



# Kenmore Park Kindy

- Rainbow of possibilities -

# 2022 FAMILY HANDBOOK

*"We acknowledge the traditional custodians of this land, pay respect to the Elders – past, present and emerging – and acknowledge the important role Aboriginal and Torres Strait Islander people continue to play within the community."*



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

Dear Families and Carers

Welcome to Kenmore Park Kindergarten!

We endeavour to make your time and association with our centre a happy and supportive experience for you and your family.

By working in collaborative partnership with you, we aim to create rich and exciting learning environments, opportunities and experiences for our young children that will support them in their learning journeys.

This handbook is designed to inform and assist parents as they prepare for their child's enrolment at our kindergarten, and throughout their time with us. If you require more information after reading this handbook, please contact us on 3378 4469 or [info@kenmorepark.com.au](mailto:info@kenmorepark.com.au) and we will be happy to assist.

Kind Regards

**Zainab Ali**

Director and Nominated Supervisor

**Kirsty Ann Nicholls**

President, 2022 Management Committee

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# About Kenmore Park

Kenmore Park is a not-for-profit, community kindergarten. We offer innovative and creative learning opportunities for children aged three to five years through our play-based curriculum and community connections.

## History

The kindergarten was established in 1968 and has played an important role supporting children and families of the Kenmore community for more than 50 years.

## Our Philosophy

Together with our families, we recognise that the most important aspects of life and learning are relationships. Children develop a sense of belonging, self-esteem and dispositions for lifelong learning within a community. Our foundations of positive, trusting and meaningful relationships help to develop a rich, individual and engaging learning environment. We value early childhood in its own right and children's ability to wonder, explore and create. We believe that each child's future is truly "a rainbow of possibilities".

### Our Vision

Inspiring curiosity, independence, and a life-long love of learning whilst enabling our children to become fully engaged members of our community and the world around them.

#### ***In our work with children we will:***

- Acknowledge and treat children as unique individuals who are competent and capable learners and can share in many decisions relating to their experiences.
- Promote respect and understanding of the importance of Australia's first peoples
- Create a safe, welcoming and stimulating learning environment to encourage thoughtful play-based learning and reflect the interests of the children
- Support a sense of belonging by promoting secure attachments, warm trusting relationships and interactions
- Seek to strengthen resilience, critical thinking, problem solving, informed risk taking, a love for nature and nature play
- Promote communication, social & emotional learning, empathetic relationships, and a capacity to express and acknowledge feelings.

#### ***Working in partnership with parents and families we will:***

- Acknowledge the expertise of families and the development that occurs in the home for each child;
- Share knowledge and recommend support services to support confident parenting;
- Seek to develop and maintain positive partnerships with families and extended families, based on trust and mutual respect.
- Promote meaningful participation in service decision-making and two-way communication
- Respect and value the individual backgrounds and unique culture and customs of all families;

#### ***As a community of learners we:***

- Develop a caring, trusting and sharing climate that supports and stimulates self-initiated learning;
- Document children's experiences, and share these with children, parents and colleagues;
- Value and promote sharing of information and expertise between parents, staff and educators;
- Reflect on our practice, commit to continuous quality improvement, and support each other's ongoing professional and personal development

#### ***With regard to our wider community we:***

- Value the knowledge and ways of Indigenous Australians and promote a connection with the local Yugara and Turrbal people.
- Connect children and families with each other and local child and family support services;
- Advocate for high quality early childhood education and share our expertise within the field;

- Welcome members from the community as valuable co-contributors to a rich and vibrant shared experience;
- Promote the value and contribution of our services within the community.
- Be leaders within our community for environmental change and responsibility

# Our Centre

## Staff

### **Responsible Person, Nominated Supervisor, Director – Zainab Ali**

The Nominated Supervisor is in charge and is responsible for the daily running of the centre and related administrative and staff matters. The Nominated Supervisor works closely with the Management Committee ensuring sound policies and high quality practices are maintained. When the Nominated Supervisor is on site, they are the Responsible Person for the service.

### **Responsible Persons – Joanne White & Emma Harding**

A Responsible Person is a person who meets the criteria to be placed in day-to-day charge when the Nominated Supervisor is not in attendance.

### **Early Childhood Teachers – Joanne White, Zainab Ali & Emma Harding**

Early Childhood Teachers hold ACECQA-recognised Early Childhood teaching qualifications. The teacher develops and implements an educational curriculum, in collaboration with children and families. This is done in partnership with the educator who works collaboratively with the teacher in planning, preparation, delivery and evaluation of the program.

### **Educational Leader – Joanne White**

The Educational Leader is appointed to lead the development and implementation of the educational program (or curriculum) in the service and to support the teaching team in this aim.

### **Administration Officer – Kerry Alcock**

Our Administration Officer is often the first point of contact in our service. She is responsible for the welcoming and orientation of new families, managing enrolment tasks and supporting the Nominated Supervisor and Management Committee in the administrative requirements of our service.

### **Bookkeeper – Kerry Alcock**

Prepares all accounting records, payroll, budgets, financial statements and reports and communicates accounting information to the Management Committee. The Bookkeeper works closely with the Treasurer to maintain the finances of the centre, and is responsible for collection of fees.

### **Educators – Moira Dorward, Debra Donnelly, Jess Palmer, & Emma Harding (Emma is an Educator in Red Group and Teacher in Green Group. She holds a Bachelor of Teaching)**

Educators work with a specific group of children, supporting the teacher in implementing the care and education program.

