



# Memorial Park Community Kindergarten Assn Inc

## 2020 Parent Handbook



Lady Gowrie<sup>QLD</sup>  
Community  
Kindergartens

*We acknowledge the Gubbi Gubbi and Kabi Kabi people who are the Traditional Custodians of this land on which we gather to live, play and work and pay our respect to the Elders past, current and emerging.*

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## CENTRE PHILOSOPHY



We believe children need time to be children, and their first foundations for learning are best made through positive, interesting and self-motivated play experiences. They thrive on the establishment of secure, genuine, consistent attachments to carers who have a passion for connecting with, and building upon, each unique relationship.

We acknowledge each individual as competent and capable, as well as an active learner. Each child has the right to be safe, healthy, respected, and a valued member of our diverse community. They deserve to feel relaxed, happy, and secure within a warm, inclusive, fun, stimulating environment full of negotiation, collaboration, co-operation, sharing, and mutual respect.

We as educators advocate for a child's need to learn best through play— an adventure of discovery as well as learning to learn. We see our role as scaffolding this learning— allowing for problem solving, risk taking, access to open ended materials, as well as socio-constructive learning involving meaningful conversations and genuine listening. We actively maintain collaborative partnerships with children and families, as well as the local community. All interested parties have ownership of the centre and should feel comfortable to contribute to the curriculum and management. "It takes a village to raise a child" (African proverb)

We work towards maintaining a safe, supervised, clean and healthy environment that is aesthetically pleasing as well as modelling and expecting respect for resources and promoting sustainable practices. We appreciate our expansive outdoor and indoor learning spaces as the 'third teacher' and establish routines that optimise these areas for learning opportunities. We maximise the use of spontaneous and incidental teaching moments.

We see Kindy as a stepping stone to school— literacy and numeracy are embedded through a variety of experiences. Independence and organisational skills are encouraged— a 'give it a go' attitude. Strength based documentation is collected and shared to enhance the transition to more formal learning. Children and families are part of this collaborative process. Technology is explored to assist with data gathering and sharing of information.

Educators commit to lifelong learning, seeking meaningful professional development and participate in learning conversations and critical reflection. They are involved in respectful and inclusive discussions and share their particular skills and knowledge with all members of our community.

We acknowledge and are committed to the exploration of our Indigenous cultural history and constantly source authentic ways to embed this within our centre and curriculum.

We work towards creating a sense of wonder, a joy of learning, an "I can" approach to life and many special memories that will last a lifetime. We welcome visitors and offer our service as a venue for families and our local community to gather and network.

## YOUR COMMUNITY KINDERGARTEN CENTRE

Memorial Park Community Kindergarten Assn Inc was established in 1959 at our old site adjacent to the Maroochydore RSL. We relocated in 2000 to the present site. The centre elects its own parent committee, which is essential for the centre's management. All affiliated kindergartens operate under the National Quality Framework (NQF) which incorporates the Education and Care Services National Law Act (2011), Education and Care Services National Regulations (2011) and National Quality Standard. We are affiliated with Lady Gowrie who act as our Central Governing Body (CGB). Their role is to administer our funding and offer support and advice for staff and committees.

Our centre offers full day sessions with consistent stable groups, university qualified and registered early childhood teachers in all groups, and a child responsive educational program within a warm, friendly environment.

The word *community* implies that family involvement is an integral part of the life of the centre. (Community - joint responsibility, commitment & enjoyment.) You, as parents, commit yourselves to this responsibility when you choose to enrol your child at a community kindergarten. Such involvement contributes to your partnership with staff in your child's educational journey.

We encourage you to take the opportunity to get to know other families at the centre through joint activities, attending social events, supporting the committee or becoming an active member of the management committee. Many families create special and enduring friendships during their time at Memorial Park.

Please offer up your expertise, knowledge or time. This benefits our centre immeasurably and is an opportunity to gain personal satisfaction through supporting our unique community centre.



## PROGRAM / CURRICULUM

Being an Approved Kindergarten Program Provider our eligible age cohort are children who turn four by June 30 with the service approval under NQF provided for children aged 3 years to school age. Each class has a maximum of 22 children.

When children enter an Early Childhood Environment, they bring with them a rich variety of cultural and social backgrounds and experiences. We recognise the individuality of each child and family and aim to provide an inclusive environment celebrating our similarities and differences. Our program follows a play based curriculum.



Memorial Park actively promotes sustainability and encourages children and families to care for the environment. Native animals and insects are treated with care and respect. Our trees are maintained to give effective shade and to provide habitats for birds and other wildlife. Composting of lawn clippings and fruit waste is encouraged, along with adding suitable scraps to our centre worm farms. The resulting compost from these are then used to enrich our gardens. Children are supported to use water wisely and we embrace the sustainable practice of “rethink, reduce, reuse, recycle”. We use tank water for play and maintenance of gardens.

The Queensland Kindergarten Learning Guideline supports kindergarten teachers’ professional practice in a range of contexts across Queensland. The guideline is based on the Early Years Learning Framework for Australia (EYLF) and embraces the inclusive vision that ‘all children experience learning that is engaging and builds success for life’.

The EYLF describes a vision of children’s learning, characterised by:

- Belonging – recognising that knowing where and with whom you belong is integral to human existence, providing a basis for children’s interdependence and relationships with others
- Being – recognising and valuing the “here and now” in children’s lives, and viewing childhood as more than simply preparation for adulthood or for the future
- Becoming – recognising the rapid and significant learning and development that occurs in the early years, and the capability and potential of all children.

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

The guideline describes a set of five learning and development areas that relate to the five broad learning outcomes identified in the EYLF:

- 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

You can seek further information about this curriculum at the websites [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) and [www.qed.qld.gov.au](http://www.qed.qld.gov.au).

### PROGRAM INVOLVEMENT

Memorial Park, having been established for such a long time (over 50 years), has gathered an extensive range of quality educational play equipment and resources. With the large playground, open purpose-built classrooms and verandah areas the children have access to optimum space, equipment and play opportunities.

We encourage parents and the community to contribute to the educational program by sharing their knowledge, skills, and interests.

We are always looking for donations of clean, useful materials suitable for the children to use in the program e.g. boxes of all shapes and sizes, cards, architect's paper, cylinders, natural materials etc. **Please check suitability before donations are made as strategies in supporting families with allergies may be in place.**

Parents and guardians are invited to discuss the experiences provided as part of our learning programs and the goals to be achieved through our programs. Please ask your class teacher for more detailed information about your child's development, how we will provide opportunities to foster your child's development and our philosophy of learning that underpins our program.

Information regarding the National Quality Framework (NQF) and where further information can be obtained is available from the following website.

[www.acecqa.gov.au](http://www.acecqa.gov.au)



## HOLIDAYS

Memorial Park holidays correspond with the School Holidays set down by Education Queensland for State Schools. **We do close for the Sunshine Coast Show Holiday (June each year), but not the Brisbane Exhibition Show Day.**

Families taking holidays out of school holiday times are asked to inform staff in advance of the intended absence of their child. **Prepaid fees** are still payable for this period to ensure a continuing position for your child.

