2026

MEMORIAL PARK COMMUNITY KINDERGARTEN ASSN INC

PARENT HANDBOOK

RATED EXCEEDING NATIONAL QUALITY STANDARD

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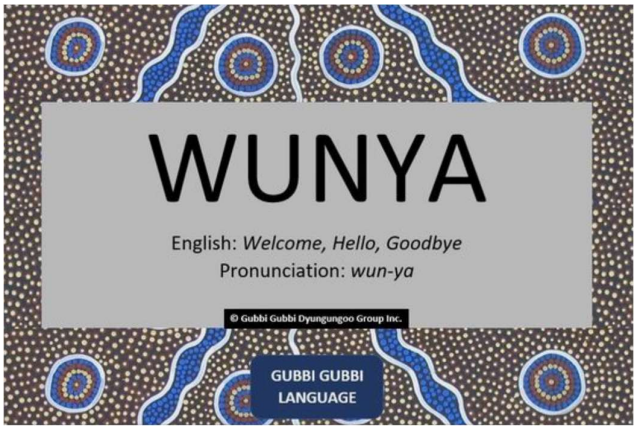
ACKNOWLEDGMENT OF COUNTRY

Memorial Park Kindy acknowledges the Gubbi Gubbi and Kabi Kabi peoples, 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.



RECONCILIATION ACTION PLAN

Memorial Park Community Kindergarten has a working committee comprising of community, staff and parents for the development of our Reconciliation Action Plan (RAP) with Narragunnawali.

Narragunnawali RAPs help foster a high level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

Reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and other Australians for the benefit of all Australians. The plan supports our service to foster knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

CENTRE PHILOSOPHY

At Memorial Park Community Kindy the essence of 'community' has, and always will be, part of our identity. We actively seek out and embrace a collaborative approach bringing children, families and educators together. All families are supported and encouraged to contribute to the management of our service and to actively engage in the program. All stakeholders have a voice.

We passionately commit to creating a genuine sense of belonging for all children, families and educators. This is nurtured within an environment that is inviting, welcoming, accepting, safe and supportive. Quality interactions and genuine connections contribute to a respectful culture.

We truly believe that children's first and most influential educators are their family and close community. We are very aware of the responsibility of providing a safe and caring environment that embraces family and diversity.

We consistently respect and advocate for the rights of every child to play, learn, speak and be heard, and to be safe and healthy.

We value opportunities for children and families to have a sense of agency within our routines and programs – there are child directed and uninterrupted play times for children to explore our well-resourced and stimulating play spaces and Educators are approachable, accessible and flexible with the flow of the day. We intentionally plan for children to be present and value these moments to observe, interact and just enjoy.

We appreciate and are grateful for our large outdoor environment where our children can connect with nature through hands on exploration and discovery. Within our large open grass area and our gardens, children are involved in caring for and respecting our land and become aware of sustainable practices.

We value and respect staff individuality, knowledge, qualifications and experience and actively support growth and a positive, co-operative team culture. As staff we act as positive role models, guiding behaviour by example, and interacting with children in a way that encourages best learning outcomes. Educators use reflective practices and continually develop professional knowledge and skills endeavouring to provide the best possible learning and developmental opportunities for all children.

We scaffold each child's learning and development by personalising experiences and following goals that support and extend current needs and interests, in partnership with family and community links. We proactively encourage each child to become an active, confident, capable, engaged and motivated learner. We consistently deliver a holistic, evolving curriculum within our Approved Framework that celebrates all children's uniqueness, individuality, learning styles and personalities.

We believe that positive and quality early childhood experiences lay the foundations for future emotional/social wellbeing, including mental health and an enjoyment of lifelong learning. We encourage children to try – 'have a go' and to take supervised risks which teaches them how to manage challenges and new situations with confidence and independence through life.

We intentionally weave literacy and numeracy concepts and exploration throughout our daily learning opportunities as part of developmentally appropriate and stimulating fun experiences. We recognise and embrace the role of our local community in supporting children with positive transitions from home to kindy…from kindy to school and seek out genuine connections.

At Memorial Park Community Kindergarten, we have a vision for reconciliation and acknowledge the Gubbi Gubbi/Kabi Kabi people as the traditional custodians of this land. We optimise opportunities to connect to Country and recognise the histories, cultures and contributions of our First Nations' peoples. We pride ourselves on creating an environment that is inclusive and based on acceptance of, and respect for, the diversity of each child and their family, regardless of ability, gender, race, culture or economic status.

At Memorial Park Community Kindy we aim to continue to serve our local community contributing to happy childhood memories and providing a strong positive foundation for every child's learning journey.

Reviewed – By current 2025 Committee, Educators, Previous Service Philosophy (2024), Parent/Educators and Children's philosophy discussion, ECA Code of Ethics, QLD Kindergarten Guidelines, EYLF v2, National Quality Framework

ABOUT MEMORIAL PARK KINDY

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 C & K 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.