### **Inclusion Educators– Claire Hannam & Rebecca Young**

This role is to, when required, assist a child with additional needs to adapt to the kindy or pre-kindy environment. The Inclusion Facilitator works in co-operation with the Teacher and Educator for the group.

## Groups and session times

Our kindergarten caters for children aged 3 to 5 years. Each kindergarten group is limited to 22 children, whilst pre-kindy groups are limited to 20. All Kindergarten groups have an Early Childhood Teacher and Educator.

### UNIT 1 GROUPS - 2022

2 Day Pre-Kindy Group - Green Mon & Tues 9.15AM – 2.15PM	Lead Educator: Emma Harding Educators: Debra Donnelly & Rebecca Young
2 Day Kindergarten Group - Red Thur & Fri 8.12AM – 4.00PM	Teacher: Joanne White Educator: Emma Harding

### UNIT 2 GROUP - 2019

3 Day Kindergarten Group - Purple Mon, Tues & Wed 9.00AM – 2.10PM	Teacher: Zainab Ali Educator: Moira Dorward
2 day Pre-Kindy Group – Blue Thurs & Fri 9:15 – 2:15	Teacher: Louise Hunter Educator: Jess Palmer and Claire Hannam

# National Quality Framework and Funding

## ACECQA and DET

Kenmore Park holds a current service approval for a centre-based service under the National Education and Care Services Law. This is administered and overseen by the Australian Children's Education and Care Quality Authority (ACECQA) in collaboration with the regulatory authorities in each state: in our case, the Department of Education and Training (DET).

## The National Quality Framework

*The National Quality Framework (NQF) was the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children.*

*The NQF introduced a new quality standard in 2012 to improve education and care across long day care, family day care, preschool/kindergarten and outside school hours care.*

*The NQF includes:*

- *the National Law and National Regulations*
- *the National Quality Standard*
- *an assessment and quality rating process*
- *national learning frameworks.*

### Benefits for children and families

*Research shows quality education and care early in life leads to better health, education and employment outcomes later in life. The early years are critical for establishing self-esteem, resilience, healthy growth and capacity to learn. Quality education and care shapes every child's future and lays the foundation for development and learning.*

*The major benefits for parents and children include:*

- *improved educator-to-child ratios, ensuring children have greater individual care and attention*
- *educators with increased skills and qualifications*
- *better support for children's learning and development through approved learning frameworks*
- *consistent, transparent information on educators, providers and services in the national registers.*

*Source: <http://www.acecqa.gov.au/national-quality-framework/explaining-the-national-quality-framework>*

Kenmore Park holds a rating of 'Exceeding in ALL areas' under the National Quality Framework. As a centre we are very proud of the high standards we achieve. We are affiliated with The Gowrie (QLD) Inc. and our philosophy, policies and procedures are aligned with, and supported by, Gowrie which acts as our Central Governing Body. A Gowrie Early Childhood Education and Care coordinator works closely with staff and committee members to maintain this high level of practice in early childhood and it is through them that we receive our government funding for the eligible-age kindergarten children.

More information regarding the National Quality Framework (NQF) can be found at <http://acecqa.gov.au/national-quality-framework>.



## Queensland Kindergarten Funding Scheme (QKFS)

As an approved Kindergarten Program Provider, Kenmore Park receives funding from the Queensland Government in the form of a QKFS subsidy. This subsidy contributes towards the ongoing costs of staffing and resourcing the Kindergarten, and is supplemented by the fees charged to parents.

### QKFS Plus Kindy Support

Depending on circumstances, some families are eligible for very low-cost Kindergarten, provided by the generous QKFS Plus Kindy Support subsidy. To be eligible, families must fall into one of the categories below:

- Hold a current:
  - Australian Government Health Care Card which names the attending child OR
  - Formal communication from the relevant agency stating the intent to issue a Health Care Card.
- The child identifies as being Aboriginal or Torres Strait Islander and the family chooses to identify them as such on their enrolment form.
- The family has three or more children, of the same age, enrolled in the same year. QKFS Plus Kindy Support is available for each child enrolled in a program.

QKFS Plus Kindy Support can only be claimed once per child, regardless of how many of the above criteria they meet. It is only available for children in the Kindergarten-eligible cohort, enrolled in one of our kindy programs.

More information on QKFS Plus Kindy Support can be found here:

<http://deta.qld.gov.au/earlychildhood/pdfs/qkfs-plus-kindy-support.pdf>

### KISS Funding for Children with Additional Needs

Kindergarten Inclusion Support Scheme (KISS) provides funding to assist with the inclusion of children with diagnosed or suspected disability who require additional support to access and actively participate in a kindergarten program. This funding is provided by the QLD Department of Education and Training, and applies to our Kindergarten programs only. Unfortunately there is currently no inclusion support funding available to pre-kindy children.

At Kenmore Park, KISS funding is used in a variety of ways, depending on the level granted and the needs of the children to which it relates. There may be an additional Educator in the room for some of the program, either to work directly with a supported child, or to work with various children on a needs-basis to create the best environment for a supported child to participate. The funding may be used towards resources which assist the child, or shared resources and equipment. Staff may take part in specialised training, visits to external providers such as the Early Childhood Development Program (ECDP) and use additional staff time in meetings and developing Individual Education Plans.

