

west
end



Communit

Family Handbook





Our centre acknowledges
and pays its respects to the
Traditional Custodians of the
lands on which our office is
placed and other centres in
Queensland and their
continuing connection to land,
sea and Community.

Our centre also pays respects
to all Elders past, present and
emerging.



Honouring First Nations Peoples



Our centre premises is located on land where Australia's First Nations Peoples' have been teaching and learning ways of belonging, being and becoming for more than 65,000 years.

Our learning communities have been shaped, and will continue to be shaped, by the influences of Aboriginal and Torres Strait Islander cultures, wisdoms, and knowledges.

Honouring First Nations Peoples' histories, perspectives, and continuing connections to land, sea and sky in all our programs, deepens everyone's learning. It is a great privilege to learn from, and with, the oldest living and thriving cultures on Earth and walk together to a better future for all.

We carefully work with our curriculum to promote fairness, empowerment and respect, with teachers/educators embedding First Nations Peoples perspectives throughout what we do.





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Welcome to the community

At West End Scott Street Kindergarten, it is our mission to work in partnership with children, parents, and community, provide a high quality, play-based learning environment that incorporates family and community values. We strive to provide an environment that is welcoming, nurturing, inclusive and provides opportunities for our children to develop positive dispositions to learning. We acknowledge and celebrate the diverse cultural and social backgrounds and experiences of our children. Our centre recognises each child as an individual and fosters an inclusive, accepting environment.



Our purpose

To nurture and inspire children to succeed in an ever-changing world.

Our vision statement

To be Queensland's pre-eminent provider of early education and care

Our values

We put children first

**We work with
integrity**

**We respect
each other**

**We strive for
excellence in
everything we do**



Section 1

Enrolling and starting with our centre

Thank you for choosing to enrol your child at our centre. Our Director will organise orientation activities so you and your child can become familiar with our centre. This is a great opportunity for you to ask lots of questions, and to find out where everything is located and for us to learn more about you, your child and your family.

Before your child starts

When possible, take the opportunity to spend some time with us before your child starts. This may be one visit or several visits over a few weeks. Meet your child's teachers/educators, explore play areas and observe our program in action. This will support both you and your child to feel more confident on your child's first day. Please speak to your centre about specific orientation activities.

In the lead up to your child's first day, take time to talk with them about what their first day will be like; discuss what they will bring with them, the people who will be looking after them, the children they will play with and the experiences they will engage in.

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

The first day

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

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

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

What to bring

Every day please bring a bag with all items labelled containing:

- Spare clothing (learning can get messy sometimes)
- Wide-brimmed/ legionnaires hat
- Nutritious food for the day (including fruit for munch and crunch)
- Water bottle
- Enough bottles and nappies for the day (if applicable)



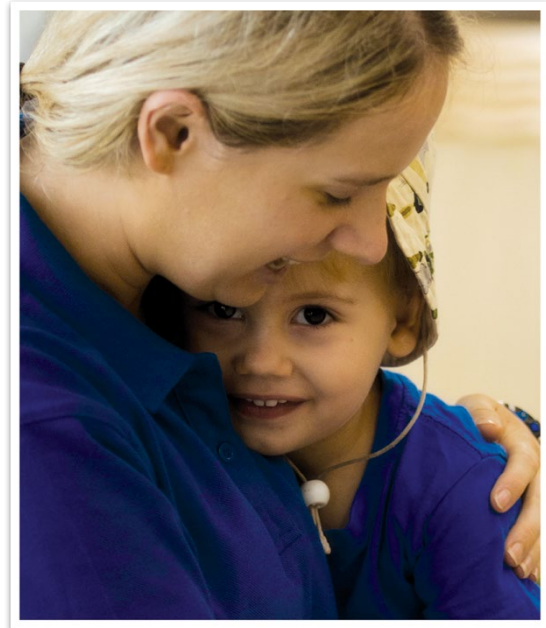
When you arrive:

Please ensure your child is signed in via the iCheck-in, and that sunscreen has been applied and recorded on the sunscreen register.

- Wash your hands and your child's hands at the nearest hand basin, or use the hand sanitiser provided
- To support your child's transition, establish a routine each time you arrive
- Sign your child in
- Put your child's bag in their locker, or on the hook provided
- Put your child's food in the fridge (if applicable). If your child's food is in an insulated container, please remove food from the container before placing it in the fridge, so the food remains at a safe temperature
- If you haven't applied sunscreen at home, please apply sunscreen and record this on the sunscreen register. We will encourage your child to play in the shade for the first 20 minutes
- Share any news or important information with teachers/educators - for example, did your child have a restless night's sleep?
- To help your child settle in you may like to read a book, push them on the swing or another activity you enjoy together
- Say goodbye

When collecting your child:

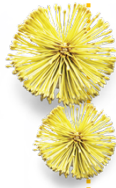
Please ensure your child is signed out via the iCheck-in.



- Sign your child out
- Talk with your teachers/educators about your child's day and read through the Teaching and Learning Journal and other documentation
- Collect your child's belongings
- Wash your hands and your child's hands



Our Daily Routine:



8:30 am: Arrival

Children are checked – in, sunscreen applied, and hats on ready for the day!

8:45 am Outdoor Time *(Weather permitting)*

Each day we set up unique spaces and activities outside for the children to participate in.

9:15 am Munch and Crunch

We ask you bring a piece of fruit for the children's morning tea. Typically Munch and Crunch is eaten outside on the lawn.

