documentation

Most the children's learning experiences and interactions are recorded in PowerPoint. This documentation is printed and placed in our curriculum folders. Please take the time to catch up on all the key events, learning

experiences and news at Kindy. Documentation highlighting key projects and focused learning experiences may also be displayed around the room.

Portfolios are another valuable way to communicate and make your child's learning, interests, and interactions visible. Every child has their own portfolio that includes a collection of observations, dialogue, photos, work samples and artwork. Children are encouraged to take ownership of their portfolios and contribute to it as they wish. Parents are also encouraged to contribute.

#### j) Complaints Procedure

The Management Committee and staff at KWK have the responsibility to ensure all requirements as outlined in the C&K Grievance and Complaint Management Policy are adhered to. Therefore, we support and are committed to the said policy C&K has developed which states, among other things, that:

C&K is committed to managing and resolving grievances and complaints based on the following principles:

- provision of a fair hearing
- without bias
- managed quickly
- confidentiality is maintained
- are resolved, where possible, at a local level
- involve a minimum number of people.

If you have a concern or complaint, you should first talk respectfully with the person directly involved with the grievance. For example, if you have a concern relating to the care of your child, another child or a staff member, please speak with the Director, or if you have concerns relating to financial difficulties, please contact the Treasurer.

Most complaints can be resolved through discussion. If this does not occur, please put your grievance into writing and submit it to the President of the Management Committee.

At this stage, the procedure for resolving complaints is as follows:

1. Provide a written explanation of the complaint to the President of the Management Committee.
2. Investigation will follow the written complaint.
3. A meeting will be called with all parties involved being in attendance to discuss the findings of the investigation.
4. Each person involved will have the right to be heard.
5. At the closure of the meeting, a report will be written (signed by everyone in attendance) and all parties will receive a copy.
6. The matter will hopefully be resolved at this stage but if it is not then the complainant will need to approach C&K for further advice on the matter.
7. After a discussion with the complainant, the Director, the Management Committee, and the person whom the complaint is made against, the early education consultant from C&K will investigate the complaint focusing on the issue of concern.
8. Finally, if the complainant is not happy with the resolution of the complaint, the Early Childhood Officer at the Office for Early Childhood Education and Care may be contacted.

Parents and children will not be discriminated against or suffer any repercussions if they make a complaint.

The complainant will be informed of the way in which the complaint has been addressed and the progress of the resolutions.

If you have made a complaint against a staff member, you will be told of that person's response. The staff will be entitled to representation under the applicable award and will have their rights protected at all times.

The rights of all in the centre are respected and no visitors or parents may reprimand the staff or other children.

A register of complaints will be kept at the centre to enable us to review centre practice and plan better for the needs of families.

## SECTION NINE: Administration

### a) Enrolment Procedure

The KWK waiting list policy states that no child's name shall be on the waiting list until the parent has completed a waiting list form, the required fee has been paid and a receipt has been issued. Places are offered in order of the waiting list and no priority shall be given to children for any reasons.

A place at the centre is offered by email and then in a follow-up letter. This process begins in May prior to the year of entry. In October, you will be contacted again to arrange a time for an enrolment interview. An enrolment pack will be sent out prior to the interview. This will need to be completed and returned with all relevant documentation at the interview.

### b) Enrolment Fee

To ensure your child's place in the group, you are asked to forward an enrolment fee of \$100 within 10 days of the initial email. This fee is non-refundable. If the enrolment fee is not received by the due date, your child's place will be forfeited.

### c) Orientation Process

We operate an orientation program to help the children to feel comfortable at the centre before they start at the beginning of the school year. Information regarding this will be made available at the enrolment interview.

For a happy and successful transition to kindy, we encourage families to communicate ways we can assist and support your child into the kindergarten program. Some children may benefit with starting the year with half days for the first couple of weeks. For a child who is having difficulty settling into the program, shorter days can help the child transition at their own pace and to develop trustful relationships with us and to feel secure within the environment. If you wish to consider this option, please speak to the teachers.