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

- Early Childhood Education and Care (Regional Office)
  Department of Education
  PO Box 5489
  Maroochydore QLD 4558
  Ph: 07 5352 9910
  Email: Maroochydore.ECRA@qed.qld.gov.au

- Early Childhood Education and Care
  Department of Education
  PO Box 15033
  CITY EAST QLD 4002
  Ph: 13 74 68
  Email: ecec@qed.qld.gov.au

- C & K Childcare & Kindergarten
  257 Gympie Rd
  Kedron QLD 4031
  Ph: 1800 177 092
  Email: info@candk.asn.au

WEBSITES OF INTEREST

www.memorialparkkindy.com.au
www.qld.gov.au/kindy
www.acecqa.gov.au
www.qed.qld.gov.au
www.candk.asn.au

PROGRAM / CURRICULUM

Your child must be at least 4 years of age by 30 June in the year in which they are enrolled to participate in a Queensland Government subsidised kindergarten program. We are an Approved Kindergarten Program Provider with 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 'all children engage in learning that promotes confident and creative individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives'.

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

- Belonging – knowing where and with whom you belong – is integral to human existence.
- Being – Childhood is a time to be, to seek and make mearing of the world. Recognising the significance of the present, as well as the past
- Becoming – reflects the process of rapid and significant change that occurs in the early years as children learn and grow.

While the EYLF focuses on children from birth to five years, the Queensland Kindergarten Leaning 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 and www.acecqa.gov.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 in the breezeway. Families are encouraged to participate in the review process of this or provide feedback to the service at any time.

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 Framework (NQF).
Provider Approval Number: PR00000232; Service Approval Number: SE0001417

Memorial Park Kindergarten is an Approved Provider complying with the provisions of the Education and Care Services National Law and Regulations. Approved Providers must meet requirements regarding experiences and programs, numbers of staff members and children, and staff members' qualifications. Approved Provider details are displayed in the breezeway. The regulations are available online at: https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations. There is also a hard copy available to view in the office.

The National Quality Standard (NQS) sets a high benchmark for all children's education and care services in Australia. Services are assessed and rated by their regulatory authority against the NQS, and given a rating for each of the 7 quality areas and an overall rating based on these results. The seven quality areas are:
Quality Area 1 — Educational program and practice
Quality Area 2 — Children's health and safety
Quality Area 3 — Physical environment
Quality Area 4 — Staffing arrangements
Quality Area 5 — Relationships with children
Quality Area 6 — Collaborative partnerships with families and communities
Quality Area 7 — Governance and Leadership

The Regulatory Authority in Queensland is the Office for Early Childhood Education and Care.
An authorised officer from the Office of Early Childhood Education and Care visited our service in 2020 to assess our centre. We achieved the rating of Exceeding the National Quality Standards in all seven quality areas.

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 Ph 1300 422 327

The Regulatory Authority in Queensland is: Early Childhood Education and Care – Department of Education
www.qed.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.

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 kindergarten 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.

Transition statements are shared, with your consent, to your child's new Prep teacher and/or other relevant staff at their new school. 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.

PROGRAM INVOLVEMENT

Memorial Park, having been established for such a long time (over 60 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

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 required to complete a 'Child's Absence Notification' form prior to going on holiday.

SCHOOL CALENDAR

Queensland Term Dates - 2026

Term	Dates	Length
Term 1	Tuesday 27 January – Thursday 2 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

We are closed on public holidays

Pupil Free Days

Pupil free days are generally in the Easter holidays.
(Please note Pupil Free days may differ to State Schools)

CLASS DAYS

West Wing		
Seastars	Monday, Tuesday, Alt Wed	8.30am – 2.30pm
Seagulls	Alt Wednesday, Thursday, Friday	8.30am – 2.30pm
East Wing		
Seahorses	Monday, Tuesday, alt Wednesday	8.00am – 2.00pm
Seashells	Thursday, Friday	8.00am – 3.30pm

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 enrolment form/s.

The enrolment fee will be payable on enrolment. This fee is charged for every enrolment (excluding Health Care Card Holders) including late enrolments commencing throughout the year. This fee is non-refundable.

Please provide a copy of your health care card on enrolment for this fee to be waived.

KINDY FEES FOR ELIGIBLE AGE CHILDREN

Funded Kindy is for 15 hours per week or 30 hrs per fortnight, 40 weeks per year and is free for Queensland children attending a government-approved kindergarten program.

Children must be at least 4 years of age by 30 June in the year before they attend Prep to be eligible for free kindergarten.

NON ELIGIBLE CHILDREN (IF APPLICABLE)

Fees charged for non eligible children are calculated each year. The fees are charged to families as no government funding applies for any non eligible enrolment.

PAYMENT PLANS

You can request a payment plan by emailing mail@memorialparkkindy.com.au when you receive your invoice.

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

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

LATE COLLECTION FEE

Teaching staff will complete a late collection form for you to sign if you are late to collect your child. A parent who is **consistently late** to pick up their child will incur a late fee. If the situation should arise that the caregiver 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;	CGB notified
1hr after session finish time;	Police contacted to collect child
(If parents are unable to be contacted)	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 Degrees in Early Childhood Education. These teachers are registered with the Queensland College of Teachers and hold QKF 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/s are 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.

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 in the breezeway 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 hold a Blue Card for working with children. All registered teachers hold valid exemption cards.

ADMINISTRATION

Megan Smith	***Donna Mann***
Bookkeeper	Administration Assistant
Wednesday	Monday, Tuesday, alternate Wednesday, 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

ADMINISTRATION ASSISTANT

- Carry out administrative tasks for the nominated supervisors, teachers 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
- Coordinate maintenance and repairs

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.