10:30 am Indoor Learning

Our space offers a lot of educational play opportunities for the children, including craft supplies, books, puzzles, building toys, sensory activities and more.

11:30 am Lunch

Lunch is eaten inside on the table provided. We have refrigeration and reheating appliances if required.

12:45 pm Group Time

Group time will consist of a more formal learning activity such as music, literacy, and story-telling.

1:30 pm Rest and Relax

Children are required to rest on their beds during this time.

2:15 pm Pack Away, Storytime

2:30 pm Pick up commences

2:45 pm Centre Closes

Helping maintain a safe, healthy environment for all

- Make sure your child's bag and all recycled materials you gift to the centre (such as cardboard boxes, toys, and egg cartons) are checked, and items removed that could potentially harm a child such as plastic bags, batteries, sharp items and medication.
- Smoking is banned at early childhood education and care centres and for 5 metres beyond their boundaries.
- Follow all health and safety instructions at the centre
- Do not leave any children unattended in your vehicle or the car park when dropping off and collecting your child/ren
- Close all gates and doors as you enter/exit rooms, buildings, and playgrounds; only open the centre gate for your own child
- Advise your centre immediately if you or your emergency contact's details have changed

Do not bring any item into the centre that contains button batteries or magnets such as electronic toys, children's watches or shoes with flashing lights.

In Australia, approximately 20 children per week present to hospital after a button battery exposure, with approximately one child every 3 weeks sustaining a severe injury.

Be Button Battery Aware!

Button Batteries are extremely dangerous and life threatening to children. Clothing, shoes, bags, books, toys, craft materials, and Christmas decorations (e.g. fairy/Christmas lights) that contain button batteries are strictly prohibited at your centre.

Please see our [Button Battery Policy](#) for more information.





Section 2

A place where your child is happy, healthy and safe

Our highest priority is making sure our centre is a place where you and your child feel happy, healthy and safe. We achieve this through the use of inclusive educational strategies, the employment of high-quality teachers/educators, the provision of natural play spaces and by maintaining high standards and hygiene.

Our Staff

The Centre Leadership Team

The Nominated Supervisor (Our centre Director) is responsible for the overall operations at the centre, including the education program, staff management, and compliance with regulations and our policies and procedures.

The Educational Leader provides curriculum direction and guidance to all teachers/ educators at your child's centre. For more details regarding this role, please approach the Educational Leader at your centre or visit www.acecqa.gov.au/resources/educational-leadership.

Designated Supervisors (or sometimes called 'Responsible Persons') are teachers/educators with appropriate experience and qualifications. These teachers/educators can be placed 'in charge' when the Nominated Supervisor/ Director is not at the centre.

Quality teachers/educators

Qualified teachers/educators and employees, work together at your centre to provide your child with a high-quality, play-based early education program.

All our teachers/educators hold or are studying towards appropriate qualifications and licences for their positions, including First Aid, CPR, and asthma and anaphylaxis management.

Policies ensuring your child's wellbeing and inclusion

Our teachers/educators follow well-researched, thorough policies, procedures and guidelines to ensure that your child's experiences at the centre are ones that promote and enhance their safety, wellbeing, and inclusion.

Our policies and associated documents address a broad range of issues, and we encourage you to view key policies available at our centre.



Natural environments

We believe one of our most significant responsibilities is for children to experience, appreciate and protect nature; to see the beauty in the world, and to learn to be problem solvers and creative thinkers. We aim to develop your child's respect and love for the natural world, so they grow up with the desire, knowledge and skills to promote action for sustainability.

At our centre, your child will learn and play in natural spaces filled with natural materials. Your child will recycle, garden, learn about their community and may even be involved in caring for chickens, guinea pigs or other animals. We hope you will join us on this important and exciting journey, and we encourage you to share with us what your family does to connect with and respect our natural environment.

Positive behaviour guidance

Just like most skills, behaviour is learned and developed in social situations. Our specially designed early childhood programs and resources enable our teachers/educators to guide and promote your child's social and emotional wellbeing. Our teachers/educators will build a relationship with your child and family to create a safe, supportive environment for learning.

Our teachers/educators will engage your child in experiences which model positive language and social behaviour. We will offer them the opportunity to develop a positive self-image and understanding of others. If teachers/educators feel your child requires further support in building their social and emotional skills, they will work with them and include your family in the process.



Rest, relaxation and sleep

We understand that rest and relaxation is an important part of your child's day and the way each child 'rests' and 'relaxes' can be different. We will offer your child opportunities to relax and rest throughout the day, in ways that meet their individual needs. This might include a sleep in a bed or cot, a break with a comfortable cushion to dream on, or a rest on a rug outside in the shade reading a book. Red Nose safe sleeping guidelines are consistently implemented at our centres.





Photography, video and audio recordings

Our centre uses photography, video and audio recordings to capture learning that occurs at our centres and through our online program. This content is 'personal information', and we manage it in accordance with our Privacy Policy. We primarily use this in the delivery of our education and care programs and to keep you informed of your child's progress. With your consent, we may also use it for other purposes like the promotion and marketing of our centre through our website or social media.

We respect each child's right to privacy and your right to manage personal information on their behalf. When you complete your child's enrolment, you can consent to your child's image being used internally and/or externally by our centre, or you can choose not to give us permission to take images or recordings of your child. You may change your consent at any time by advising us in writing.