### d) Giving Notice

- Funded place (see below for a definition of Funded place)

As a matter of courtesy to our staff, children and families we ask that you give us four weeks' notice during term time in writing if you intend to cancel enrolment.

- Non-funded place (see below for a definition of Non-Funded place)

You are required to give us **four weeks' notice during term time in writing if you intend to cancel enrolment, in any one or both groups or leave any group that you are enrolled in** (i.e., If notice received during holidays the notice term will start on day one of the term not when the email is received.) This enables us to fill the vacancy without incurring any financial shortfalls.

### e) Re-enrolment

Re-enrolment forms are issued towards the end of each year to current families whose children are eligible for a second year of pre-prep. This form needs to be completed and returned with a \$100 enrolment fee if you wish your child to remain at the centre.

### f) Fees and Levies

In 2026, Kenmore West Kindergarten derives its income through payment of fees by families (for non-funded places) and the Queensland government kindergarten funding scheme (for funded places).

#### a) Funded Places

In an historic step for Queensland education and early learning, kindergarten was free for Queensland families in 2024. This continues in 2026.

Kindy is free for eligible-aged children who attend a government-approved program offering free kindy from 1 January 2026. **Eligible aged children are those born before 30 June 2021.**

Free Kindy is for the 15 hour a week kindergarten program (600 hours a year) delivered by a qualified early childhood teacher.

**PLEASE NOTE:** You can only claim Free Kindy from one Qld kindergarten program (ie. You cannot claim at two different Kindy programs)

Please call us to discuss if your child will be attending another Kindy program simultaneously in 2026, and you plan for the Free Kindy funding to NOT be allocated to KWK.

For funded places, other than a Voluntary Building Fund donation request each term, you will not be asked for payment for any additional fees or levies for attending Kenmore West Kindergarten in 2026.

#### **b) Non-funded Places**

Non-funded places are those that are not covered by the Qld Government's Free Kindy funding.

This includes 3 year-old enrolments (ie born after 1 July 2021), and children who have already claimed the 15 hours of Free Kindy at another Kindy or in another group at Kenmore West (ie child is attending full time).

Non-funded places will be invoiced.

As the centre is responsible for the payment of staff salaries, utilities and resources, prompt payment of all fees and levies is appreciated.

At Kenmore West Kindergarten payment of fees and donations are by direct deposit to the Kindergarten bank account.

Please note: The standard daily rate is now inclusive of any levies and fees that KWK previously charged e.g. Association fee, Maintenance levy and Community Contribution levy.

Other than a voluntary Building Fund donation request each term, you will not be charged any other fees or levies for attending Kenmore West Kindergarten.

In the event of financial hardship, we wish to remind parents that it is your responsibility to communicate with the Kindergarten about your individual circumstances. Lack of payment may result in termination of service by the Kindergarten.

Fees are payable on all sick days, family holidays, public holidays and pupil free days that occur during the school terms.

Families will be provided with at least 14 days' notice before any changes are made to the written policy that affects the way fees are charged and/or collected.

The required fees for Non-Funded places in 2026 are as follows:

Fees for non-funded children (3 years old, or second group attendance, or claiming funding at another Service):

Lillypilly Group - Daily fee: \$75.00

Wattle Group – Daily fee: \$94.00

#### **g) Payment of Fees for Non-funded places**

Fees are due and payable by the date indicated on the invoice.

Should fees remain outstanding after this time, parents will be issued with a reminder notice at seven days following the specified due date and if necessary, again at 14 days following the specified due date. If term

fees have still not been received by the date specified on the second reminder notice, the Treasurer will contact the parents to discuss unpaid fees.

If the family is not experiencing financial hardship, then immediate payment will be requested. If at this point the fees are not forthcoming it is at the Committee's discretion to immediately review the child's place at the Centre and if necessary, exclude the child from further attendance forthwith. Formal notice of this will be in writing to the parents. Further action may also include the referral of amounts owing to a debt collection agency.

In the event of families experiencing financial hardship, parents are reminded that it is their responsibility to communicate with the kindergarten about their individual circumstances. Parents should not be embarrassed to discuss any financial problems they are experiencing with the Treasurer. All conversations will be kept strictly confidential, and it is preferable to address the problem early rather than wait until it becomes a serious issue. In most cases of financial hardship, the Management Committee will endeavour to accommodate any reasonable request with regards to a payment plan.