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 kindergarten
- Attends and chairs all committee meetings and the AGM
- Prepares a President's Report for each meeting
- Represents the kindergarten for CGB visits etc.
- Attend Annual CGB Orientation and report back to the committee (if held)
- Completes an 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 kindergarten – this entails being up to date on child protection issues and doing Child Protection online training

SECRETARY

- Assists the President in the management of the kindergarten
- Prepares the meeting agendas
- Attends all meetings and prepares the minutes
- Liases with Committee and Staff for updating Quality Area 7 – Governance and Leadership of the Quality Improvement Plan (QIP)
- Completes an Affiliation Booklet

TREASURER

- Assists the President in the management of the committee
- Responsible for the financials of the kindergarten under guidance from Bookkeeper
- Liases with Bookkeeper who will prepare monthly Treasurer's Report and Annual Audit documentation
- Liases with Committee and Staff for updating Operational / Strategic Plan as needed
- Completes an Affiliation Booklet

WORK HEALTH & SAFETY OFFICER

- Completes centre WH&S check list each term

COMMUNITY & SUSTAINABILITY OFFICER

- Look for ways for the Kindergarten to 'give back' to the community and help coordinate this

GRANTS OFFICER

- Look for and prepare grant applications with help from the Administration Assistant on behalf of the kindergarten

FIRST AID OFFICER

- Check First Aid supplies and ensure adequate levels are maintained

GARDEN OFFICER

- Weeding gardens as needed, caring for gardens. Planting seasonal vegetables, Bush Tucker garden maintenance

SUB COMMITTEE – Parent Rep's

- Parent Representative required from each class (4) – Can be more than one person per class
- Keep families up to date on class information
- Coordinate class social functions - park plays, coffee after drop off etc

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

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. 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.

This is our morning routine….

1. **Sign your child in using the iPad provided**
2. Record time sunscreen applied on the ipad or designated form at sign in area.
3. Please pick up any mail from your kindy pockets (access pocket opening above your name)
4. Bring your child into the room
5. **Wash hands -1 squirt of soap, 1 piece of paper towel**
6. Encourage your child to unpack their own bag to promote independence and so they know where their belongings are
7. Lunch box in the fridge and drink bottle in the allocated area
8. Put rest bag on the trolley using the hook where your child's photo is
9. Put backpack in locker and shoes in allocated area
10. A photo/name of your child will identify their locker
11. Hats on for fun in the sun – if outside first in the morning
12. Please let your child's teacher or educator know when you are leaving

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

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. Children can bring a named book from home for rest time.

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 that fits in bag (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 that fits lunch box, water bottle and spare clothes - with a zipper the child can easily master. Check bag fits in child's locker space.
   (Small backpacks are very frustrating for independent young children).

4. One **SINGLE bed fitted sheet** and another small/cot sheet or small blanket to cover, a '**SMALL'** pillow if desired. Sheet must be a **single** bed size to cover the bed completely. *We will provide a bag for the children to decorate and use as their sheet bag.*

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 regularly 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 50+ sunblock on exposed skin. Sunblock must be applied at home 20 mins prior to arrival at kindy. When signing your child in, you are required to record the time sunblock has been applied to your child. This will be done using the ipad or a designated form at sign in area.

   The Centre will provide a SPF 50 + sunblock for the children to use during the day if needed.
   If you do not want sunscreen to be applied to your child, you will need to complete the sunscreen objection form during enrolment process.

   Please consider using insect repellent in the warmer months.
   If you do not want insect repellent to be applied to your child, you will need to complete the insect repellent objection form during enrolment process.

8. Shoes - *It is our policy that shoes are to be worn to and from the Centre for safety reasons.*
   Children are encouraged to go barefoot whilst playing at kindy.
   If parents require children to wear shoes in winter, they must be joggers with grip (not thongs or sandals

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.
Please do not bring shoes or toys with button batteries to kindy.

Lost property baskets are located under sign in area. 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. **Please do not pack 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-loosen lid prior to packing).

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: - If a child attending has an allergy with anaphylactic reactions to certain foods, those foods will be discouraged and requested to be kept at home for consumption. Anaphylaxis is a life threatening condition.

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.

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.

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 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 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.

Seagulls Teacher	seagulls@memorialparkkindy.com.au
Seastars Teacher	seastars@memorialparkkindy.com.au
Seahorses Teacher	seahorses@memorialparkkindy.com.au
Seashells Teacher	seashells@memorialparkkindy.com.au

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@memorialparkkindy.com.au
3. 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.

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 Kindergarten and not to attend the Kindergarten 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.