Only share photos of your own child

To keep children safe, and to respect the beliefs of all children and families, when you are at your centre, or a centre event, please only share images/recordings of your own child. (This could be by email, posting on social media sites, sharing in private messaging groups and so on.)

It is important to remember that images/recordings you email, text or post on social media sites can and may be seen, and used, by many people. We need to treat these recordings in line with privacy laws.

Privacy

At our centre, we collect, use, share and store personal information about you and your child to provide you and your children with the highest standard of early childhood education and care. We are committed to protecting your privacy in accordance with our Privacy Policy.

If you have any questions about the way we are handling your personal information, please speak with your Director.



Excursions and visitors

From time to time, your child might go out into the community on an excursion. Places such as the local school, nearby nature spaces, the library or the museum are spaces where children can have new and different experiences outside their everyday learning. Visitors may also be invited to share experiences and activities with your child. Artistic or musical performances and cultural experiences are some of the events your child may experience. We will always let you know about excursions or visitors to the centre in advance, and you are most welcome to join in the fun with us.

We encourage you to share ideas and possibilities for new adventures or suggestions for visitors.

[Please see our Excursions procedures for further information.](#)

Students and volunteers

We are often asked if a student or a volunteer can work with us in our centre. We always consider the needs of the children, centre and community when reviewing such requests. When our centre hosts students and volunteers, we ensure they hold the required licences and engage them in an induction process to ensure they understand their responsibilities and obligations.

All students and volunteers are supervised and act under the guidance of teachers/educators at all times. We will advise you in advance should a student or volunteer be working in your centre.

[Please see our Volunteers, students and external contractors procedure for more information.](#)

Bringing healthy meals

Healthy eating is encouraged at our centre. Your child needs healthy, nutritious food to fuel their body and mind for learning. Please discuss your child's food requirements/allergies with us when you enrol, including any cultural or religious dietary needs.

[Please see our Nutrition and Food Safety procedure for more information.](#)



Lost Property

We have a lost and found basket located in our entryway where any items left at the centre are kept. Each Term we empty the contents, so please remember to take a look periodically if you're missing an item.

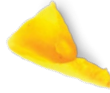




A sun safe environment

Sun safety is important, and we ask that your child comes to the centre with a legionnaire-style or broad-brimmed hat each day. Apply sunscreen to your child at home or immediately upon arrival at the centre. Please record this application on the sunscreen register. Teachers/educators will re-apply sunscreen throughout the day. We encourage the wearing of sun safe clothing and sunglasses.

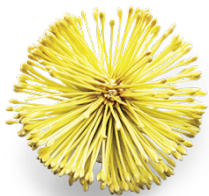
Please see our [Sun Safety Procedure for more information.](#)



Cleaning and Hygiene practices

Our centre follows thorough, best practice procedures to ensure a clean, hygienic centre is maintained for you and your child. Please support this by always washing yours and your child's hands when you arrive at and leave the centre, following the pictorial procedures displayed near all hand washing sinks. Cleaners are employed daily outside operational hours.

Please refer to the centre [COVID-19 Commitment Statement](#) for further information.



Immunisation

Our centre follows strict procedures relating to infection control and exclude children and teachers/educators who are diagnosed with an infectious illness.

We ask you to indicate your child's immunisation status in their enrolment booklet and provide evidence (Australian Childhood Immunisation Register Record or letter from recognised General Practitioner or immunisation nurse) of your child's immunisation to the centre.

Under Australian Government legislation, your eligibility to access the Child Care Subsidy (CCS) will be affected if your child is not immunised or if their immunisations are not up to date.

For more information, visit:

- www.servicesaustralia.gov.au/
- www.health.gov.au/health-topics/immunisation

Due to COVID-19, the Department of Health recommends that anyone entering an early childhood centre be vaccinated against influenza (the flu).

Child safety and protection

Safe, protective and healthy environments are fundamental to every child, giving them the opportunity to learn and grow to their full potential.

Our centre teachers/educators advocate for and protect children's safety and wellbeing in a variety of ways, including reporting suspected cases of child abuse. All teachers/educators are required by law to report child protection concerns to the relevant authority.

If you would like to know more about our commitment to child protection, please ask our centre Director.



Illness and infectious diseases

When children play and spend time with one another regularly, illnesses and infectious diseases can occur and spread. If your child is unwell, teachers/educators will contact you to come and collect them as soon as possible.

To minimise the spread of illness, please do not bring your child to the centre when unwell or administer any fever-reducing medication to your child prior to your arrival at the centre. If your child will be absent, please notify your centre.

The table below details some common childhood illnesses and the exclusion periods recommended by the National Health and Medical Research Council that your centre will follow. You can find the full publication this table is taken from, in *Staying healthy: preventing infectious diseases in early childhood education and care services in childcare*, 5th edition at www.nhmrc.gov.au.