## SCHOOL CALENDAR

### Queensland Term Dates - 2020

Term	Dates	Length
Term 1	Tuesday 28 January – Friday 3 April	10 weeks
Term 2	Monday 20 April - Friday 26 June	10 weeks
Term 3	Monday 13 July - Friday 18 September	10 weeks
Term 4	Tuesday 6 October - Friday 11 December	10 weeks

### Public Holidays - 2020

New Years Day	Wednesday 1 January
Australia Day Holiday	Monday 27 January
Good Friday	Friday 10 April
Easter Sunday	Sunday 12 April
Easter Monday	Monday 13 April
Anzac Day	Saturday 25 April
Labour Day	Monday 4 May
Sunshine Coast Show Day	Friday 12 June
Queens Birthday	Monday 5 October
Christmas Day	Friday 25 December
Boxing Day	Saturday 26 December

### Pupil Free Days– 2020

Pupil free days are in the Easter Holidays 4 April – 19 April.  
(Please note Pupil Free days will differ to State Schools)



## STARTING DATES

Group	Days				
<b>East Wing</b>					
Seashells 9.00– 2.30pm			Wed	Thur	Fri
Seahorses 8.30– 4.00pm	Mon	Tues			
<b>West Wing</b>					
Seagulls 8.30- 2.00pm			Wed	Thurs	Fri
Seastars 8.00- 3.30pm	Mon	Tues			

Starting dates for 2020 are as follows:

	Monday 27/1	Tuesday 28/1	Wednesday 29/1	Thursday 30/1	Friday 31/1
Seashells			√	√	√
Seahorses	Public Holiday	√			
Seagulls			√	√	√
Seastars	Public Holiday	√			

Memorial Park Community Kindergarten is an Approved Kindergarten Program Provider under the Queensland Kindergarten Funding Scheme (QKFS).

*Under the National Quality Framework Memorial Park underwent the Assessment and Rating Process in June 2013 and proudly received the rating: Exceeding National Quality Standard.*

## KINDY FEES FOR ELIGIBLE AGE CHILDREN

(Can be subject to change)

Fees are based on a 40 week year. Term fees include all performances and incursions.

\$845 per school term (**Seastars, Seahorses**) -15 hour week

\$935 per school term (**Seagulls, Seashells**) -16.5 hour week

\$25 per school term Maintenance Levy

(\$50 will be deducted from Term 4 fees if working bee attended)

\$25 per school term Fundraising Levy

\$100 Enrolment and Membership Fee (non-refundable)

\$150 Security Bond (deducted from Term 4 fees, [or can be donated to centre](#))

\$5 USB Flash Drive for all photos (Invoiced with Term 4 fee)

Note: Annual Maintenance Levy – only paid once if enrolled in 2 classes

Annual Fundraising Levy - \$100 for first class, \$50 for second class.

## QKFS Plus Kindy Support

To be eligible for QKFS Plus Kindy Support your child must be eligible kindy age and a family must either:

Hold a current Health Care Card, Veterans Affairs Card or Australian Government Pension Concession card with automatic Health Care Card entitlements (naming enrolled child on any of these) OR

Identify as Aboriginal, Torres Strait Islander or South Sea Islander (or have a child who does)

Have three or more children, of the same age, enrolled in the same year.

You will need to provide a photocopy of your current Health Care Card. If your card expires throughout the year, you will need to provide an updated copy to receive the subsidy. Please speak with administration staff regarding this on enrolment for further information.

## FEES AND CHARGES

### WHY DO WE CHARGE FEES?

As an Approved Kindergarten Program Provider under the Queensland Kindergarten Funding Scheme, Memorial Park Community Kindergarten receives funding for the provision of an approved program and learning environment. The remaining operational costs are covered by term fees over the year. The voluntary Executive Committee members (President, Vice President, Secretary and Treasurer) automatically qualify for the annual maintenance levy reimbursement.

### ENROLMENT FEE

An enrolment fee of \$100.00 per child assists with the cost of Affiliation Fees, Insurances and includes your yearly Membership. Memorial Park Community Kindy is an incorporated body and your membership fee covers parents of the child/children who appear on the initial interview form/s.

The enrolment fee is to be paid before your child commences at the centre regardless of entry date and is non-refundable.

### FEES IN ADVANCE

When paying the enrolment fee, we also require \$150 fees in advance. For enrolments due to start the following year, these fees may be refunded if we are notified of withdrawal in writing no later than the 1st day of the school year. **For enrolments throughout the year, 2 weeks written notice of withdrawal is required for this refund to occur.** In extenuating circumstances individual cases will be discussed and decided upon at the discretion of the management committee. Otherwise, this security bond can be deducted from your Term 4 fees account, provided no other fees are outstanding or **you do have the option of donating the \$150 bond back to the Centre.**

### Fees are payable at the start of each term

Fees are calculated to include non-attendance days by your child for whatever reason - ill health, public holidays or personal commitments by your family. **Refunds are not issued for non-attendance days.**

A discount of ten percent (10%) is available to the youngest child/ren of families with more than one child attending the Centre at any one time.

A discount of ten percent (10%) is available if the full year's fees are paid in advance at the beginning of the year.

## **METHOD OF PAYMENT OF FEES**

An invoice for each term will be issued to families via email. A date for payment will be clearly marked on each invoice.

Fees are to be paid by direct deposit to the bank account below. We do not accept cash at Kindy. If you have cash, please take this to the Westpac Bank and deposit then provide receipt to Kindy. (please use invoice number as reference if paying by cash)

**Please note: That the centre does not have eftpos or credit card facilities. We do not accept cash payments at kindy.**

## **BANK ACCOUNT DETAILS**

**Memorial Park Community Kindergarten Assn Inc  
WESTPAC**

**BSB: 034-198**

**A/c No: 544 243**

**Ref # : Please enter your child's enrolled name.**

## UNPAID TERM FEES

### UNPAID FEES TERM 1, 2, 3

If Term Fees have not been received by the due date the following procedure applies:

1. An OVERDUE NOTICE will be issued on the due date.
2. If the full amount due remains unpaid, a DEFAULT NOTICE will be issued 7 days after the original due date.
3. If the full amount due remains unpaid, a SUSPENSION NOTICE will be issued after the date for payment provided for in the Default Notice.
4. If full payment has not been received by the date of the suspension provided for in the Suspension Notice then the suspension is effective immediately.

This procedure also applies to unpaid instalments on Payment Plans.

### UNPAID FEES TERM 4

As above, however step 1 is omitted. In other words, where fees are not received by the due date only a DEFAULT NOTICE & a SUSPENSION NOTICE will be issued.

### PAYMENT PLANS TERMS 1, 2 & 3

These may not be available where a DEFAULT NOTICE was issued in a PRIOR TERM.

A Payment Plan *may* be entered on the condition:

- a) that it is **ARRANGED PRIOR TO THE Original Invoice due date**

In special circumstances the Committee Members may exercise their discretion as to the date for entering in to a payment plan. Such a discretion should not be exercised if more than 7 days has lapsed after the Original Invoice due date.

AND

- b) the **first payment is agreed to be paid upon the Original Invoice due date.**

AND

- c) **The maximum number of payment instalments is 3. The maximum period allowable for these payments is fortnightly.**

In special circumstances the Committee Members may exercise their discretion with respect to Payment Plan structure however it is recommended that no Payment Plan exceed 4 instalments.

AND

- d) **Please note – Payment Plan will be AUTOMATICALLY CANCELLED if a payment is more than 2 days late.** The full balance remaining on the Original Invoice becomes immediately due and payable.

### PAYMENT PLANS TERM 4

As above however c) is varied as follows:

- c) **The maximum number of payment instalments is 2. The maximum allowable for these payments is fortnightly.**

## SUSPENSIONS

If fees remain unpaid by the suspension date then the suspension is effective. This means that parents will be asked to pay or leave the centre if they attend on or after this date.

The enrolment will be cancelled and the position given to a family on the centre waiting list.

If a parent wishes to have the suspension lifted they will need to ask a committee member to seek a resolution from the committee that the suspension be lifted. This is a discretionary decision and the circumstances of the particular case will be taken into account.