#### **h) Payment Options**

The payment option available at Kenmore West Kindergarten is Direct Deposit:

Account name: Kenmore West Preschool and Kindergarten Association Inc  
BSB: 734 055  
Account number: 070 420  
Reference: *Invoice number*

#### **i) Fundraising**

There may be times when fundraising activities are organised to raise additional funds for special projects or resources. We invite all families to participate in fundraising activities and events to support the Kindy financially and to help build a sense of community.

Families will also be issued non-compulsory Building Fund Donation invoices for \$50 at the beginning of each term.

#### **j) Merchandise**

Polo Shirt	\$18-00
T- Shirt	\$12-00
Jumper	\$20-00
Broad Brimmed Hat / Legionnaires	\$12-00
*Sheet Set (top & bottom sheet, sheet bag)	\$40-00
Library Bag	\$10-00
*Hand Towel (with loop to hang)	\$ 4-00

Pre-loved items are also available at a discounted price!

See [SECTION NINE: Administration h. Payment Options](#)

[\\*You can also purchase Sheet Sets and hand towels from \*Linique Sheet Sets\*, by clicking this link and using the below login.](#)

Username: kindy

Password: parent

## k) Term Dates

<b>Term One – 10 weeks</b>	
Friday 24 January	Orientation Morning Lillypilly 9:00 a.m. to 10:00 a.m. Wattle 11:00 a.m. to 12:00 p.m.
Monday 26 January	Australia Day Public Holiday
Tuesday 27 January	Term 1 commences for Lillypilly
Thursday 29 January	Term 1 commences for Wattle
Wednesday 1 April	Term 1 concludes Lillypilly
Thursday 2 April	Term 1 concludes Wattle
<b>Term Two – 10 weeks</b>	
Monday 20 April	Term 2 commences Lillypilly
Thursday 23 April	Term 2 commences Wattle
Monday 4 May	Labour Day holiday – Kindy closed
Wednesday 24 June	Term 2 concludes Lillypilly
Friday 26 June	Term 2 concludes Wattle
<b>Term Three – 10 weeks</b>	
Monday 13 July	Term 3 commences Lillypilly
Thursday 16 July	Term 3 commences Wattle
Wednesday 12 August	RNA Brisbane Show Holiday – Kindy closed
Wednesday 16 September	Term 3 concludes Lillypilly
Friday 18 September	Term 3 concludes Wattle
<b>Term Four – 10 weeks</b>	
Monday 5 October	Queen's Birthday Public Holiday
Tuesday 6 October	Term 4 commences Lillypilly
Thursday 8 October	Term 4 commences Wattle
Wednesday 9 December	Term 4 concludes Lillypilly
Thursday 10 December	Term 4 concludes Wattle
Friday 11 December	Pupil Free Day

**l) Notifications of Sick Days**

If your child is going to be away from kindergarten due to illness, please notify us of this absence and the reason for it. This helps us to be aware of infection risks. Make-up days or swap days are not offered to replace absences for any reasons.

**m) Sign-in/out procedure**

Parents are required (by law) to complete the sign-in/out procedure daily using the iPad in the kindy foyer.

**n) Late Collection of Children Policy**

The collection time for children is from 2:30 p.m for Lillypilly group and 4pm for Wattle group when the centre closes. Staff have other responsibilities after this time.

Parents are required to arrive at the service to pick up their child at least five minutes prior to the service's closing time. If you are not able to pick up your child by the required time, we would appreciate a phone call to advise us.

If signing out after closing time parents will be asked to complete the *Late Collection of Children Register*. After two late pick-up occasions are recorded, the committee may choose to apply a late fee of \$15 per 15 minutes

(or part thereof) after closing time If late fees are not paid on a timely basis or the late pick up continues, then the child's place at the centre will be reviewed by the committee.

It is also important that once you have arrived at the centre to collect your child, to leave within a reasonable period. We thank you for your support on this matter.