Common illnesses	Exclusion periods
Chickenpox	Until all blisters have dried
Conjunctivitis	Until the discharge from the eyes has stopped unless a doctor has diagnosed as non-infectious
Diarrhoea	Until there has not been a loose bowel motion for 24 hours
Fever (above 38°C)	24 hours after the fever has stopped without the administration of fever-reducing medication
Gastroenteritis – Exclusion	As advised by Queensland Health, a single case (no other cases within three days at a centre) of gastroenteritis (children and adults) should be excluded from a centre until at least 24 hrs after the symptoms have ceased. Two or more cases may indicate transmission within a centre, therefore until the cause is identified the exclusion period should be for 48 hrs after symptoms cease.
Hand, foot and mouth disease	Until all blisters have dried
Head lice	Not excluded if effective treatment begins before the next day at the centre
Human parvovirus B19 (slap cheek)	Not excluded, however, the child should stay at home until they are feeling well
Impetigo (school sores)	Until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing
Influenza and influenza-like illnesses	Until child is well
Pertussis (whooping cough)	from the onset of coughing
Roseola	Not excluded, however, the child should stay at home until they are feeling well
Vomiting	Until 24 hours after vomiting has stopped

Injuries and incidents

In the event of any child-related incident:

- We will contact you for all significant incidents, and you may be asked to collect your child. Teachers/educators will continue to monitor and care for your child until they are collected
- A detailed incident record will be completed in preparation for you to review and sign at the end of your child's day. A copy can be provided if requested
- Where your child requires medical treatment beyond immediate First Aid, and we are unable to contact you, we will ensure your child is cared for and comforted. We will contact your emergency contact(s), and/or call an ambulance

It is very important to make sure your list of emergency contact(s) is always up to date.

Diverse learning needs and Medical conditions

If your child has a diverse learning need or a medical condition, such as anaphylaxis, asthma, diabetes or epilepsy, we ask that you provide a comprehensive current medical management plan that is signed and dated by your child's medical practitioner. Medical management plan templates are available at our centre.

Before your child starts, please have a conversation with your centre about your

child's needs to assist with the management of their condition or disability.

If your child requires a specialised health procedure to be undertaken at the centre, we will work with you to determine how best to support this. The commencement of your child may need to be delayed so our teachers/educators can engage in specialised training to enable them to be capable and confident in meeting the needs of your child's diverse learning needs or medical condition.

If your child has a National Disability Insurance Scheme (NDIS) plan, you are welcome to share this with us.

If you would like some of your child's therapy delivered within the centre, please talk with the centre Director about how this may be able to be supported in an inclusive way.

Medication

Your child may need medication during the times they are at their centre, even though they are well enough to attend. If this circumstance arises, please let your child's teachers/educators know when you arrive, and they will show you where the medication is to be stored, the procedure they will follow to administer it to your child, and the form you need to complete and sign. It is important that the medication is prescribed by a doctor, in date, labelled by a pharmacist with your child's name, as well as the instructions and dosage for administration.





Collection and access

We only allow custodial parents/guardians and Authorised Persons (emergency contacts as recorded in Enrolment Booklet) to have access to remove children from the centre. As a parent/guardian, you have the right to add and remove authorised persons from your child's enrolment. Please contact our admin to make any alterations to these permissions.

The first time an Authorised Person arrives to pick up a child, we require photo identification to ensure the person is in our records. If no photo identification is provided and/or the person has not been given pick up/drop off permission prior to the day, we will not be able to give them access to the child.

We follow any directions that are outlined in current court orders/parenting plans.

Court orders and parenting plans

If there are any current court orders, parenting plans, directive orders, or other official documentation relating to your child, you must provide a copy to the centre upon enrolment or as soon as the documents are issued. Court orders must be stamped with an official seal.

Having copies of the documents will allow teachers/educators to respect and adhere to the requirements of the orders, including access to your child and receiving information about your child from the centre.





Section 3

Our program

Our inclusive educational program will honour every child's right to play, build on their existing learning from home, and provide foundations to be a successful, lifelong learner. Our centre is a place where your child will belong, engage, and contribute to a community of learners. Teachers/Educators are open to your child's ideas and will foster their social and emotional growth and provoke their curiosity.

Your child will experience many opportunities to explore, inquire, solve problems, develop friendships, imagine, use their creativity and extend their capabilities in all curriculum areas including language, literacy, numeracy, science and the arts.

Our inclusive education program

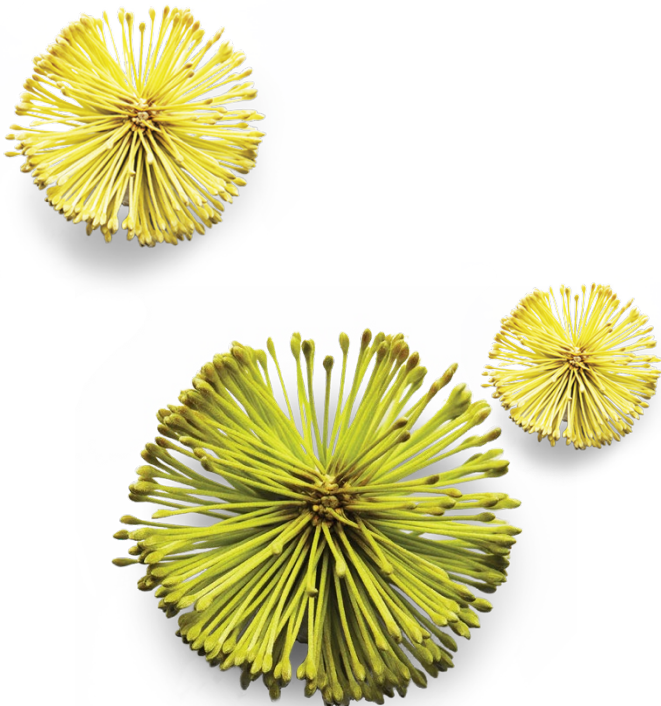
The *Listening and Learning Together: C&K Curriculum Approach* is implemented in our centre. The learning outcomes in our curriculum approach align with both The Early Years Framework for Australia (EYLF), and the Queensland Learning Guideline in (QKLG).