COMMUNICATIONS PLAN

Action	Persons Involved
Action Persons Involved Prior to beginning care Medical Management Plan / Action Plan and Risk Minimisation Plan completed.	Family, if applicable for the child's medical condition their medical or nurse practitioner and the Nominated Supervisor/ Service Manager.
Providing family with copy of the relevant Medical Conditions Policy	Nominated Supervisor/Service Manager.
Informing staff members and volunteers. On induction all staff members will be informed about the Medical Conditions Policy and the Medical Management Plan and Risk Minimisation Plan for children enrolled at the Service. On induction all volunteers will be informed about the Medical Conditions Policy and the Medical Management Plan and Risk Minimisation Plan for children enrolled at the Service and participating in the group with which the volunteer will have direct contact with.	Nominated Supervisor/Service Manager. Informing of staff members and volunteers will be recorded on the individual staff member or volunteer's induction documentation.
Updating the list of children who have specific health care needs or medical conditions and notifying the staff that this list has been updated. Staff will be notified that the list has been updated by internal communication methods (staff memo folder, staff email distribution list or verbally. The date and method by which staff were advised of the updated information will be recorded on the list.)	Nominated Supervisor/ Service Manager
Parents / guardians must update the Nominated Supervisor/Service Manager in writing of any changes to the Medical Management Plan / Action Plan. Staff will be notified that the Medical Management Plan / Action Plan has been updated by internal communication methods (staff memo folder, staff email distribution list or verbally. The date and method by which staff were advised of the updated information will be recorded.)	Parent / guardian It is the responsibility to inform the Nominated Supervisor of the updated information and they ensure distribution of new information to staff. The receipt of the written information will be dated and recorded on the child's file. When this change involves a change in the medication for the child the Nominated Supervisor/Service Manager will provide the parent / guardian with new Ongoing Medication Permission Forms or Medication Permission Forms, as relevant for any medication which information has been changed for and request these are completed by the parent / guardian. Please note: Action Plans using the template from the Australasian Society of Clinical Immunology and Allergy can only be altered with the permission of the medical or nurse practitioner who completed the plan (www.allergy.org.au).

Parents / guardians must update the Nominated Supervisor or Service Manager in writing of any changes to the Risk Minimisation Plan. Staff will be notified that the Risk Minimisation Plan has been updated by internal communication methods (staff memo folder, staff email distribution list or verbally. The date and method by which staff were advised of the updated information will be recorded and staff will be required to sign the updated Risk Minimisation Plan.)	Parent / guardian It is the responsibility to inform the Nominated Supervisor of the updated information and they ensure distribution of new information to staff. The receipt of the updated information will be dated and recorded on the child's file. The Nominated Supervisor/Service Manager will be responsible for updating the copy of the child's Risk Minimisation Plan including on the child's file, staff handbook folder which relief staff access and any locations the Risk Minimisation Plan is stored at the Service.
Excursions The parent / guardian will advise of any additional information regarding medical requirements on the Excursion Authorisation Form. The Responsible Person during the excursion will confirm with staff and any parents / guardians / additional adults attending the excursion that they have been informed of the support strategies outlined in the Risk Assessment.	Parent / guardian The Nominated Supervisor will ensure that when necessary information will be included in the Risk Assessment for the excursion (no individual child will identified by name in the Risk Assessment) and relevant support strategies are in place. Responsible Person during the excursion.

CODE OF ETHICS

Early Childhood Australia
A voice for young children

Code of Ethics

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.

IN RELATION TO CHILDREN, I WILL:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences
- understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our 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, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- 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 adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism 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
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'lively culture of professional inquiry' to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.

IN RELATION TO THE PROFESSION, I WILL:

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our 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 misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.

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 in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- respect families' right to privacy and maintain confidentiality.

IN RELATION TO COMMUNITY AND SOCIETY, I WILL:

- learn about local community contexts and aspirations 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 society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- 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 Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The *Code of Ethics* acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children.

This *Code of Ethics* is informed by the principles in the United Nations Convention on the *Rights of the Child* (1991) and the Declaration on the *Rights of Indigenous Peoples* (2007). A *Code of Ethics* is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families. In this *Code of Ethics* the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The *Code of Ethics* recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

CORE PRINCIPLES

The core principles in this *Code of Ethics* are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform 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 for professional decision making especially when there are conflicting obligations or responsibilities.

CORE PRINCIPLES—fundamental and prized values of the profession.

FAMILIES—the people who have significant care responsibilities for and/or kinship relationships with a child.

CHILDHOOD PROFESSIONAL—a person who works with or on behalf of children and families in education and care settings.

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

COLLEAGUES—includes employers and those with whom you work directly or more broadly.

STUDENT—a person undertaking study at a secondary or tertiary institution.

ACKNOWLEDGEMENT

The first *Code of Ethics* for the Australian early childhood profession was developed in 1988; it was widely cited and used for 19 years. The first review of the *Code of Ethics* began in 2003 with the second version launched in 2007. The second review of the *Code of Ethics* began in 2014 with the third (current) version approved by the ECA National Board in February 2016.

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 surveys, forums and workshops over the years as well as those who have provided advice and oversight through their service on reference and advisory groups. We would particularly like to acknowledge those engaged in writing each version of the Code.

Code of Ethics

Early Childhood Australia
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UN Convention on the Rights of the Child In Child Friendly Language

"Rights" are things that every child should have or be able to do. All children have the same rights. These rights are listed in the United Nations (UN) Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about the rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

A collaborative **Children's Week Project** of the ACT Children's Week Committee

dhcs | ACT
Office for Children, Youth and Family Support

Article 1
Everyone under 18 has these rights.

Article 2
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.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
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).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
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.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
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.

Article 14
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.

Article 15
You have the right to chose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
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.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
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.

Article 23
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.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
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

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
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.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
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.