There are strict guidelines and eligibility criteria for KISS funding. Parents whose children may be eligible for this funding will be requested to provide their written consent prior to the application being made. Our Director is happy to discuss any potential application with you.

# Programs and Curriculum

## Our Curriculum

As early childhood professionals, we are committed to working in partnership with children and parents to provide high quality educational programs, which will maximise the learning potential of the individual children within our groups. We aim to stimulate and develop the learning and abilities of each individual child, providing them with a firm foundation for learning. Through participation in our creative, stimulating and exciting learning environments, children are encouraged and supported to build strong relationships with others as they explore and develop their own dispositions and learning styles.

Our philosophy is informed by the following research findings and beliefs:

- Learning begins at birth and continues throughout life.
- Children are competent and capable learners in their own right who come to us with a range of skills, knowledge and competencies.
- Children are unique individuals.
- Children learn and develop in different ways and at differing rates.
- Children are collaborators and active decision-makers in their own learning.
- Young children learn best through a play-based curriculum.
- Children and adults participate in their learning journeys, together.
- Early Childhood Educators act as partners and facilitators in children's learning, establishing respectful and reciprocal partnerships with children and parents.

Through our curriculum, children are able to make connections between what they already know, or can do, their learning at kindergarten and future learning in Prep and beyond.

At Kenmore Park Preschool and Kindergarten, two curriculum frameworks guide our educational curriculum:

- The Early Years Learning Framework (EYLF) and
- The Queensland Kindergarten Learning Guideline (QKLG).

### The Early Years Learning Framework (EYLF)

The Early Years Learning Framework (EYLF) is the national curriculum framework and ensures that children receive high quality educational programs in their preschool years. It describes childhood as a time of belonging, being and becoming.

**Belonging** underpins the living of a fulfilled life. Relationships with family, community, culture and place help children to feel they belong.

**Being** is about living here and now. Childhood is acknowledged as a special time in life, and we believe that children need time to just 'be'.. time to play, try new things and have fun.

**Becoming** is about the learning and development that young children experience. They start to form their sense of identity from an early age, which shapes the adult they become.

Early childhood educators use the Framework in partnership with children and families (children's first and most influential educators) to develop learning programs which are responsive to children's ideas, interests, strengths and abilities.

## **The Queensland Kindergarten Learning Guideline (QKLG) (For Kindergarten classes)**

At Kenmore Park, the **Queensland Kindergarten Learning Guideline (QKLG)**, specifically targeting the kindergarten age group of 3½ to 5 year old children, is also used to further inform the development of our educational programs. The Guideline is directly aligned to the Early Years Learning Framework.

The 5 key areas of learning and development for Kindergarten children within this curriculum framework are:

- Identity
- Connectedness
- Wellbeing
- Active Learning
- Communicating

Further information about the Early Years Learning Framework and the Queensland Kindergarten Learning Guidelines may be obtained at our centre, or a copy of the Guidelines may be perused or downloaded from the Queensland Curriculum and Assessment Authority website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

### **How can I help my child learn?**

You may help your child by:

- Talking regularly with the teacher and sharing relevant information about your child's interests and home experiences.
- Reading with your child every day and talking about ideas in books.
- Involving your child in everyday activities and experiences, so they may learn about their world, use counting or see you writing for a real purpose (e.g. shopping list).

Reference: Parent Information sheets for Early Years Learning Framework and Queensland Kindergarten Learning Guidelines.

### **What about Literacy and Numeracy?**

The kindergarten program focuses on building children's confidence and interest in early literacy and numeracy. This can include:

- Drawing and playing with ideas about writing.
- Talking about letters that interest them.
- Watching and listening as adults write and talk about what they are doing.
- Listening to stories and talking about ideas in books.
- Counting and measuring for real purposes, e.g. during cooking, sharing toys or playing games.
- Exploring patterns in the environment.
- More work with letters, sounds, numbers and other mathematical ideas will be learnt in Prep.

### **How will my child learn at Kindergarten?**

At kindergarten your child will learn through:

- Indoor and outdoor play based on their interests and ideas.
- Real-life experiences such as cooking, gardening and investigating the world.
- Everyday routines and transitions such as meal times, rest periods and group sessions.

### **Why is play important?**

Play builds skills for later learning. Through play children learn about themselves and their world. They also learn ways to communicate.

- Communicate: to be more independent.
- Co-operate: imagine and create.
- Persevere: explore and investigate.
- Think and wonder: enjoy learning.

### **Does kindergarten prepare my child for school?**

By working together parents and educators can enhance a child's learning and wellbeing. Our kindergarten program builds strong foundations for your child's future learning in Prep. Throughout the kindergarten year, kindergarten educators build a comprehensive understanding of your child's development, learning and

abilities. A summary of this learning, known as the Transition Statement is created towards the end of their kindergarten year and will help parents to better support their child's move into Prep. You may use it to share information about your child with the school.

## **Pre-Kindy**

Our dedicated pre-kindy program for 3 year olds is designed to support children in the transition to the Kindergarten program. There are some differences between the pre-kindy program and the kindy programs based on the age of the children, but much of the operational information is the same.

During your child's time in pre-kindy, they will develop skills to cope with separating from parents, making friends and following a routine; to sit in a group and follow group instruction; to be independent in the bathroom; and to enjoy food time next to all their new friends. We provide a loving, nurturing, fun and exciting environment, treating children as individuals and working with them accordingly.

This is often the first time a child has been left without a parent and some children settle quickly while others take longer, in which case we work closely with families to make this as stress-free as possible.