Our teachers/educators skilfully partner with all children and families to create caring and vibrant learning communities.

For children from birth to three, our program for infants and toddlers focuses on slowing down and being with your child as they are encouraged to explore the world.

In the year before school, university-qualified early childhood teachers will guide and support your child to be a curious, capable and collaborative learner.

At our centre, we see children from birth as thinkers and theorists, rich in ideas and knowledge, as powerful learners and active citizens. Speak to your child's teacher/educator about how our approach is embedded at your centre.



Research has proven that young children learn most effectively through a play-oriented approach.

We recognise the value and richness of play as a catalyst for children's learning.

We use children's interests, natural curiosity and desire to make sense of the world to motivate them to become involved in learning activities.

What does play-based learning look like?

Learning and enrichment of play will happen in ways that are meaningful and relevant to your child. For example, if your child is playing in the sandpit, their teacher/educator will encourage them to draw maps in the sand and label them, or measure the water levels in the dam they have built. In this example, the teacher/educator is purposely supporting your child's interest to explore opportunities for literacy and numeracy development. You might also see teachers/educators supporting your child and others to set up a shop where the children can transfer their real-life knowledge to their play and extend on their learning. This may include developing labels and signs, making money/credit cards, researching what is required for a shop, negotiating roles played by friends and solving problems.

Our teachers/educators will encourage your child to explore and investigate a range of materials and express their thinking and emerging understandings in a variety of ways. Teachers/educators will support their curiosity and creativity and encourage them to investigate and solve problems. We will help them to capture their learning and share their thinking.

Communicating children's learning

We know how important it is to understand what your child is learning and the experiences they are engaging in. Teachers/Educators will reflect on and interpret children's learning experiences adding their professional knowledge for your child and the whole group.

Children's learning, growth, their interest and achievements across a year, will be gathered and shared within the centre through print and electronic formats, such as Storypark, project books, our collaborative journals, displays and informal and formal discussions.

You will see a range of different displays and records of your child's learning throughout your centre.

We encourage you to take some time to look at the program and add your comments. Contributing to this connects the child's life at the centre to your life at home.



Kindergarten Calendar 2024

West End Scott Street Community Kindergarten

January						
S	M	T	W	T	F	S
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28	29	30	31			

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29	30	31				

LEGEND

Queensland School Holidays

Pupil Free Days

Preparation Week for Employees

Public Holidays

Group A Days

Group B Days

Term 1 (10 weeks)

Monday 22 January to Friday 29 March

Term 2 (10 weeks)

Monday 15 April to Friday 21 June

Term 3 (10 weeks)

Monday 8 July to Friday 13 September

Term 3 (11 weeks)

Monday 30 September to Friday 13 December

Address: 15 Hardgrave Road, West End

Phone: 0421304192

Email: admin@westendscottstkindy.com.au



Section 4

Embracing inclusion and diversity

Our centre embraces and celebrates the diversity that exists within and between our communities. By respecting diversity, children are supported to create positive relationships and a strong sense of identity. Inclusive early childhood programs acknowledge that all children have different life experiences, and such programs support children to value and celebrate similarities and differences.

We invite and welcome you to share your culture, background and life experiences with us. You will find that your centre will engage in a variety of celebrations throughout the year that value people and cultures from all backgrounds and we encourage you to share and take part in these celebrations.

Embracing Diversity

Our teachers/educators work closely with families, specialists and agencies to support access and participation for all children. It is important for us to know what is unique to your child to feel welcome, safe and able to participate. Prior to enrolment, sharing information at orientation and centre visits becomes a valuable process for teachers/educators to prepare their environments and access training and support if needed. Fully understanding the needs for your child becomes a positive experience as they transition into a new centre.

Our centre takes pride in providing a commitment to the best possible support for your child through reflection and the critique of their thinking and practice to provide learning opportunities for all children further.



Section 5

Transitions

Moving to a new room in your childcare centre or moving on from kindergarten to Prep is a big and important step and our teachers/educators will be there to support and assist you and your child with these transitions. Our skilled teachers/educators will collaborate with you on this journey and use a range of strategies to provide a smooth, comfortable transition for your child as they progress on their learning journey.

Transitioning to school

We will help your child to transition from kindergarten to Prep and encourage your involvement in this process. Your child will have a Transition Statement prepared by their teacher/educator, with input from you and your child. This statement provides a snapshot of your child's learning across their kindergarten year and contains valuable information for you and your child's Prep teacher; it explains what sort of learner your child is, their strengths and interests, and ensures your child's school knows how to support your child from the moment they arrive.

Before a Transition Statement can be shared, parents need to review and agree to share this information with your chosen school. We strongly encourage you to share your child's Transition Statement and to talk with your school if your child may need additional support.