Article 30
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.

Article 31
You have the right to play and rest.

Article 32
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.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel and harmful way.

Article 38
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.

Article 39
You have the right to help if you've been hurt, neglected, or badly treated.

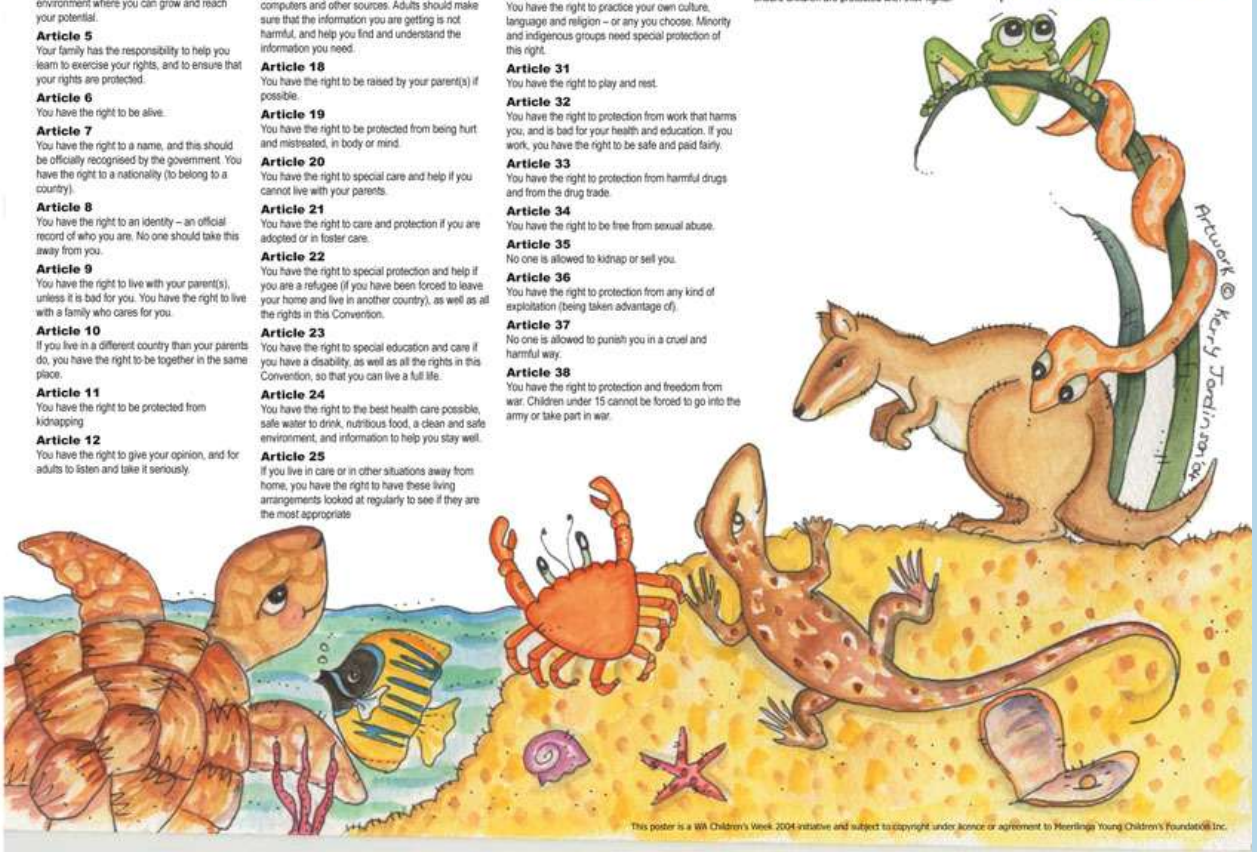
Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your right than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Article 43 to 54
These articles explain how governments and international organisations like UNICEF will work to ensure children are protected with their rights.

unicef



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BIRTHDAYS

At Memorial Park we encourage children to celebrate their birthdays at the centre if this is part of your family culture but please don't feel pressured to supply a party favour or treat. When it comes to birthdays, we love to hear about any special things the children are doing and we try to make them feel extra special that day. We also acknowledge that some families do not celebrate birthdays for religious or personal reasons. We will support each family's preference so please inform your child's teachers of your requirements.

If you would like to supply a party favour or treat, please allow for the number of children in your group plus an extra one or two. Candles are provided at the Centre. Small patty cakes, muffins, natural ice blocks and fruit platters/kebabs have proven to be successful ideas (please consider healthy options as wish to be inclusive of all perspectives and dietary requirements). There are many other creative and crafty ideas out there as well:

- Novelty stationery- pencil/rubber/gel pen
- Stickers
- Bubbles
- Bookmarks
- Seed packets

Other ideas to celebrate your child's birthday include:

- Bring in your favourite book for the teacher to read
- Bring in a plain t-shirt for the class to sign/decorate
- Bring in a calico bag for the class to sign/decorate
- All about me poster
- Let us know your favourite (appropriate) song for a dance celebration

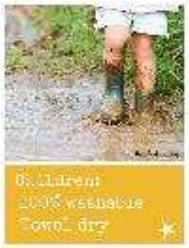
Should you wish to issue party invitations to some children in your group, we ask you to be discreet, as those children not invited can be sensitive. Please distribute invitations into family notice pockets.