## **LATE COLLECTION FEE**

A parent who is consistently late (ie. more than 15 mins) to pick up their child will incur a late fee. The committee will issue a letter of warning before the fee is incurred. If the situation should arise that the care giver is unable to collect their child or is delayed *without* notifying the staff, the following procedure will be adhered to:

10 mins after session finish time;	Staff contact parents/guardians (Late collection form completed)
20 mins;	Staff contact emergency contacts (Committee notified)
45 mins;	Lady Gowrie notified (CGB)
1hr after session finish time; <i>(If parents are unable to be contacted)</i>	Police contacted to collect child Note left on gate to advise parent (Office for Early Childhood Education and Care contacted)

## CENTRE ORGANISATION

### EDUCATORS

Memorial Park employs approved qualified teachers with University Bachelor Degrees. These teachers are registered with the Queensland College of Teachers and hold QKFS Teacher qualifications. Our educators also hold approved qualifications and have a wealth of experience caring for and educating young children. Where necessary we provide an inclusion support staff member to support children with additional needs.

The Nominated Supervisor is responsible for the management of the centre and the Educational Leader is responsible for leading the development and implementation of the education and care program in the service. They attend committee meetings and functions and work alongside the administration staff.

### WEST WING

**Seagulls** - Wednesday, Thursday, Friday

**Seastars** - Monday, Tuesday

### EAST WING

**Seashells** - Wednesday, Thursday, Friday

**Seahorses** – Monday, Tuesday

**Responsible Person:** The Approved Provider (Committee) has to ensure that a Responsible Person is present at all times the service is educating and caring for children. This person is displayed on the breezeway staffing photo board each day for family and visitor reference.

Memorial Park actively supports the ongoing professional development of all staff members through their attendance at courses, seminars, workshops and conferences. The teachers attend regular Professional Network Meetings. Please note where possible, staff attend such events outside program hours.

All staff members hold a current Senior First Aid Certificate, attain CPR Certificates and Fire Extinguisher Training Certificates and attend Child Protection Training yearly. These qualifications include training in the emergency management of asthma and anaphylaxis. All educators carry a Blue Card for working with children. (All registered teachers are exempt from requiring a Blue Card)

### ADMINISTRATION

**Megan Smith**  
Bookkeeper  
Wednesday

**Donna Mann**  
Clerical Assistant  
Monday, Tuesday and Friday



## ROLES AND RESPONSIBILITIES

### NOMINATED SUPERVISOR

- the delivery of high quality early childhood education and Kindergarten programs based on the Early Years Learning Framework (EYLF) and Queensland Kindergarten Learning Guideline (QKLG).
- strong trusting relationships between children, families and staff
- a strong and cohesive professional team
- meaningful parent participation in all aspects of service provision
- flexible relevant and responsive service provision
- cost effective service provision and the best investment of available resources.

### EDUCATIONAL LEADER

- The understanding of high quality early childhood education and Kindergarten programs based on the Early Years Learning Framework (EYLF) and Queensland Kindergarten Learning Guideline (QKLG).
- The interest in reading widely and sharing information with other educators in a manner which reflects their level of understanding
- The knowledge of curriculum approaches and the ability to support discussion of how these may be implemented in particular settings or with particular children
- Access to current research about curriculum and a desire to guide others in reflecting on their practice
- The knowledge of children's individual learning styles so that approaches can be differentiated to meet complex needs of children from a range of backgrounds and abilities
- The knowledge of children's individual learning styles so that approaches can be differentiated to meet complex needs of children from a range of backgrounds and abilities
- Personal qualities and a willingness to listen as well as coach, mentor and reflect alongside their team

### TEACHER

- In collaboration with the Educational Leader the delivery of a high quality, inclusive early childhood educational program based on the Early Years Learning Framework (EYLF) and Queensland Kindergarten Learning Guideline (QKLG).
- Strong trusting relationships between children, families and staff
- Establish and maintain a strong and cohesive professional team
- Encourage meaningful parent participation in all aspects of service provision
- Flexible relevant and responsive service provision
- Promote the kindergarten service within the local and broader community

The Teacher is responsible for ensuring that all services and activities provided are consistent with the purpose, vision, and values of Memorial Park Community Kindergarten, and comply with relevant legislation, quality standards, contemporary research and practice wisdom.

### EDUCATORS

- Assisting the Teacher / Nominated Supervisor in the provision of high quality care for the children
- Providing a stimulating, secure, caring, and safe environment for the children
- Assisting the Teacher by preparing and maintaining equipment and materials, and the environment as required
- Working as a team member

- Supporting the Teacher, Nominated Supervisor & Educational Leader by providing any feed-back, information and issues of concern which will contribute to the improvement of the program.
- Supporting meaningful parent participation in all aspects of the service provision.

#### ADDITIONAL EDUCATORS

- Work as an effective team member
- Provide unobtrusive support to the child with additional needs in all areas of development where required
- Assist Teacher in the delivery of a high quality, inclusive and educational program, which provides each child with a secure nurturing environment
- Liaise with other agencies, where required, to gain further specialist information and/or resources
- Work cohesively with the Supervisor/Teachers and Educators to program for, evaluate and note observations for the child with special needs.
- Contribute to the philosophy of the centre

#### BOOKKEEPER

- Provide continuity for the committee from year to year
- Prepare and distribute term fee accounts and follow up notices to parents
- Reconcile monthly accounts and prepare monthly Financial Reports
- Prepare records for Annual Audit Report
- Maintain payroll records
- Pay staff wages, prepare and pay Superannuation, PAYG
- Pay all centre and committee accounts, including contractors
- Prepare Annual Budget with Treasurer
- Keep records of payments with Fees Officer
- Attend committee meetings as required

#### CLERICAL ASSISTANT

- Carry out administrative tasks for the directors and the committee
- Prepare Quarterly Departmental and CGB Forms and Returns
- Answer the phone and door
- Answer all email enquiries
- Take prospective families on centre tours
- Direct all curriculum/program enquiries to teaching staff
- Organise Waiting List records
- Attend committee meetings if required
- Banking, post office tasks, collect supplies as required
- Log all incoming/outgoing correspondence, and distribute as appropriate
- File correspondence etc
- Apply and look for grants for the centre – forward to Grants Officer
- Order supplies and educational materials as required

## MANAGEMENT COMMITTEE

The management committee can consist of ordinary members (parents and guardians of children currently attending the centre) and honorary members. All members are eligible to hold a position. Committee members must be financial members of the Association.

**Elections take place at the Annual General Meeting which will be held early in the year,** and you are encouraged to attend this meeting to learn more about the operation of the centre.

Members of the committee attend meetings to make decisions on financial, business and social commitments of the Centre in conjunction with the Nominated Supervisor. The schedule of meetings is arranged by the incoming committee.

A general outline of the formal positions follows:

### **PRESIDENT**

- Responsible for the management committee, which is responsible for the management of the kindy
- Attends and chairs all committee meetings and the AGM
- Prepares a President's Report for each meeting
- Represents the kindy for Gowrie visits etc.
- Compulsory attendance at Annual Gowrie Orientation and report back to the committee
- Completes a Gowrie Affiliation Booklet

### **VICE PRESIDENT**

- Assists the President in the management of the kindy
- Substitute for the President at meetings etc. if required
- Child Protection Officer for the kindy – this entails being up to date on child protection issues, undertakes security checks of the property, provides staff and families with relevant information
- Compulsory attendance at Gowrie training; Safe Hands

### **SECRETARY**

- Assists the President in the management of the kindy
- Prepares the meeting agendas
- Attends all meetings and prepares the minutes in a timely manner
- Keeper of Quality Area 7 – Governance and Leadership of the Quality Improvement Plan (QIP)
- Completes a Gowrie Affiliation Booklet

### **TREASURER**

- Assists the President in the management of the committee
- Responsible for the financials of the kindy
- Liases with Bookkeeper to prepare monthly Treasurer's Report and Annual Audit documentation etc
- Keeper of the Operational / Strategic Plan
- Fees Officer
- Completes Gowrie Affiliation Booklet