We offer an indoor/outdoor environment and each day there are familiar activities provided such as sand-pit play, puzzles, painting and play dough, with new activities added each session to explore new interests and topics (such as colours, shapes, our bodies, our families etc). We are led by the children and if they show an interest in a particular thing we expand that interest by providing activities that develop conversations and expand their knowledge on that topic.

When your child arrives they are encouraged to put their bag into their special locker, and place their morning tea and lunch in the tubs provided. Sunscreen is then applied, shoes and socks put in the 'Shoe Box' and hats put on.

We find the children love the sessions and it is a perfect introduction to the kindergarten environment, building confidence, maturing and developing in a safe, happy and loving environment. The pre-kindy team look forward to meeting you at Kenmore Park Kindy.

## **Inclusive Practice**

Our commitment to supporting children as individuals means that we welcome children and families with a diverse range of skills and attributes. We encourage families to share their cultural practices and celebrations with the kindy community. Each child is valued for their unique strengths and knowledge and supported to grow and learn from others. As individuals we all have areas that may need support and these areas are nurtured and supported by our staff and the other children in the group.

Children with additional needs are supported in our programs to participate, model and develop through positive, supported interactions. In some cases, KISS funding (p10) can be sought for additional support to help a child engage fully with the kindergarten program. To best support children with additional needs entering our kindergarten programs, we work closely with parents and other professionals to gather as much information as possible. Parents are required to meet with the Director to discuss the child's individual needs and how the child would benefit most from the kindy experience. Strategies for how best to support all members of the kindergarten group would also be discussed to support the other children in the group with their interactions and play.

## **Environmental Awareness**

Kenmore Park actively promotes environmental awareness and encourages children and families to protect the environment through modelling behaviour and education based on pro-environmental and sustainable practices. We share our kindy with a number of native animals and insects such as possums, water dragons, butcherbirds and our worms and native stingless bees. These creatures are treated with care and respect and the children are encouraged to consider ways to live and play alongside them while learning about their habits and needs.

We encourage fresh 'nude' food in lunch boxes to minimise packaging and rubbish in our environment. The impact of rubbish on the animals and our kindy environment is regularly discussed with the children. Reusable containers or compartmentalised lunch boxes are encouraged to separate food and minimise packaging whilst supporting sustainable practices.

We use a variety of recycled materials in our program such as boxes, lids, cardboard cylinders, wrapping paper and many other treasures and we encourage families to bring useful items to kindy for our making/collage areas.

## **Early Learning Languages Australia (ELLA)**

Kenmore Park was very proud to be one of only 41 kindergartens chosen nationally to participate in the Federal Government's ELLA trial. The trial was designed to test the effectiveness of providing preschool children with early exposure to a language other than English through online learning programmes.

After a successful first year in 2015, the trial was continued and extended into 2016, 2017 & 2018. It was extremely successful throughout Australia and Kenmore Park is very proud to offer an extra language opportunity on a daily basis for all children in our kindergarten programs.

We also have long-recognised the importance of exposure to languages other than English in early childhood, running a successful Japanese program for 3 years prior to the commencement of the ELLA program.

For more ELLA information please visit: <https://education.gov.au/early-learning-languages-australia>

## **Bush Kindy**

At Kenmore Park we believe that children can derive tremendous benefit from taking part in regular nature play and learning outside of the classroom. This can help to bring many areas of development alive as they focus on real results and consequences. Our children have the opportunity to play in nature, build cubbies, climb trees, explore the shallow creek and use basic tools like hammers and saws (with direct one on one adult supervision). During our Bush Kindy Program, we focus on children's connection to the environment, self-esteem, independence, collaborative learning opportunities and developing children knowledge of local flora and fauna. Bush Kindy operates from Terms 2-4. All groups visit the Bush regularly.

For more information about Bush Kindy, please see the *Bush Kindy Parent Handbook*.

## **Our partnership with Kenmore State School**

We have a close relationship with Kenmore State school. Each year, the school sends its year 2 children to read to our Kindy children and their School Concert Band walks to our Kindy to perform for us. Our Kindy classes also take excursions to the school during terms 2, 3 & 4 to visit their library, play in their prep playground, have morning tea with the Prep classes, try out the bubblers, exploring the school environment, and buy their own morning tea at the canteen at the end of the year (the children's favourite!).

Kenmore Park Kindy staff attend network meetings at the school, consult the teachers about our Prep readiness curriculum and pass on information to the school regarding our children who will be attending their school. All these experiences are designed to help children and their families feel more at ease about the school environment (no matter what school they will attend) and assist children in making a positive transition to school.

## **Incursions**

All four-year-old children are excited to learn more about the world around them as they begin to develop an understanding of their immediate world (family, friends and local community), but are also inquisitive to the wider world. We see value in this interest to provide opportunities for your child to learn deeper in how they connect with the world. We invite incursions into our program each term – such as African drummers, fire and rescue, multicultural shows, animal habitats and recycling programs to stimulate their understanding and appreciation of what the world offers. Our regular museum loans also help provide an opportunity for your child to engage in scientific learning.

## **Kenmore Park's Aunty Program**

Thanks to the continued support of the QLD Country Women's Association, each group at Kenmore Park has a volunteer "Aunty" who visits Kindy each month to give children the chance to play with respected senior member of our Community. The children develop relationships with their "Aunty" and look forward to their visits.