What you can do to make the transition to school a positive and calm experience

There are lots of ways to help make the move to school a smooth one. Here are just a few tried and tested ideas:

- Talk regularly with your child about the experiences they might engage in, the friends they will make, and the interesting things they will learn
- Encourage them to put on and do up their own shoes, and carry their own bag
- Walk past the new school so that your child knows what it looks like
- Learn the names for break times such as Big Lunch or Second Break
- Encourage eating and drinking without help by supporting your child to wrap and unwrap food and fill up their drink bottle
- Share and discuss positive experiences from your own school days
- Ask for their help in naming items and uniforms, so they know how to identify them if they get lost
- Show where you will pick your child up each day, and explain what to do if you are late or not there
- Talk about being staying safe at school
- Attend the school's Open Day and meet your child's teacher
- Find the Prep classrooms, bag lockers, play areas, toilets, lunch spaces and drink bubblers together
- Participate in the school's 'Under 8's Week' activities if they are open to the community
- Keep an eye out on our website and Facebook page for information
- Reassure your child that if they are unsure of anything, to ask an adult





Section 6

Our commitment to quality

To enable us to consistently provide high-quality early childhood education and care programs that cater to the needs of different families in unique communities, we are committed to continuous review and improvement. Our teachers/educators engage in an ongoing process of reflection, planning and review to ensure they can build on their own strengths, and work on areas that need further focus. We strive to involve children, families and the community in this process and encourage and welcome your thoughts, recommendations and feedback on what we are doing well, and areas where we can improve.

Our commitment to continuous improvement and the provision of the highest standards of education and care is evident in the excellent results our centres are receiving in the National Quality Framework assessment and ratings process that all early childhood centres across Australia participate in.

National Quality Framework

The National Quality Framework (NQF) encourages centres to provide a high quality and consistent standard of early childhood education and care across Australia.

The NQF includes:

- A national legislative framework that consists of the Education and Care Services National Law and Education and Care Services National Regulations
- A National Quality Standard (NQS)
- An assessment and ratings system
- A regulatory authority in each state and territory which has responsibility for the approval, monitoring and quality assessment of centres
- A national body responsible for providing oversight of the new system and ensuring consistency of approach – the Australian Children’s Education and Care Quality Authority (ACECQA)

Centres are assessed and rated against seven quality areas of the NQS. The standards cover children’s development and education as well as relationships with families, educator qualifications, and the centre environment.

Policy and Procedures

We follow C&K’s policies and procedures to ensure compliance with Australia’s National Quality and Standards. Most policies can be found on C&K’s website, however you require help sourcing a policy or procedure please contact us.

Code of Conduct

Our staff Code of Conduct is available in our entryway for your reference, and is also available on the C&K website.

All families and community members are welcome at our Kindergarten. 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.

Grievances and Complaints

C&K is committed to effective and efficient complaints management. We recognise that listening to, reviewing and acting upon feedback helps us improve our operations and service quality.

Depending upon the nature of the complaint you may wish to speak to our Teacher/Director, the Management Committee, or C&K directly.

In most circumstances our Management Committee will endeavour to resolve any grievances and complaints you may have.

Communication

We believe timely and informative communications are vital for families and help develop a strong relationship with your child’s centre and with our centre as an organisation.

Our centre will communicate with you regularly about your child’s experiences and their progress. We encourage you to get involved in the day-to-day life of the centre and projects with your child.

Feedback

We always welcome feedback from families, and you are encouraged to talk with your child’s educators or centre Director about your child’s progress and share any concerns you may have.

[Please see our Feedback and Complaints procedure for more information.](#)



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.

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.

Non-compliance

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





Section 7

Staying connected

Come and join us on your learning journey! While the ways we connect with you, your child and your family may look a little different as we continue to implement practices to limit the risk of COVID-19, our teachers/educators' dedication to building a sense of community and belonging remains unchanged and is at the core of everything we do.

We welcome and encourage you to be a part of our programs. Share your ideas, talents and skills, ask questions, sign up for the volunteer roster (if available) and help us set and achieve a wide range of goals.

We also hope you will join us at the various events we hold, or participate in, throughout the year once COVID-19 restrictions are lifted. This is a great way to meet other families and build a sense of community and belonging.

Time Out

Keeping your child and other kids healthy!



- Information for a number of infectious conditions that may require¹ exclusion of children from school, education and care services.
- Additional public health *recommendations* that apply to children and adults.
- To assist medical practitioners, schools, preschools and childcare facilities to meet the public health *requirements¹ and recommendations.*

*Refers to contagious conditions as per the Public Health Regulation 2018.

1. Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be non-infectious. See schedule 4 of the Public Health Regulation 2018 for a complete list of contagious conditions and their exclusion criteria.

2. Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions. Refer to page 2 for Public Health Unit contact details.