#### **WORK HEALTH & SAFETY OFFICER**

- Ensures all Material Safety Data Sheets (MSDS) are up to date and staff are aware and or trained
- Regularly audits First Aid Supplies and ensures adequate levels are maintained etc.
- Coordinates maintenance jobs around the kindy
- Coordinates bi-annual Working Bees at the kindy

#### **PROMOTIONS OFFICER**

- Manages Facebook and any social media outlets on behalf of the Kindy
- Manages the kindy's page on the Gowrie website
- Looks for and coordinates opportunities to promote the kindy

#### **GRANTS OFFICER**

- Looks for and prepares grant applications on behalf of the kindy

#### **INCLUSION OFFICER**

- Looks for and coordinates opportunities to promote inclusion at the kindy
- Liaises with community members and bring back knowledge or ideas that will help create an inclusive environment within the kindy
- Keeper of the Reconciliation Action Plan (RAP) on behalf of the Kindy
- Attends community/ Gowrie professional developments in this area and reports back to the kindy

#### **SUB COMMITTEE – EVENTS OFFICERS**

- Parent Representative required from each class (4)
- Keep families up to date on class and/ or kindy information
- Coordinate class and/ or kindy social functions
- Look for ways for the kindy to 'give back' to the community and coordinate logistics as required

**All positions are voluntary and the time varies depending on the position, and how much you wish to put into it.**

**The Executive Committee members will also be involved in completing annual affiliation papers.**

**The Executive Committee are the Approved Provider of the Service under National Quality Framework**

**Members of the association have voting rights at meetings.**

## DAILY ROUTINE

The entrance gate near the car park will be open 5 mins prior to the start of each session (ie. 8.00am, 8.30am, 9.00am). If you require entry at any other time, please use the buzzer at the entrance gate. Please be aware that staff are involved in meetings and preparation before and after sessions.

As our resources are designed for use by Kindergarten aged children they may not be suitable for younger siblings - please ensure you supervise siblings carefully and help tidy up any resources they may explore.

Please note – It is a regulation that you stay with your child until a staff member from your class is present and the program operating time for that class has commenced.

*We recommend the following routine each time your child arrives for the day:*

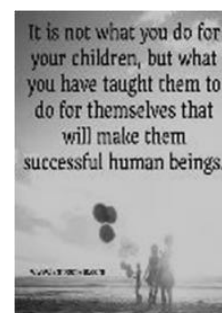
1. **Sign them in at the sign-on book**
2. If you have not applied sunscreen to the child at home, sunscreen will be available near the sign-in area. You need to apply and record time applied on sign in sheet.
3. Please pick up any mail from your pockets (access pocket opening above your name)
4. Bring your child into the room
5. Encourage your child to unpack their own bag to promote independence
6. Lunch box in the fridge and drink bottle on verandah (West Wing), on table near fridge (East Wing)
7. Put rest bag in allocated area
8. Backpack put in locker and shoes on shoe rack (East Wing) or locker (West Wing). A photo/name of your child will identify their locker
9. **Wash hands**
10. Hats on for fun in the sun – if outside first in the morning
11. Please let your child's teacher or educator know you are leaving

It is of great benefit if your child has ownership of the tasks listed above. Encourage children to do this themselves where possible.

Our days are based on a flexible routine. Activities are based on the current interest/needs of the children. This routine allows for a collaborative program which promotes learning through play, emergent and planned learning experiences and interactions.

We regard rest time as an essential part of our educational program where children are encouraged to quietly reflect on the passage of their day. Those children who wish to sleep have the opportunity to do so. Books, audio stories and quiet activities can be accessed at this time also.

According to our **Hand Hygiene and Infection Prevention policy** hands must be washed on arrival, before handling food, before and after eating, after outside play, after toileting, after touching nose secretions and before going home.



## REQUIREMENTS FOR KINDY

All items brought to the Centre **must be clearly marked with your child's name.**

Your child will need:

1. A drink bottle filled with water (no juice or cordial)
2. **1 Lunch Box only** to be placed in the children's fridge – this will contain morning tea and lunch.  
**\*Please note insulated cold bags cannot be used due to health and food safety regulations\***
3. Medium to large backpack - with a zipper the child can easily master.  
(Small backpacks are very frustrating for independent young children).
4. One **SINGLE bed fitted cotton sheet** and another single sheet or small blanket to cover, a **small** pillow if desired, a bag that the children can pack sheets into independently. Environmental shopping bags work a treat! Sheet must be a single bed size to cover the bed completely. *Please ensure bag is large enough for child to be able to manage packing sheets away easily.*
5. Spare clothes are to be kept in the backpack. You need at **least one** complete labelled spare set of clothes to suit the season, which the child can wear if their play clothes get wet. Please check periodically that these clothes still fit and suit the season. As plastic bags can be a choking hazard please send spare clothes in a cloth bag.
6. The Centre will provide each child with a sunsafe hat. These will remain at kindy at all times and be washed throughout the year.
7. Our Sun Protection policy requires the use of SPF 30+ sunblock on exposed skin. Sunblock must be applied 20 mins prior to outdoor play. When signing your child in, you are required to advise whether sunblock has been applied to your child by signing the column on the sign in sheet.  
*Please endeavour to apply, as staff are often busy with other tasks.*  
**The Centre will provide a SPF 30 + sunblock for the children to use during the day.**  
We do provide a natural insect repellent but prefer if applied at home.
8. Shoes – best practice is for children to go barefoot in summer. They are also encouraged to do so in winter. *If parents require children to wear shoes in winter they must be joggers with grip (not thongs or sandals).* It is Gowrie policy that shoes are to be worn to and from the Centre for safety reasons.

Every possible care is taken with children's belongings, although children are encouraged to take care of their own things. **Items clearly marked are most easily found.** Bringing toys from home becomes a risk due to items going missing and being broken, please leave these toys at home.

Lost property baskets are located in both East and West Wings. Please check these periodically, especially at the end of each term. **Please ensure your child's name is on all items.** Any unclaimed items will be donated to charity at the end of each term.

## MORNING TEA AND LUNCH

We encourage you to provide healthy and nutritious food, such as sandwiches, pita bread, cracker biscuits, yoghurt fruit and vegetables. We encourage the use of biodegradable wrapping and reusable containers. **We discourage the use of any kind of popper drinks for health, mess and disposal reasons**

It is preferable for children to be able to independently open food containers and packaging. It will help your child's confidence if you practice this at home before attending (especially screw top yoghurts).

For safety reasons we do not allow any foods in metal cans at the centre – both the lid and can have very sharp edges which will cut quite severely.

### **We cannot heat food due to health and safety regulations.**

Staff encourage and promote a nutritionally balanced diet. Please support us by providing appropriate morning teas and lunches. (Children are guided to choose healthy foods first then "sometimes" foods after that). Please also have a conversation about expectations on amounts to be eaten.

Should your child have special dietary needs, please inform your child's teacher.

**Due to the increasing number of children with allergies relating to foods, our centre aims to have a safe allergy free environment for all children.**

Anaphylactic: - In the case of anaphylactic reactions to some foods, by some children, those foods may be banned for the whole group.

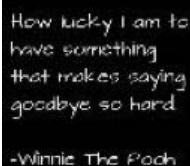
Staff respect food intolerances and plan cooking experiences around this.





## SETTLING YOUR CHILD

In the early weeks at the centre you may worry if your child is upset upon separation from you. Please explain to your child that you will stay with them until they have participated in an activity of their choice, but then you will go. Chat to staff to establish a routine that works best for you and your child.



How lucky I am to have something that makes saying goodbye so hard  
-Winnie The Pooh

Please take your child to a staff member and they will help you with this separation, but it is **important to go once you say you are going**. This makes separation predictable for your child and helps them feel more secure. It is best to leave straight away once you have said goodbye. Call us when you arrive home if you are concerned, and staff will certainly contact you if your child remains distressed for a prolonged length of time.