## **Kenmore Men's Shed program**

Don from Kenmore Men's shed can be found busily hammering away with the children from our kindy groups, each year for a 6-week program. Don makes various projects with the children, like boats, guitars and clocks. Wood work helps develop the large muscles in children's arms and fine muscles in the hands in readiness for drawing and writing. The children take their creations home and are always so proud of what they have made.

## **Prep readiness and Transition statements for school**

While learning to count and learning to read and write are important in children's education, the focus of our programs regarding school readiness is to ensure that each child is socially and emotionally ready for this transition, as well as being confident in the use of their own self-help skills. Our prep-readiness starts on their first day with us and continues until their last day. We support language, numeracy and literacy in all aspects of our program (counting forwards and backwards at the swings, noticing letters from our name in books that we read together, noticing size, classification, patterning in our block constructions, developing prediction with language in the use of rhyme and song etc..) Please see us for more details on how this occurs every day of kindergarten.

Early in term 4 the teachers compile a transition statement that covers your child's development over the Early Years Learning Framework. These written statements, along with your written input help guide the prep teachers to gain a deeper understanding of your child during the beginning of the prep year. We value your input and discussions and we look to support parents with literature, and ideas as well as a parent evening to make this transition as smooth as possible.

## **Our end of year transition to Kindy program**

At the end of the year, children enrolled in Pre-Kindy, will participate in a term long orientation program to assist children in transitioning to the kindergarten program. A Kindy teacher will visit your child each week to read a story, sing songs and get to know the children who will be transitioning to Kindy groups the following year. The children will also have the opportunity to play in the Kindy rooms in the other classroom, so they can become familiar with the play environments in both rooms before they begin Kindergarten, as well as meet the other children who will be in their group. This allows children to feel more familiar with the staff members who will be their teachers next year, meet their peers and helps to develop positive experiences and attitudes to the transition to Kindergarten.

# **Your Child at Kindy & Pre-Kindy**

## **Your child's typical day**

A day is made up of opportunities for play and exploration of the kindy environment and activities, more structured group times involving music, drama, dance, language, literacy, numeracy and discussions on various subjects. We also support children to have a time of rest within the day to slow the body and the mind after our busy kindy experiences. We attempt to include both indoor and outdoor play each day as each space



offers opportunities for different learning and interactions. Depending on the season and the weather this will vary across the year.

### **Red Group**

- Arrive at Kindy- organise belongings and apply sunscreen
- Play and exploration time
- Pack up
- Group time- music, movement, language, numeracy
- Morning tea
- Play and exploration time
- Pack up
- Group time
- Lunch
- Rest/quiet time
- Getting ready for home/end of day discussions and activities
- Welcome parents and carers into the room to collect children

### **Purple Group**

- Arrive at Kindy- organise belongings and apply sunscreen
- Outdoor Play and exploration time
- Group time- Good morning & movement group
- Morning tea
- Indoor Play and exploration time
- Pack up
- Group time - music
- Lunch
- Rest/quiet time
- Group time – Stories, drama, language, numeracy
- Getting ready for home/end of day discussions and activities
- Welcome parents and carers into the room to collect children

### **Pre-Kindy (Green & Blue Group)**

- Arrive at Kindy- organise belongings and apply sunscreen
- Outdoor Play
- Group time, good morning song, discussion of the day & morning yoga. Toileting.
- Indoor/outdoor play
- Group time (music and movement / instruments / drama. Toileting
- Morning Tea
- Indoor/outdoor play. Toileting
- Lunch time
- Rest/quiet time
- Getting ready for home/end of day discussions and activities
- Welcome parents and carers into the room to collect children

## **Arrival and Departure**

Each day your child attends, the responsible adult dropping off and picking up will need to sign our daily record of attendance. This is a legal document and is archived at the end of the year. Please make sure that you let staff know that your child has arrived each morning.

In the afternoons we will check to make sure that a responsible person has arrived for each child. The children are expected to say goodbye before leaving, as a safety precaution, and teachers have strategies in place to manage this busy time. We ask that you support this routine and encourage your child to stay safe.

Please be mindful that if the door or gate is closed in the morning, our teachers and educators are busy preparing the kindy for the day. We ask that you wait to be invited in at the beginning of the session and similarly at the end of the day when the children are getting organised and finishing up their day. Please understand that due to safety considerations and insurance, children (including older siblings) are not permitted to play on outdoor equipment prior to the start of the program, or after the session has finished.

## **Authorisation to Collect Children**

Many families have a variety of people to drop off and pick up their child at kindy or pre-kindy. At enrolment, parents are required to provide written authority for adults who are authorised to collect their child both regularly and in emergencies. If someone who is not on the enrolment form is to collect your child you will need to complete and sign a 'Temporary Authorisation to Collect' form with the person's details which we will then keep on file. Please note that we require photographic proof of identity. **Please note: authorized**

**persons must be over 18 years of age and staff will only release your child into the care of this person with proof of ID.**

## **What to Wear**

We encourage children to be creative and expressive in their play, and this can be messy! We suggest a collection of 'kindy clothes', like a uniform, that you are happy for your child to wear to be able to participate fully in the program. Clothes should be comfortable and easy to wash.

Children are also encouraged to be independent when going to the toilet or changing if they get wet or dirty so clothes that your child is able to manage on their own is important. Please make sure you send along at least one spare set of named clothes each day.