BLUE CARDS FOR VISITORS & VOLUNTEERS

Any visitors or relatives of a child who volunteers at the centre or attends excursions/performances is required to have a blue card.
All staff and committee members hold current blue cards.

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 1067.2:2016 AMD 1:2018 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.

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.*

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 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.

There are two 15 minute parking bays on Second Avenue for parents to use during drop off and pick up times.

Please do not use the parking spaces of neighboring 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.

Look Before You Lock
Some simple steps to avoid unintentionally leaving a child in a vehicle:

- Place an item you will need at your destination in the back seat of the car, such as your bag or wallet
- Attach a mirror for rear-facing car seats so you can easily see your child
- Create a mental checklist to run through every time you leave the car, such as 'baby, keys, bag'
- Get in the habit of checking your back seat every time you get out of the car. Check even if you know your child is not with you. This will help make looking part of your normal routine
- Look Before You Lock. Every. Single. Time
- Discuss your Look Before You Lock routine with every person who drives your child. This includes partners, grandparents, babysitters and friends
- Be extra alert if your routine changes to avoid unintentially leaving your child in your vehicle

PERFORMANCES AND INCURSIONS
Our centre allows for approximately one visitor/performance per term.
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 endeavour to notify parents of available group positions by the end of Term 3 for the following years enrolments.

WITHDRAWAL OF A CHILD

If, for whatever reason you find that you no longer require the position your child holds at the centre, a 'Notice of Cancelled Enrolment' form must be completed and **emailed to** mail@memorialparkkindy.com.au**.** This is to be forwarded to the Kindergarten, stating your child's withdrawal **giving two (2) weeks' notice** to allow the vacancy to be filled. A telephone call to the centre, or mentioning your child's withdrawal to another parent for that message to be passed on, is **not** considered sufficient notice of withdrawal.

ABSENCES

Regular attendance is important to support each child's learning, routine, and sense of belonging. Families are encouraged to ensure children attend kindergarten consistently.

Allowable Absences

The following absences are considered allowable:

- **Holidays:**
  Families may take their child out of kindergarten for holidays for no more than **(5) consecutive weeks** per enrolment year.

- **Planned Absences:**
  All planned absences, including holidays, must be communicated to the kindergarten **at least two (2) weeks in advance**.

- **Unplanned Absences:**
  Parents/carers are requested to notify the kindergarten as soon as possible if their child will be absent due to illness or unforeseen circumstances.

- **Exceptional Circumstances:**
  Any absence or request that exceeds the timeframes outlined above will be **considered on a case-by-case basis**, taking individual circumstances into account.

Extended Absence – more than 5 weeks

As per the Queensland Kindergarten Funding Essentials your free kindy funding can support an extended consecutive absence on one occasion throughout the year of up to five weeks.
Following the conclusion of this five week period, any additional absence may incur a daily fee.

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. Any packaging/rubbish is sent home to be disposed of.

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 solar panels installed to reduce our energy bills with power generated from the sun.

HEALTH / SAFETY

Illness

In such a close environment, illness can spread rapidly. If your child is unwell they must not attend kindy. If your child is unwell and will not be attending, please notify us at your earliest convenience. 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.

Please advise the service immediately if your child has a suspected or confirmed infectious condition. You will be required to provide a medical certificate before the child can return to our Service.

Refer to our Exclusions and Recording of Illness and Infectious Diseases Policy, Time Out Poster and our Notification of Service Illness register located in the breezeway.

Asthma/Anaphylaxis/Allergies

Children diagnosed with Asthma/Anaphylaxis/Allergies must provide the service with the relevant action plans and complete a Risk Minimisation Plan prior to commencement. Asthma inhalers or other medication must have a chemist label attached showing child's name and dosage requirements.

Injuries

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.

Pets

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.

Tobacco, Drug and Alcohol

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 Kindergarten 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.

GIVING MEDICATION

1. **Prescribed Medication:**

   If your child requires medication to be administered at the Service a Medication Permission Form must be completed by a parent/guardian. All medication must be in its original container with the chemist label or doctor's letter confirming the child as the prescribed person and the dosage to be given.

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 nominated supervisor/person-in-charge. This medication must have a chemist label with the child's name and dosage.

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

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.
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.