If you wish to socialise with other parents, please do so out of sight of the children, so that children are not upset by the sight of other parents.

Please leave as soon as possible at drop off and pick up times to free up car parks for others (aim for 10 minute parking).

### Arrivals and Departures policy

Education and Care Service Regulations direct that all children attending the centre must be brought into, and collected from within the centre, by an authorised adult who must sign the child in and out. If your child is being collected by a person not authorised to do so you will need to complete a Temporary Authority to Collect form and staff will request to see a current driver's licence.

*(This policy is available in our breezeway)*

1. If the situation should arise that the care giver is unable to collect their child or is delayed without notifying the staff, the following procedure will be adhered to:

- \* 10 mins after session finish time; Staff contact parents/guardians (Late Collection Form completed)
- \* 20 mins; Staff contact emergency contacts (committee notified)
- \* 45 mins; Lady Gowrie notified
- \* 1hr after session finish time; Police contacted to collect child (If parents are uncontactable) Note left on gate to advise parent (Regulatory Authority Department of Education and Training Early Childhood Education and Care contacted)

2. In the event of a notified disaster (eg. Sudden floods, severe storms etc) parents/caregivers will be contacted by phone and instructed to collect their child within one hour of receiving this call as staff will also have been directed to evacuate. The police will be phoned to collect any children remaining by this time for their safety.

**We strongly emphasise the importance of collecting your child punctually** as young children can become quite distressed if they see other children being collected by their parents, and you have not arrived. Teachers also have further duties of preparation, programming and meetings after each session. If you are picking your child up early, please aim for minimal disruption of session and respect that teaching staff need to continue to complete their tasks.

In the interests of safety, outside play at the centre premises is not permitted before and after the end of the session.

## COMMUNICATION

Email is our preferred method of communication so please ensure you have provided us with up to date addresses and check your account regularly. If you don't have regular access to email please inform your teacher and we will provide paper copies of notices for you. Some notices (such as invoices) will be distributed in the notice pockets, please check these on a daily basis (they are deep so reach right to the bottom!).

Parents are encouraged to speak with their child's teacher about any concerns they may have. Open communication between parents and staff facilitates positive relationships based on trust and positive co-operation.

Where prolonged discussion is needed it is **important to make an appointment** to speak with the teacher outside the session times so we can offer you our undivided attention. Each teacher can be contacted via email and has an individual and confidential email address.

Laura Knock  
Laura Knock  
Melanie Finch  
Sue Clark

[seagulls@memparkmaroochy.com](mailto:seagulls@memparkmaroochy.com)  
[seastars@memparkmaroochy.com](mailto:seastars@memparkmaroochy.com)  
[seahorses@memparkmaroochy.com](mailto:seahorses@memparkmaroochy.com)  
[seashells@memparkmaroochy.com](mailto:seashells@memparkmaroochy.com)

## TRANSITION STATEMENTS

Transition Statements include important information about each child's learning and development in kindergarten and include suggestions that will support each child's continued learning when they start school

Your child's educators will develop the transition statement using information gathered from their own observations, portfolio entries and information provided by parents and children near the end of the kindy year.

When the transition statement is shared with the child's new school, the valuable information they contain about each child's strengths and interest is helpful for Prep teachers as they prepare to welcome each child and plan for their ongoing learning and development.

You can choose to share the Transition statement with your child's new Prep teacher and/or other relevant staff at their new school, or you can consent to it being passed to the school by the Kindergarten Teacher. Consent forms will be made available in term 4.

If you would like to have a conversation about your child's progress throughout the year, see your teacher to arrange.

## PARENT AND CARERS CODE OF CONDUCT

Parents/carers agree to:

- \* Support all efforts to prevent any form of abuse at Memorial Park and encourage a child safe and child friendly environment.
- \* Abide by all procedures or codes adopted by the centre.
- \* Adhere to Memorial Park Kindergarten Rules of Association.
- \* Behave in a respectful and courteous manner that sets a good example for the children in the centre and in the carpark.
- \* To use appropriate language ie: no swearing, derogatory terms or inappropriate innuendo.
- \* Not to smoke or use illicit substances while at the Kindy and not to attend the Kindy while under the influence of alcohol or illicit substances. To consume alcohol responsibly at social functions.
- \* Show respect for the decisions of all staff/volunteers and Management Committee members and guide my children to do likewise.
- \* Respect the rights, dignity and worth of every person and family regardless of gender, ability, cultural background or religion.
- \* Parents/guardians will also be responsible for children's behavior when attending other activities and the children are not signed into the program. For example, working bees, family nights.


Early Childhood Australia  
Australian Professional Organisation
COMMITMENTS TO ACTION

IN RELATION TO CHILDREN, I WILL:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that respect children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, interacting child and adult initiated experiences
- understand and be able to explain to others how this and those enhance children's learning, development and wellbeing
- ensure children's safety by being in the room and not involuntarily absent presentation for the future
- collaborate with children as global citizens in learning about their shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, language, ethnicity, religion, language, culture, or national origin
- regulate children's participation in research by taking into account their safety, privacy, needs, strategies and wishes
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms

IN RELATION TO COLLEAGUES, I WILL:

- encourage others to engage and act in accordance with the Code, and take action in the presence of unethical behaviour
- build a spirit of collegiality and positive practice through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- act constructively to resolve differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'family culture of professionalism' to support one another's development
- implement strategies that support another colleague's learning and contributions to the profession
- maintain ethical relationships in my online interactions

IN RELATION TO FAMILIES, I WILL:

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices related to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging family engagement and to build a strong sense of belonging
- have clear, explicit and respectful to the uniqueness of each family, their circumstances, culture, family structure, systems, language, beliefs and religious systems
- respect families' right to privacy and maintain confidentiality

IN RELATION TO THE PROFESSION, I WILL:

- base my work on research, theories, critical knowledge, practice evidence and the understanding of the children and families with whom I work
- take responsibility for enhancing my professional values, knowledge and practice and the positive contribution my profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid overrepresentation of my professional competence and qualifications
- promote, support and practice of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students or aspiring professionals
- mentor new graduates by ensuring their induction into the profession
- advocate for my profession and the promotion of quality standards and care

IN RELATION TO COMMUNITY AND SOCIETY, I WILL:

- know about local community concerns and opportunities in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice based evidence to advocate for a variety of issues of children and access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to provide explicit appreciation of the importance of children's learning from children, their families, in order to ensure programs and systems of assessment are beneficial
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families

www.earlychildhoodaustralia.org.au/coe







## VISION

Professionals who adhere to this Code of Ethics act in the best interests of all children and work collectively to ensure that every child is thriving and learning.

## PREAMBLE

Early Childhood Australia recognises that flourishing and thriving start when people come together to loving and learning children on the coast for thousands of years. The Code of Ethics acknowledges Aboriginal and Torres Strait Islander traditional ways of living and caring for children.

The Code of Ethics is informed by the principles in the United Nations Convention on the Rights of the Child (1989) and the Declaration on the Rights of Indigenous Peoples (2009). A Code of Ethics is an aspirational framework for professionals who work with, care for and/or support children and young people. In the Code of Ethics, the protection and wellbeing of children is paramount and highlights existing and emerging issues in the profession and practice in an essential professional responsibility.

Being ethical involves thinking about complex values and decision-making, either individually or collectively, and responding appropriately to all concerned. The Code of Ethics recognises that all early childhood professionals are a major part of a network of relationships in their relationships with children, families, colleagues and the community, therefore professional responsibility is vital.