If you would like to purchase a kindy t-shirt with the Kenmore Park logo on it, please speak to our Administrator in the kindy office.

## **Shoes vs. Barefoot**

At Kenmore Park, we recognise and support the benefits of bare-footed play for children's safety, growth and the development of sensory awareness.

Bare feet can grip climbing equipment and promote more effective balance and control, helping children build gross motor skills. Nerve endings in the feet collect a variety of information about the surfaces being walked upon and allow children to connect fully with their environment. We have 'feet friendly' surfaces in both the inside and outside environments to promote this sensory and physical development.

Children are encouraged to remove and replace shoes themselves, which builds independence and responsibility so please keep this in mind when your child is choosing what to wear.

## **Sun Safe – Clothes, Hats and 30+ sunscreen**

Protecting children from the effects of the sun is of vital importance. Kenmore Park is a Sun Safe kindy and our sun protection policies have been developed from information provided by the Cancer Council of Queensland. We support children to develop appropriate Sun Safe attitudes and practices, in the following ways-

- Ensuring sunscreen (SPF 30+) is applied to every child before any outdoor session, preferably where possible sunscreen is applied 20 minutes prior to going outside, unless families have provided an objection to sunscreen form.. Staff will reapply sunscreen before children go outside later in the day OR if we stay outside for longer than 2 hours.
- Encouraging children to apply their own sunscreen with supervision ( to encourage independence and support hygiene practices). Children will wash hands after applying sunscreen to prevent cross contamination.
- Ensuring children are wearing their Kenmore Park sun smart hat (provided) whilst playing outdoors. Your child's Kenmore Park Kindy hat is theirs to keep at kindy and encourages independence in protecting themselves from the sun.
- Ensuring that children are wearing sunsafe clothing (shirt with sleeves) outside.
- If children access the outdoor environment during times of high UV ratings, we will ensure they play only in shaded areas, reapply sunscreen, wear a hat & sunsafe clothing.. At the beginning of each morning we check the daily UV ratings so we are aware of the times where shaded play and extra sunsafe practices need to be used.
- **Families are asked to help each day by –**



- Ensuring their child to has sunscreen applied before starting their kindy day (sunscreen is available at our sign in desks) and you have recorded this application on the daily sign-on sheet. This is a legislative requirement, so please make sure you record when you have applied sunscreen, every day. If your child has an allergy or you would prefer a particular sunscreen, we would appreciate you recording this on the enrolment form and bringing some to kindy, either in your child's bag or for us to keep at kindy (with kindy (with name label)).
- Ensuring children always wear clothes that provide suitable protection from the sun, in line with our policies and relevant legislation. Clothes must cover the shoulders and should cover as much of the body as is practical. If children do not have sunsafe clothing, they will be changed or a sunsafe shirt placed over the top of the singlet or dress.

## Quiet/Rest Times

Kindy days are very busy with new learning, social negotiations to manage, problem solving to practice and many other experiences. At Kenmore Park we recognize that there is value in having a time during our busy day, where children have the opportunity to relax and enjoy a subdued atmosphere. Learning how to relax and care for their bodies, in a busy world, is an invaluable skill for children to learn and experience. The needs that each child has for rest and relaxation in the Kindergarten environment will vary greatly but it is our aim to provide an environment that is responsive to your child's individual needs. Some children will need to sleep and others would benefit more from participating in a group relaxation activity and then quiet activities for a period of time.



## Toys and Valuables

Often children want to bring special things to kindy and this can cause upset when treasures are lost or broken so we recommend that children keep these at home if at all possible. If your child would like to bring a special toy for rest time these are kept in a basket with our kindy teddies and come out only at rest time or sometimes when a hug is needed.

## Food and Nutrition

Meal times are an important time in a day. It is a chance for children to sit in a group and interact informally with friends and teachers. Many discussions about healthy eating and looking after bodies and teeth also occur at these times, as well as seeing what others are eating and opening up conversations about what we like to eat.

At Kenmore Park, **parents provide the food to be eaten by their child**. Morning tea and lunch (plus afternoon tea for Red Group) are eaten at routine times and teachers and educators also eat their food at these times. A compartmentalised lunch box is a great idea to help children access their food easily and to minimise packaging. Insulated lunch boxes are not needed as we refrigerate the lunch boxes until required, and any insulation stops the fridge cooling the food effectively.

Please be mindful when packing your child's lunch box that we encourage wholesome, nutritious foods only. We recommend that snack and treat foods are kept for home as they can cause issues for children as we will always encourage eating 'healthy food first'. To assist families with determining what food and drinks are appropriate for Kindy, we abide by the Qld Government's SMART CHOICES strategy for food and drink in schools. The implementation of this strategy is mandatory in all Qld State Schools and is strongly encouraged in Non-State schools. In this strategy foods are classified as GREEN (have plenty), AMBER (select carefully in limited amounts) and RED (occasional, once or twice a term). Please see the **Smart Choices Ready Reckoner 2016** for a list of commonly supplied food and drinks from the SMART CHOICES strategy.

We recommend families send their children to Kindy with all GREEN category foods with a maximum of one AMBER food per day and no RED category foods.

In accordance with the Australian Dietary Guidelines, we encourage water as the only drink to be consumed at Kindy.

When choosing a lunchbox and packing a lunch, consider:

- How will my child recognise that it is theirs?
- Where is their name?
- Maybe a special sticker or drawing will help
- Can my child open the lunchbox/ containers/packets?
- How much packaging is there in the lunch? Can we minimise rubbish?
- Is there enough for morning tea AND lunch (and afternoon tea for Red Group children)?