Condition	Person with the infection	Those in contact with the infected person (The definition of 'contact' will vary between diseases)
*Chickenpox (varicella)	EXCLUDE until all blisters have dried, and at least 5 days after the onset of symptoms. ¹	EXCLUSION MAY APPLY EXCLUDE non-immune pregnant women and any child with immune deficiency or receiving chemotherapy. Advise to seek urgent medical assessment. <i>Contact your Public Health Unit for specialist advice.</i> Also see Shingles information below.
Cold sores (herpes simplex)	NOT EXCLUDED if the person can maintain hygiene practices to minimise the risk of transmission. Young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing where possible.	NOT EXCLUDED
Conjunctivitis	EXCLUDE until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis.	NOT EXCLUDED
*COVID-19	EXCLUDE until symptoms have resolved, normally 5-7 days.	NOT EXCLUDED
Cytomegalovirus (CMV)	NOT EXCLUDED pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
Diarrhoea and/or Vomiting including: <ul style="list-style-type: none"> • amoebiasis • campylobacter • cryptosporidium • giardia • rotavirus • salmonella • *gastroenteritis but excluding: <ul style="list-style-type: none"> • *norovirus • shigellosis • toxin-producing forms of E.coli (STEC) 	Exclusion periods may vary depending on the cause. EXCLUDE a single case until the person, has no symptoms ¹ (includes vomiting if applicable), is feeling well and they have not had any loose bowel motions for at least 24 hours or if the person has confirmed norovirus exclude for at least 48 hours. ¹ EXCLUDE all persons who prepare or serve food until they have not had any diarrhoea or vomiting for 48 hours. NOTE: If there are 2 or more cases with diarrhoea and/or vomiting in the same location, which may indicate a potential outbreak OR a single case in a food handler, notify your Public Health Unit. Diarrhoea: 3 or more loose stools or bowel movements in a 24 hour period that are different from normal and/or escapes a child's nappy. <i>See information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.</i>	NOT EXCLUDED
<i>See advice for these specific conditions below</i>		
*Enterovirus 71 (EV71 neurological disease)	EXCLUDE until written medical clearance is received confirming the virus is no longer present in the person's bowel motions. ¹	NOT EXCLUDED
Fungal infections of the skin and nails (ringworm/tinea)	EXCLUDE until the day after antifungal treatment has commenced. (No exclusion for thrush).	NOT EXCLUDED
Glandular fever (mononucleosis, Epstein-Barr virus)	NOT EXCLUDED	NOT EXCLUDED
*German measles (rubella) ²	EXCLUDE for 4 days after the onset of rash ¹ or until fully recovered, whichever is longer. Pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
*Haemophilus influenzae type b (Hib)	EXCLUDE until the doctor confirms the person is not infectious and has completed 4 days of appropriate antibiotic treatment. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Hand, foot and mouth disease	EXCLUDE until all blisters have dried.	NOT EXCLUDED
Head lice	Exclusion is not necessary if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).	NOT EXCLUDED
*Hepatitis A ²	EXCLUDE until at least 7 days after the onset of jaundice; ¹ OR for 2 weeks after onset of first symptoms, including dark urine if there is no jaundice. If a person is asymptomatic <i>contact your Public Health Unit for Specialist advice.</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about vaccination or treatment for children and staff in the same room or group, children transferring to another centre and new enrolments.</i>

Condition	Person with the infection	Those in contact with the infected person ²
Hepatitis B and C	NOT EXCLUDED cover open wounds with waterproof dressing.	NOT EXCLUDED
Hepatitis E	EXCLUDE until at least 2 weeks after the onset of jaundice.	NOT EXCLUDED
Human immunodeficiency virus (HIV/AIDS)	NOT EXCLUDED cover open wounds with waterproof dressing.	NOT EXCLUDED
Influenza and influenza-like illness	EXCLUDE until symptoms have resolved, normally 5–7 days.	NOT EXCLUDED
*Measles ²	EXCLUDE until the doctor confirms the person is not infectious but not earlier than 4 days after the onset of the rash. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY NOT EXCLUDED vaccinated or immune contacts. EXCLUDE immuno-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case. EXCLUDE non-or incompletely vaccinated contacts, without evidence of immunity. <i>Contact your Public Health Unit for specialist advice.</i>
Meningitis (bacterial)	EXCLUDE until well and has received appropriate antibiotics.	NOT EXCLUDED
Meningitis (viral)	EXCLUDE until well.	NOT EXCLUDED
*Meningococcal infection ²	EXCLUDE until the treating doctor confirms the child is not infectious and at least 24 hours of appropriate antibiotics have been completed. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about antibiotics and/or vaccination for close contacts.</i>
Molluscum contagiosum	NOT EXCLUDED	NOT EXCLUDED
Mumps	EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
*Norovirus	EXCLUDE until no symptoms and no loose bowel motions for 48 hours. ¹	NOT EXCLUDED
Roseola, sixth disease	NOT EXCLUDED	NOT EXCLUDED
Scabies	EXCLUDE until the day after treatment has commenced.	NOT EXCLUDED
School sores (impetigo)	EXCLUDE until 24 hours of appropriate antibiotics have been completed. Cover sores on exposed areas with a waterproof dressing until sores are dry, and encourage handwashing.	NOT EXCLUDED
Shiga toxin-producing E.coli (STEC)	EXCLUDE until diarrhoea has stopped and 2 samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Slapped cheek syndrome, fifth disease (parvovirus B19, erythema infectiosum)	NOT EXCLUDED pregnant women should consult with their doctor. Note: Children are contagious until 24 hours after the fever resolves. Rashes generally occur after the infectious period has passed.	NOT EXCLUDED pregnant women should consult with their doctor.
Shigellosis	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Shingles (herpes zoster)	EXCLUDE all children until blisters have dried and crusted. EXCLUDE adults if blisters are unable to be covered. NOT EXCLUDED in adults if blisters can be covered with a waterproof dressing until they have dried.	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).</i>
Streptococcal sore throat (including scarlet fever)	EXCLUDE until 24 hours of appropriate antibiotics have been completed.	NOT EXCLUDED
*Tuberculosis (TB) ²	EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit.	NOT EXCLUDED
*Typhoid ² and paratyphoid fever ²	EXCLUDE until appropriate antibiotics have been completed. ¹ Stool sample clearance will be required, <i>contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
*Whooping cough (pertussis) ²	EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough AND confirmed that they are not infectious. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY for contacts of an infected person. <i>Contact your Public Health Unit for specialist advice regarding exclusion of non-or incompletely vaccinated contacts.</i>
Worms	EXCLUDE until diarrhoea has stopped for 24 hours and treatment has occurred.	NOT EXCLUDED

This is an assistive tool, it is not intended to replace clinical assessment, management or judgment.