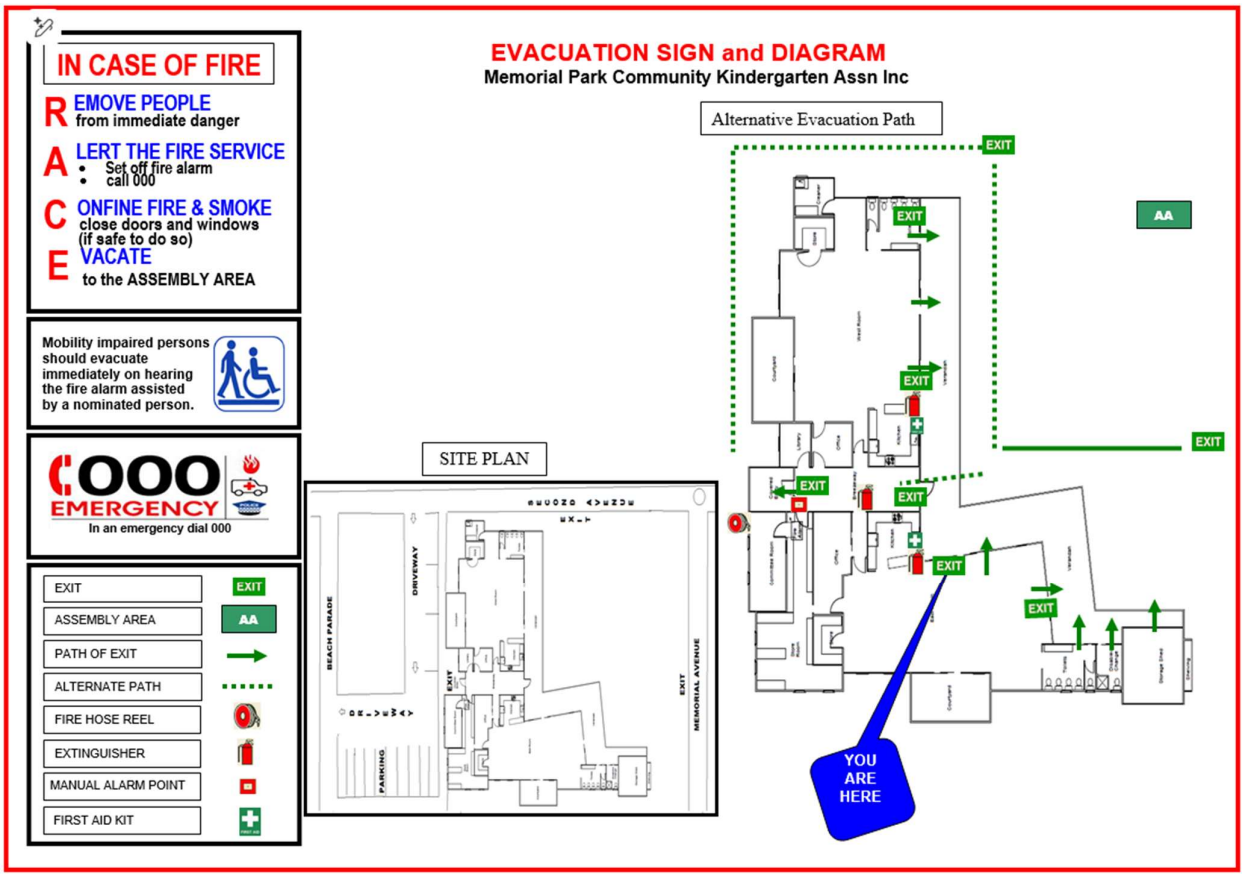
In the case of a child not being fully immunised a conscientious objection form will need to be completed.

EVACUATION PROCEDURES

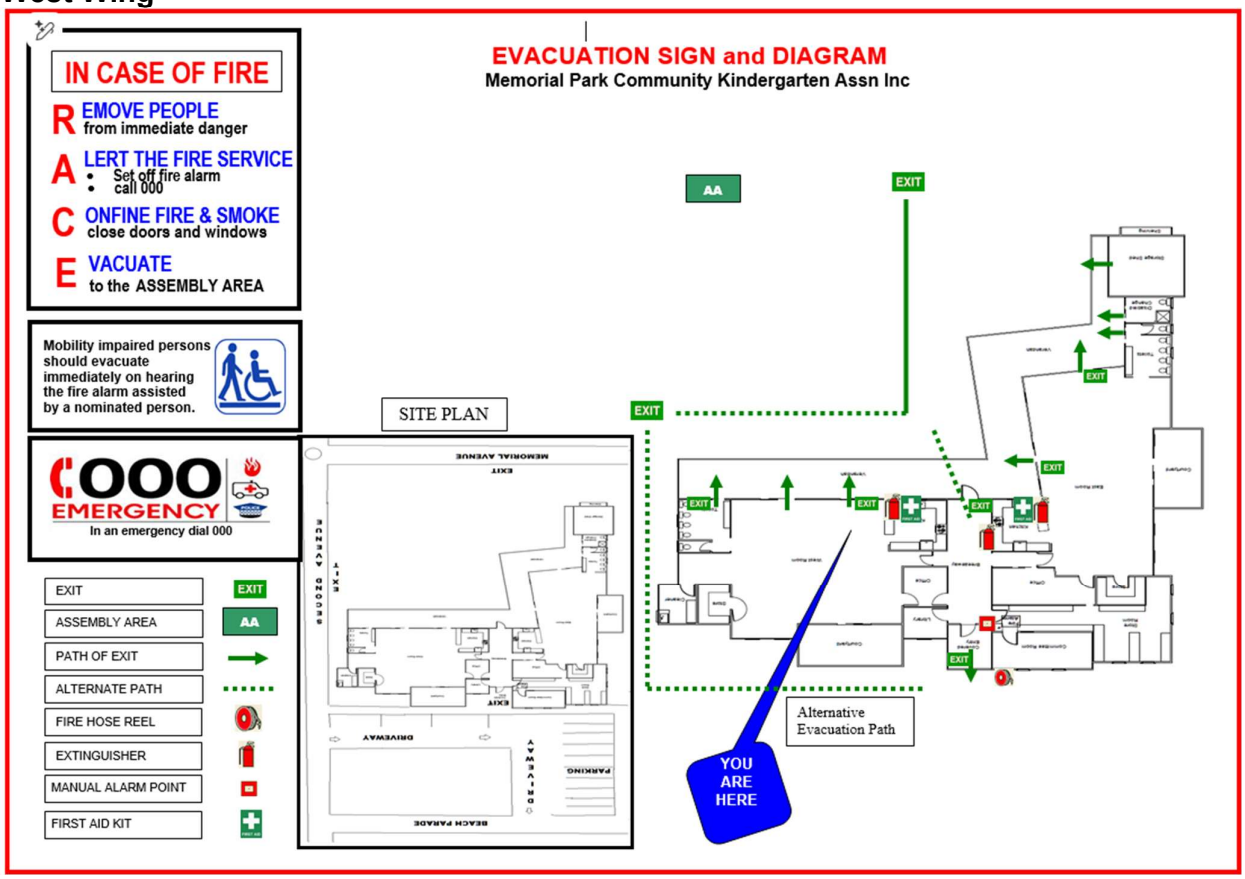
We conduct fire drills and lockdowns regularly throughout the term. All visitors at the center during these practice drills are to follow all directions given by staff. Emergency evacuation diagrams are located throughout the centre.