## CORE PRINCIPLES

The core principles in the Code of Ethics are based on the fundamental and shared values of the profession. They set a guide for professional practice to ethical responsibilities. These core principles require a commitment to equality and respect for rights and dignity of children, families, colleagues and communities.

1. Fair, ethical, equal access and equity and the capacity to contribute to their communities.
2. Children are citizens, born with equal cultural, linguistic, racial and economic rights.
3. Effective learning and working in partnership by professional networks that draw on specialist knowledge and in-depth experience.
4. Partnership with families and communities supported, supporting for children learning, development and wellbeing.
5. Democratic, fair and inclusive practice provides equity and working across all settings.
6. Respectful responses and respectful relationships are central to children's experiences and care.
7. Play and learning are essential to children's learning, development and wellbeing.
8. Research, inquiry and professional practice address quality education and care.



## DEFINITIONS OF TERMS IN ECA'S CODE OF ETHICS

**A CODE OF ETHICS**—defines the core aspirational values of the profession and provides guidance to professional decision-making, especially when there are conflicting obligations or responsibilities.

**CORE PRINCIPLES**—fundamental and guiding values of the profession.

**REGULATED**—the profession's knowledge from core registered bodies for practice and/or regulatory roles in ECA.

**CRUCIAL PROFESSIONALS**—a person who works without fail for all of children and families' education and care settings.

**COMMUNITIES**—a group of people living in the same place or having a particular characteristic or interests.

**CONTRACTS**—written employment or other arrangements with providers of ECA services.

**EDUCATION**—the process of facilitating learning in a systematic or deliberate way.

## ACKNOWLEDGEMENT

The first Code of Ethics for the Australian early childhood profession was developed in 1996. It was widely used and used for 17 years. The first version of the Code of Ethics began in 2012 and the second version was published in 2013. The second version of the Code of Ethics began at ECA's 40th anniversary in 2014, which was supported by the ECA National Forum in February 2014.

ECA is grateful to everyone who has contributed to the development and ongoing review of the Code of Ethics. Including those who have participated in consultation groups, written and worked on the Code of Ethics as well as those who have provided advice and support through their written contributions and advisory groups. We would particularly like to acknowledge those engaged in writing each version of the Code.



## Code of Ethics



Early Childhood Australia  
 in partnership with the government

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## RIGHTS OF CHILD



<p><b>ARTICLE 1</b> Everyone under 18 has these rights.</p> <p><b>ARTICLE 2</b> All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p><b>ARTICLE 3</b> All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p> <p><b>ARTICLE 4</b> The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights, and to ensure that your rights are protected.</p> <p><b>ARTICLE 5</b> Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p> <p><b>ARTICLE 6</b> You have the right to be alive.</p> <p><b>ARTICLE 7</b> You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).</p> <p><b>ARTICLE 8</b> You have the right to an identity – an official record of who you are. No one should take this away from you.</p> <p><b>ARTICLE 9</b> You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p> <p><b>ARTICLE 10</b> If you live in a different country than your parents do, you have the right to be together in the same place.</p> <p><b>ARTICLE 11</b> You have the right to be protected from kidnapping.</p> <p><b>ARTICLE 12</b> You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p><b>ARTICLE 13</b> You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p> <p><b>ARTICLE 14</b> You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	<p><b>ARTICLE 15</b> You have the rights to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p> <p><b>ARTICLE 16</b> You have the right to privacy.</p> <p><b>ARTICLE 17</b> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p><b>ARTICLE 18</b> You have the right to be raised by your parent(s) if possible.</p> <p><b>ARTICLE 19</b> You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p><b>ARTICLE 20</b> You have the right to special care and help if you cannot live with your parents.</p> <p><b>ARTICLE 21</b> You have the right to care and protection if you are adopted or in foster care.</p> <p><b>ARTICLE 22</b> You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p> <p><b>ARTICLE 23</b> You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p> <p><b>ARTICLE 24</b> You have the rights to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p> <p><b>ARTICLE 25</b> If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p> <p><b>ARTICLE 26</b> You have the right to help from the government if you are poor or in need.</p> <p><b>ARTICLE 27</b> You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p><b>ARTICLE 28</b> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	<p><b>ARTICLE 29</b> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><b>ARTICLE 30</b> You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.</p> <p><b>ARTICLE 31</b> You have the right to play and rest.</p> <p><b>ARTICLE 32</b> You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p> <p><b>ARTICLE 33</b> You have the right to protection from harmful drugs and from the drug trade.</p> <p><b>ARTICLE 34</b> You have the right to be free from sexual abuse.</p> <p><b>ARTICLE 35</b> No one is allowed to kidnap or sell you.</p> <p><b>ARTICLE 36</b> You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</p> <p><b>ARTICLE 37</b> No one is allowed to punish you in a cruel or harmful way.</p> <p><b>ARTICLE 38</b> You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p><b>ARTICLE 39</b> You have the right to help if you've been hurt, neglected or badly treated.</p> <p><b>ARTICLE 40</b> You have the right to legal help and fair treatment in the justice system that respects your rights.</p> <p><b>ARTICLE 41</b> If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p> <p><b>ARTICLE 42</b> You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p> <p><b>ARTICLES 43 to 54</b> These articles explain how governments and international organisations like UNICEF will work to ensure children are protected with their rights.</p> <p style="text-align: right;"><b>CHILD WISE</b> Creating child safe communities</p>
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## ROSTERS

Parents help keep fees in the centre at a minimum by assisting with repairs and maintenance. *Each family is encouraged to attend one maintenance session (working bee) per year. Working bees are held in Term 2 and Term 3.*

On completion of attending a working bee, \$50 of your maintenance levy will be deducted from your Term 4 fees. Families with multiple enrolments pay one maintenance levy per family. You may attend either working bee that is suitable for you. If you cannot attend a working bee see staff as there may be alternative jobs that could be allocated to you.

Our program parent roster is a **voluntary** activity. Toddlers and babies are welcome, however we do ask you to **supervise any younger siblings to ensure their safety** (a change room is available for changing of nappies). We also encourage trying to have a morning without siblings as this is a special time for your kindy child.

This roster day also offers you the opportunity to spend time with your child (which most children really look forward to) and to observe your child's interaction within the group. Bring your camera to capture some memories! You are also able to familiarise yourself with the program and how it operates. This is a time where you can share any cooking, musical, artistic, dramatic, cultural, or constructive knowledge or skills with the children. You will need to bring a hat and a snack and it is recommended to wear apparel with covered shoulders. Please note due to regulations hot beverages must be consumed in the kitchen area away from children. We suggest you might like to stay any time between drop off and 11.30am.



## GENERAL INFORMATION

### BIRTHDAYS

We encourage children to celebrate their birthdays at the centre if this is part of your family culture. Patty cakes, muffins, natural ice blocks and fruit platters/kebabs have proven to be successful ideas (please consider healthy options). Allow for the number of children in your group plus an extra one or two. Candles are provided at the Centre. Should you wish to issue party invitations to some children in your group, we ask you to be discreet, as those children not invited can be sensitive. Please distribute invitations into family notice pockets. We are respectful of the needs of all religious groups. Please inform teachers of your requirements.

### BLUE CARDS FOR VISITORS & VOLUNTEERS

Any relative of a child (excluding parents or guardians) who volunteers at the centre or attends excursions/performances more than once must have a blue card (staff suggest that if this is likely the parents organise a card for the relative, eg. Grandparent). Please see staff if you require assistance with this.

All staff and committee members hold current blue cards where required.