Some ideas: fresh or dried fruit, cheese, yoghurt, vegetables and dip, sandwiches, wraps, cold meats

**Kenmore Park is a NUT FREE centre. For the safety of children at risk of severe allergic reactions, please don't send nuts or nut products in lunch boxes as this places some children at risk.**

## **Birthday Celebrations**

A birthday is a special time in a child's life and we encourage your child to share this with their kindy friends. If you would like to bring something for your child to share with the group, you are more than welcome. This may be a cake, cupcakes, ice blocks or something else of your choice. You are more than welcome to join us for this time. Sometimes there may be children with particular allergies or risk of anaphylaxis in the group who can easily be catered for so please let teachers know if you thinking of bringing something special to share. Due to this reason, it would be greatly appreciated if you could provide staff with a list of the ingredients that have been used in the cake.

## Checklist - What to bring to Kindy & Pre-Kindy

### IN A SMALL BACKPACK PLEASE BRING:

- ❑ Two set of clothes, clearly named in a draw string bag
- ❑ Set of sheets
  - 1 bottom sheet or towel with 60 cm elastic attached at the top and bottom, and a top sheet/blanket, clearly named in a draw string bag
  - ~~Purple Group—1 pillowcase with 2 towels for relaxation group.~~
- ❑ Drink bottle (water only please)
- ❑ Separate food boxes - 1 combined lunch & Morning Tea box with compartments
  - 1 lunch box for morning fruit break (food that doesn't need to be refrigerated)
  - 1 Afternoon tea box (Red group only)

Please ensure food boxes are easily recognised and easy to use by your child. No insulated lunch boxes please, as lunch boxes are refrigerated

*Sunscreen is provided at sign-in. Each child will be issued with a Sun-Safe Kindy hat at commencement.*



# Your Family at Kindy

## Communication

At Kenmore Park Kindy we value open communication between parents and staff, as we believe it is vital and facilitates positive home/kindergarten relationships based on trust and positive co-operation. We encourage parents to share information that may affect your child's day, information about new skills or special events and speak with your teacher about any concerns you may have.

Some ways in which we keep you informed about your child's participation in our program are:

- Our daily slide show
- Our Program statement
- Our Additional Program Provisions board
- Our reflection book (children & teachers plan and reflect in this together)
- Through Storypark posts
- As teachers and your family construct goals together for your child
- As we chat with you about your child's day

If there is something you wish to discuss that may require a little more time we are more than happy to make a time for this outside of session times. As you can appreciate we want to give you our full attention at these times and our focus in session times is settling and guiding children's play.

If you have anything to discuss about the program offered and the learning goals to be achieved within it we are more than happy to make a time for this and there is a box in the office for ideas and suggestions if you would like to contribute in this way. Just contact your child's teacher or our Director, Joanne, if you would like more information about anything to do with our program or the philosophy that underpins it.

Informal parent teacher meetings are offered twice each year. During these meetings, parents and teachers are able to share and celebrate information about your children's development and progress and develop plans for further learning.

## StoryPark

We record examples of children's learning throughout the year, using an app called Storypark. Stories and photos of your child's participation in our program are loaded onto Storypark and you can view these from your home computer or phone. All information is confidential and can only be accessed by the families of the children involved in each story.

## Parent Collaboration and Responsibilities

Our Centre is a Community Kindergarten and it is important to realise that your participation is an integral part of operating the Centre. Some of our groups have parent rosters for family involvement and others request help at particular times. With the support of the families in our kindy community, we are able to keep our kindy thriving and vibrant and offer enriching programs like Bush Kindy.





## **We encourage you to be involved in a variety of ways.**

### **Sharing skills and interests in the program**

You may have a particular interest, profession or hobby that you could come and share with the children. Some examples may be cooking, sewing, gardening, woodwork, volunteer fire fighting, bee keeping... the list is limitless and each experience broadens children's understandings about their world. What you take for granted as a skill may be something some of the children may not see often. Please let the staff know.

### **Coming along to social functions and building relationships with other families**

Becoming an active member of our kindy community really benefits everyone. We hope that you make lasting friendships in your time here at kindy and help us by telling others about your time with us at Kenmore Park.

### **Joining our Management Committee which oversees the operation of the kindy**

This is a great way to be involved in how the kindy operates and to offer professional skills that help us make Kenmore Park a great place for your children. No particular skills are required only a wish to be involved and a willingness to contribute.

### **Donating recycled materials such as boxes for collage**

Our children are very creative and busy people and we encourage the concept of recycling and reusing materials we produce. One way to do this is to bring things from home that may be heading to the bin. Boxes, cardboard cylinders, ribbon, bottle tops etc. are all very much appreciated by the children.

### **Spending time in the classroom on 'parent roster'**

This is a special part of being part of our community kindy. By coming in to kindy for a morning, you get the opportunity to see the program in action and be involved with your child's learning. There are also many small jobs that you are able to do to contribute to the smooth running of the program. There is also the added benefit of showing your child that you value their education and this has long-term benefits in many ways. Your child's teacher will let you know more about how to get involved in the program as the year goes on.