If you have any medical concerns, contact your healthcare provider or 13 HEALTH (13432584)

For further advice on the information within this poster, contact your nearest Public Health Unit via 13Health or at www.health.qld.gov.au/system-governance/contact-us/contact/public-health-units

Further information on recommendations:

- Communicable Diseases Network Australia (CDNA) guidelines <https://www1.health.gov.au/internet/main/publishing.nsf/Content/cdnasongs.htm>
- National Health and Medical Research Council publication: infectious diseases in early childhood and education and care services, 5th edition www.nhmrc.gov.au/guidelines-publications/ch55
- Queensland Department of Health Communicable Disease Control Guidance <http://disease-control.health.qld.gov.au>



Use this QR Code to access a digital copy of this poster or visit www.health.qld.gov.au/public-health/schools/prevention



Section 8

Committee and Affiliation with C&K

Our centre is a community based, non-profit organisation, run by the parent management committee.

Committee

Our Centre is a non-profit organisation that relies on the volunteer Management Committee of the Association to manage the centre alongside the Director. Each year a new committee is elected from the parents of enrolled children. The elections take place at the Annual General Meeting that is held in February each year. **At least one parent or guardian from each family should attend this meeting.**

A Committee Handbook is available for detailed information on the role and responsibilities of each Committee Member. We have provided a brief overview below.

President

The President is the 'key contact' on the Committee. The President must be an enthusiastic and confident leader with good organisational and interpersonal skills, who can delegate, support others, and participate as a team member.

Responsibilities include:

- Leading the management and strategic direction of the centre.
- Chairing meetings (If the President cannot attend a meeting, another Committee member can act as Chair)
- Responding to any requests from C&K within the agreed timeframe.
- The President is also likely to be the key person in managing the staff members at your centre.

Vice President

The Vice President supports the President. The President may delegate some of their tasks to the Vice-President to manage workload. The Vice President acts in the role of President if the President is unavailable. It is essential that the President and the Vice President have a good working relationship and understand their roles to avoid duplicating tasks.

Treasurer

The Treasurer is responsible for the financial management of your Association. They must have a good understanding of accounting principles and support the Committee to understand, manage and meet its financial obligations. If you do not have a Committee member with these skills, you may wish to engage an appropriately qualified bookkeeper and / or accountant to support the Treasurer and Committee to meet these responsibilities.

Responsibilities include:

- Maintaining detailed accounting records and preparing financial statements to ensure there is an audit trail for all transactions (copies of cheques, invoices, vouchers, receipts etc)
- Overseeing the Association's financial processes.
- Banking money promptly into the appropriate account.
- Overseeing fee collection and debt management.

Secretary

The Secretary must have excellent organisational skills, understand governance principles, and assist the Committee to understand and meet its compliance obligations under the Constitution and relevant legislation.

Responsibilities include:

- Preparing meeting agendas and other required meeting documents and papers and taking meeting minutes.
- Providing support to the Nominated Supervisor, ensuring centre policies and procedures are reviewed regularly, meet legislative requirements, and reflect current early childhood education and care best practice.
- Acting as the key contact for regulatory bodies such as the Office of Fair Trading and the Australian Charities and Not for Profits Commission, and lodging any necessary documents
- Maintaining your Association's Member Register

Additional Roles:

- Fundraising Coordinator
- Workplace Health & Safety Coordinator
- Maintenance Coordinator

Parents involvement and participation

As a Community Kindergarten, parents are invited to be a part of our community. We recognise the important role played by parents in the education of their children and value your involvement. Opportunities include participating in the educational program, sharing your skills and interests with the children, attending parent meetings, social functions, and becoming involved at a Management Committee level.

Affiliation with C&K

C&K affiliated kindergartens operate as independent legal entities, managed by a volunteer management committee.

As a Central Governing Body (CGB), C&K supports the needs of affiliated kindergartens to focus on their children, families and community through their strong and trusted brand and connected professional community.

Centres affiliated with C&K receive comprehensive support in governance including managing kindergarten and inclusion funding, training for committees and educators, advice and support regarding inclusion, use of the C&K brand, curriculum approach and resource materials. Advice and assistance are also provided to support regulatory frameworks including the National Quality Standards. C&K also offers educators opportunities for professional learning and building strong networks with other educators.





Useful organisations

Australian Children's Education and
Care Quality Authority

Kidsafe Australia

Nutrition Australia

Queensland Health

Anaphylaxis Australia

Grow Me Safely

The Office for Early Childhood Education
and Care

Raising Children Network

NAPCAN (Preventing child abuse)

Asthma Australia

Immunisation Australia

Autism Australia

Diabetes Australia

Education and Care Services Regulations

Staying Healthy – Preventing infectious
diseases in early childhood education and
care services

Epilepsy Australia

National Physical Activity
Guidelines

Thank you to all the children, families and educators from our centres for contributing their words and images to the creation of this booklet.



Where children come first