### CLOTHING

#### **Clothes will get dirty at Kindy!**

We suggest casual simple clothing, easy for the child to get on and off, and to climb. Dressed like this, the child is not worried about going to the toilet, or about getting wet or dirty, which often happens, as it is natural for children to want to explore and experiment with their environment. Should the child need to, he or she can change using clothes from their spare clothes bag. The wet or dirty clothes are dried and sent home, but please replace more spare clothes in your child's bag for the next day. **Children must wear sun safe apparel at all times. If your child arrives dressed in a singlet we are required to provide them with a SunSafe T-shirt.** Clothes affected by toileting accidents are stored in a bucket in the children's bathroom (West) and in the multipurpose bathroom (East) and staff will discreetly inform you to collect. The use of wrap-around sunglasses that meet Australian Standards AS/NZS1067.2:2016 is encouraged.



### EXCURSIONS

Excursions are kept to a minimum due to cost and supervision considerations and when undertaken are to enhance current learning in program and in accordance with the Excursion Policy.

## GIVING MEDICATION

### 1. Prescribed Medication:

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

This medication will only be administered if it is prescribed by a Doctor, in its original container and with original dispensing label detailing: Child's name, Name of medication, Dosage, Frequency, How to be Administered, Date of dispensing and Expiry date (must be 6hrs between doses).

### 2. Non Prescribed Medication:

Non-Prescribed Medication (excluding Panadol in the Management of a high temperature) should not be given by staff to any child unless prior written permission and instruction from the child's doctor has been received by the director/person-in-charge.

- \* **A child must have had the first 3 doses of any new medication at home before being administered at Kindy to ensure there is no allergic reaction.**
- \* A child-resistant box is provided for the storage of medication.
- \* The Administration of Medication Policy is available for family reference in the breezeway or a copy can be provided.

## HEALTH / SAFETY

**In such a close environment, illness spreads rapidly. We insist that children who are ill remain at home until the infectious period is completely over. Advice sought from a doctor is essential. It is not fair to the other children or staff if you do not take the infections seriously.** Children are not equipped to make the decision on attendance: "But I want to go...." It is the responsibility of the parents to consider the staff and other children, many of whom may have younger siblings. If you are bringing siblings/family members who are unwell, you may like to call the centre on arrival and a staff member will bring your child into the centre and/or have your child ready for collection at the front gate. \*\* Refer to Exclusion of Sick Children and Sick Staff policy and Time Out poster displayed in the breezeway.

If your child is unwell and will not be attending, we appreciate a telephone call or email. If a child is absent for two weeks and no advice is given to the Nominated Supervisor or Teacher following contact attempts from the centre, then that child's name will be removed from the roll and the vacancy filled.

Parents of an injured child will be contacted promptly. An Incident, Injury, Trauma and Illness record will be completed as per legislation requirements. Please note that it is a condition of enrolment that permission for the administration of first aid from qualified staff is required (page 6 & 7 of enrolment form).

In accordance with our Pets in Children's Services policy family pets visiting the service is at the discretion of the Nominated Supervisor. A risk assessment must be completed to maximise the safety and well-being of all involved. Please discuss with staff if you are thinking of bringing a pet to show the children. Arrangement for community service animals to visit can be undertaken in accordance with this policy.

The centre has a strict **Tobacco, Drug and Alcohol Free Environment** policy and it is also expected that all parents / caregivers wear appropriate attire and display appropriate behaviour and language while on the premises.

Memorial Park Kindy adheres to the safety precautions as outlined in Chapter 4, Part 4.2, Division 1, Reg 82 of the Education and Care Services National Regulations 2011.

## IMMUNISATION

Our centre strongly encourages immunisation against infectious diseases for the health and safety of all children attending our centre.

Research suggests that the rate of child immunisation in Australia is approximately 94%. Parent/guardians will be required to provide information regarding the immunisation status of their child upon enrolment to our centre.

Evidence of immunisation is through providing your child's Immunisation History Statement which is an official record issued by the Australia Immunisation Register. Alternatively a properly completed Immunisation Record as contained in the Qld Health produced Personal Health Record is acceptable at our centre as a vaccination certificate.

In event of an outbreak of a vaccine preventable disease, parents/guardians of a non-immunised child will be required to remove the child from the service until the risk has passed.

In the case of a child not being fully immunised a conscientious objection form will need to be completed.

## LENDING LIBRARY

The children's lending library is situated in the breezeway. Lost or damaged books are the responsibility of the Parents and a suitable book purchased by the parents should replace the lost or damaged one.

The parent lending library is located on the upper shelves.



## PARKING

We have 8 car parks plus 1 disabled parking space on the premises – **you must not use footpaths or green strips for parking.** Please follow arrows when arriving and departing. **The entrance is via Second Avenue.** Families of children with additional needs can apply to the committee for a windscreen permit for the year for parking in our disabled parking space.

Teaching staff carparks are clearly marked and are for teachers use only. Please do not park at Centre entrance between the “No Parking Signs” or in front of the fire hydrants.

**Please do not use the parking spaces of neighbouring buildings.**

Why not park away from the Centre and enjoy a 2 minute walk with your child? Refer to Australian 24 hour Movement Guidelines (Early Years)

**If you use one of our carparks, please vacate as soon as possible (aim for 10 mins max) to allow other families to access this. If you wish to spend longer at the centre please park outside of the Kindy carpark.** If there is no space available, please drive around the 'circuit' rather than waiting and creating a traffic jam! "Let's model consideration, patience and fairness to our children..."

*For the safety of you and your child DO NOT walk across the carpark at any time – use the designated footpaths.*

## **PERFORMANCES AND INCURSIONS**

Our centre allows for approximately one visitor/performance per term. The costs of these events are covered by your fees.

Presenters are selected on educational value and maximum engagement of the children.

## **SPECIAL SERVICES & FUNDRAISING**

Special services will be offered through the year such as Group Photographs, Picture Plates and Scholastic Book Club. These services are entirely optional.

## **STUDENT PLACEMENT / VOLUNTEERS**

This Centre recognises the importance of student placements as being consistent with the long term training of staff in the provision of quality education and care for children. Students are supervised both by centre staff and by University/TAFE staff. Acceptance of placement for students may be determined upon consideration of the children's needs at the time.

This Centre supports the inclusion of school work experience students in the educational program.

## **WAITING LIST POLICY**

The Centre will notify parents of available group positions by the end of Term 3 for the following years enrolments. Students already attending have first preference for classes if enrolling for the following year.

## **WITHDRAWAL OF A CHILD**

If, for whatever reason you find that you no longer require the position your child holds at the centre, **notice in writing must be given to your teacher, and a 'Reason for Leaving Form' filled in for centre records.** This is to be forwarded to the Kindergarten, stating your child's withdrawal and giving **two (2) weeks notice** to allow the vacancy to be filled. Failure to do so, will result in your \$150 fees in advance not being refunded. A telephone call to the centre, or mentioning your child's withdrawal to another parent for that message to be passed on to the Nominated Supervisor, is **not** considered sufficient notice of withdrawal.

## WHAT IF I HAVE A CONCERN?

- **About the management of the Centre:**

Following is the Centre policy procedure for management of Statement of Concerns:

1. In the event of a complaint or grievance, parents/guardians of children attending the service are encouraged to raise their concerns with the Nominated Supervisor.
2. If families feel that their grievance has not been resolved satisfactorily, the parent/guardian will be asked to place the complaint in writing and address the matter to the President: [president@memparkmaroochy.com](mailto:president@memparkmaroochy.com)
3. The Gowrie (QLD) as our CGB is informed of all grievances. In the instance of a service not being able to process a grievance complaint satisfactorily to all parties the Central Governing Body may then assist further.
4. The Regulatory Authority (Department of Education and Training Early Childhood Education and Care) is informed of grievances and any information received which alleges that the safety, health or wellbeing of a child was or is being compromised or that the law has been breached. This notification takes place through lodgement of an NL01 form which is available on the acecqa website or at the service.

Refer to Grievance for Families Policy

- **About my child:**

The teaching staff will always be available to discuss any problems or concerns you may have regarding your child. Due to routine and prior commitments, it may be necessary to make an appointment with your child's teacher.