Evacuation Details

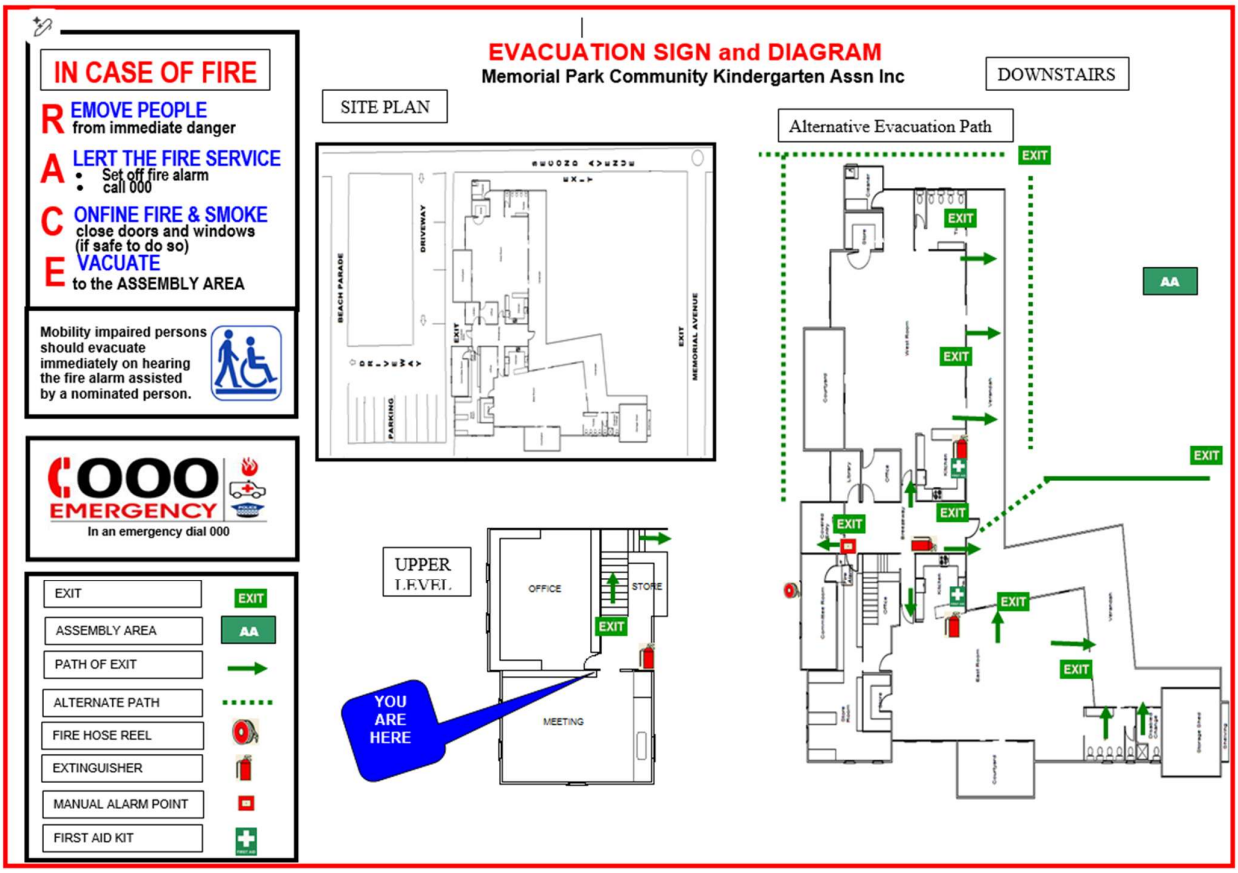
East Wing



West Wing



Upstairs Offices



C&K Policies

Please click on the QR code to access C&K policies

Notes:

COMMITTEE AND STAFF HOPE YOU AND YOUR FAMILY ENJOY
THIS YEAR BEING PART OF THE MEMORIAL PARK COMMUNITY

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