## WEBSITES OF INTEREST

[www.memorialparkkindy.com.au](http://www.memorialparkkindy.com.au)

[www.qld.gov.au/kindy](http://www.qld.gov.au/kindy)

[www.acecqa.gov.au](http://www.acecqa.gov.au)

[www.ged.qld.gov.au](http://www.ged.qld.gov.au)

[www.gowrieqld.com.au](http://www.gowrieqld.com.au)

## QUALITY IMPROVEMENT PLAN AND NQF

Memorial Park Community Kindergarten has undertaken a self assessment with reference to the legislation and National Standard from which the service Quality Improvement Plan (QIP) has been developed. The QIP is available to families at all times and is located under the children's take home library. Families are encouraged to participate in the review process of this or provide feedback to the service at any time. Under the National Quality Framework the service is then assessed by an officer representing the Regulatory Authority and a rating provided.

Memorial Park Community Kindergarten operates under the National Quality Framework (NQF) which incorporates the Education and Care Services National Law Act (2010), Education and Care Services National Regulations (2011) and National Quality Standard.

The Management Committee of Memorial Park Community Kindergarten is the Approved Provider for the Service.

The Australian Children's Education and Care Quality Authority is the national body which oversees the implementation of the NQF.  
[www.acecqa.gov.au](http://www.acecqa.gov.au) Ph 1300 422 327

The Regulatory Authority in Queensland is: Early Childhood Education and Care – Department of Education  
[www.ged.qld.gov.au](http://www.ged.qld.gov.au) Ph 13 74 68

As an Approved Kindergarten Program Provider under the Queensland Kindergarten Funding Scheme Memorial Park Community Kindergarten recognises the guidelines under which this funding is received and acknowledges the Queensland Government for this support in Early Childhood Education and Care.

## ENVIRONMENTAL SUSTAINABILITY

Memorial Park Kindergarten aims for best practice to support environmental sustainability. These practices are supported and promoted by staff and committee and are passed on to the children throughout the educational program.

Tank water is available for play outdoors within reasonable limits and this is monitored by staff. This water is then emptied onto lawns and gardens. Children separate rubbish for composting and this is utilised for vegetable and flower gardens and to feed the worms in our worm farm. Vegetables and herbs are incorporated into cooking experiences (our gardens are organic).

We endeavour to use environmentally safe cleaning products which are used by staff, cleaner and gardeners.

Children and families are encouraged to minimise non-recyclable food packaging (cling wrap and plastic bags) and food products packaged in individual serving sizes. We encourage the use of biodegradable food wrappings and containers that can be washed and re-used.

Food waste is monitored and minimised.

Our program promotes, models and encourages respect for all living creatures and their ecosystems. In line with ECA code of ethics we “work with children to help them understand they are global citizens with shared responsibilities to the environment and humanity”.

Our building has several solar panels installed to reduce our energy bills with power generated from the sun.



## POLICY LISTING

The following Gowrie policies have been ratified and adopted by our centre and are available to view in the breezeway.

### **A**

Access and Admissions Policy  
Administration of Medication Policy  
Affiliated Services Application for Amendment of Gowrie Policy and Procedures  
Arrivals and Departures Policy  
Asbestos Management Policy

### **B**

Behaviour Guidance Policy

### **C**

Child Protection Policy  
Children's Immunisation Policy  
Children's Record Keeping Policy  
Cleaning and Sanitisation Policy (including Pest and Weed Management)  
Clothing for Children Policy  
Clothing for Staff Policy  
Critical Incident Policy

### **D**

Dental Health and Ear Care Policy

### **E**

Environmental Hazards Policy (Including Emergency Procedures and Evacuation)  
Exclusions of Sick Children and Sick Staff Policy  
Excursion Policy

### **F**

Family and Community Participation Policy  
Fees and Payment of Fees Policy  
First Aid Administration Policy  
Food Preparation, Handling and Storage Policy

### **G**

Grievance for Families Policy  
Governance Policy

### **H - I**

Hand Hygiene and Infection Prevention Policy  
High Temperature Management Policy  
Incidents, Injury and Trauma Policy  
Inclusion and Anti-Bias Policy  
Interactions with Children Policy

### **J-K**

### **L**

### **M**

Medical Conditions Policy  
Medical Conditions- Allergy/ Anaphylaxis Management Policy  
Medical Conditions- Asthma Management Policy  
Medical Conditions- Diabetes Management Policy  
Missing Child Response Policy

**N**

National Quality Framework- Quality Improvement Plan (QIP) Policy

Nutrition Policy- Food Brought from Home

**O**

Orientation and Communication Policy – Families and Children

**P-Q**

Pets in Children's Services Policy

Privacy and Confidentiality Policy

Professional Development/ Training Policy

Program Planning and Development Policy

**R**

Responsible Person and Staffing Arrangements Policy

**S**

Safety and Supervision Policy (Including Water Safety)

Sharps and Foreign Objects Policy

Sleep and Rest Time Policy

Staff Code of Conduct Policy

Staff Communication Policy (Incorporating Committee Members)

Staff Immunisation Policy

Staff Qualifications and Monitoring Policy

Storage and Handling of Chemicals Policy

Student and Volunteer Policy

Sun Protection Policy

Sustainability Policy

**T**

Tobacco, Drug and Alcohol Free Environment Policy

Toileting and Nappy Changing Policy

Transporting Children by Bus (Service Owned Bus – Daily Service)

**U-V**

Use of Technology and Interactive Media with Children

**W**

Work Health and Safety Policy

**X, Y, Z**

Please note the following policies and procedures enable the provision of a child safe environment, Behaviour Guidance Policy, Child Protection Policy, Critical Incident Policy, Environmental Hazards Policy, Interactions with Children Policy, Safety and Supervision Policy and Work Health and Safety Policy.

## ADDRESS AND TELEPHONE NUMBERS

- MEMORIAL PARK COMMUNITY KINDERGARTEN ASSN INC  
19 Second Avenue  
Maroochydore QLD 4558  
Ph: 07 5443 1661  
Email: [mail@memorialparkkindy.com.au](mailto:mail@memorialparkkindy.com.au)
- EARLY CHILDHOOD EDUCATION AND CARE (Regional Office)  
Department of Education  
PO Box 5489  
Maroochydore QLD 4558  
Ph: 07 5352 9910 Fax: 07 5352 9201  
Email: [maroochydore.ecec@qed.qld.gov.au](mailto:maroochydore.ecec@qed.qld.gov.au)
- EARLY CHILDHOOD EDUCATION AND CARE  
Department of Education  
PO Box 15033  
CITY EAST QLD 4002  
Ph: 13 74 68
- THE GOWRIE (QLD) Inc  
228 St Pauls Tce  
Fortitude Valley QLD 4006  
Ph: 07 3252 2667 Fax: 07 3252 2258

**COMMITTEE AND STAFF HOPE YOU AND YOUR FAMILY ENJOY THE  
2020 SCHOOL YEAR AS PART OF THE MEMORIAL PARK  
COMMUNITY**

# EVACUATION DETAILS

## East Wing



## West Wing



## Upstairs Offices



**NOTES:**

S:\DOCS\Teaching Staff\Prospectus and brochure\prospectus 2020.docx

**Memorial Park Community Kindergarten Assn Inc**  
**19 Second Ave, Maroochydore Q 4558**  
**Ph: 07 5443 1661**  
**Email: [mail@memorialparkkindy.com.au](mailto:mail@memorialparkkindy.com.au)**



"For a small child there is no division between playing and learning between the things he or she does just for fun and things that are educational. The child learns while living and any part of living that is enjoyable is also play." -Penelope Leach

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**[www.memorialparkkindy.com.au](http://www.memorialparkkindy.com.au)**