As we are working as a team we will need your support in a few things to keep things running smoothly

### **Volunteer to help at Bush Kindy**

At Kenmore Park we believe that children can derive tremendous benefit from taking part in regular nature play or participating in excursions, outside of the classroom. This can help to bring many areas of development alive. In order to offer enriching programs like Bush Kindy and other excursions, we rely on the help of families and volunteers, to help provide extra supervision. Helping during Bush kindy or excursions through out the year can be a very rewarding experience, and a special time with you child. Grandparents and special friends are more than welcome to attend if other family members are unable to.

### **Keep your details up to date and let us know if your child is absent for any reason**

Addresses, immunisation records and especially contact numbers in case we need to contact someone if your child is unwell. If your child will not be at kindy for any reason, please let us know.

### **Read all information to stay informed**

There are many ways we communicate with families. Messages and notices to parents will often be emailed to you, put on Storypark, left on either the notice boards, or placed in each child's message pocket outside their classroom. Please **check these every day** so that you do not miss out on important events and news.

We also share information about the program and the interests of the children in our Reflective Diary, which you will see near the sign-in area. This provides a snapshot of the day including some of the activities and discussions that have occurred. We find that families use this information to begin conversations with the children about their day at kindy and also gives an insight into the curriculum focus that is being followed by the children.

We also distribute information about upcoming events, decisions from Committee meetings, interesting articles and a variety of other things that keep you informed of what is going on in our busy kindy.

## Comply with the health and hygiene policies of the Centre

Please keep children at home if they are unwell, both for their sake and for the other children in the group. If your child has been diagnosed with a contagious illness please also let us know about this so we can minimise the spread of infection to other children and family members from the group. We will notify you of any contagious illnesses present in the group and information about the illness will also be available.

## Helping your child settle at Kindy & Pre-Kindy

### Initial Separation/Leaving Your Child at Kindy

Some children may become distressed when they are left at kindergarten initially. This is quite common and perfectly normal, particularly if your child has not been in a group setting before. Usually children settle quickly into the day once the parents have left but there are a few things that can help your child if they do become upset.

- Find an activity they enjoy and help to get them settled.
- Make a connection with an educator/teacher to support your child when you are ready to leave.
- Say goodbye and leave quickly reassuring them that you will see them soon/at the end of the day/after rest time. Don't try to slip away when they are not watching.

Separation anxiety disappears as the child becomes familiar with the surroundings and trusting relationships are established with others. If your child is distressed for an extended time and is having trouble settling we would always ring you but please feel free to ring the kindy at any time to reassure yourself that your child has settled.

Some children need a gentler introduction into the kindy setting. We may recommend that the first week of kindy be shorter days, which allows children to have small positive experiences that build their confidence and then move onto full days as they settle into the kindy routine. Please feel free to discuss any concerns you may have with your child's teacher to work out the best strategies for your child.

### Transitions to Kindy and Pre-kindy

Upon enrolment at Kenmore Park Preschool & Kindergarten we offer a special orientation program to assist children to transition into all our program. This allows children to feel more familiar with staff members and our setting and helps to develop positive interactions and experiences. Please feel free to ask our staff about this and how we can help your child's transition to be as smooth as possible.

### Our end of year transition to Kindy program

At the end of the year, children enrolled in Pre-Kindy, will participate in a term long orientation program to assist children in transitioning to the kindergarten program. A Kindy teacher will visit your child each week to read a story, sing songs and get to know the children who will be transitioning to Kindy groups the following year. The children will also have the opportunity to play in the Kindy rooms, in the other classroom, so they can become familiar with the play environments in both rooms before they begin Kindergarten, as well as meet the other children who will be in their group. This allows children to feel more familiar with the staff members who will be their teachers next year, meet their peers and helps to develop positive experiences and attitudes to the transition to Kindergarten.





# During the Year

## **Maintenance Roster**

To maintain a clean and safe environment for all our children, parents are required to assist with regular working bees. Much of this work is reasonably light and may be carried out by most adults. Participation in at least 2 three-hour working bees per year is required for kindy families. Alternatively, tasks may be undertaken at Kindy, such as cleaning toys and repairs to equipment and painting, but these are limited in number.

It is a parental responsibility to organise attendance at working bees or to arrange alternatives.

## **Incursions & Excursions**

To supplement and enrich the learning programs offered at Kenmore Park we host many events within the kindergarten program. We invite special visitors such as environmental puppet shows, storytellers, local healthcare practitioners and a range of other people to share new ideas and information with the children.

In order to access a range of experiences and special activities, a Special Activities Levy is charged annually per child. This directly funds participation in the program of events for the year.

As part of our commitment to environmental awareness and Bush Kindy Program, our kindergarten groups will visit the local creek environment at the bottom of our grounds to explore a natural ecosystem in action. These 'mini excursions' form the basis for many conversations and learning within the program. Parents will be required to complete a permission form for these 'mini excursions' at the beginning of their child's kindergarten year.



Once parents are notified of the details and dates of excursions, a permission form must be signed for their child to participate. We encourage parents to get involved and help out with excursions, as it is a great way to be part of your child's learning. Grandparents and special family members are also welcome and depending on the excursion siblings are sometimes able to participate as well. Just talk to your child's teacher when you receive information.

Volunteers and students who are not parents of children at the kindy are very welcome to come and share their skills and knowledge with the children and participate in the program. Visitors who would like to volunteer more than twice must hold a current Blue Card, or are able to apply for one free via the kindy office.

# Pre Kindy

## Your Child at Pre-Kindy

### What to Bring to Pre-Kindy

#### 1. A backpack with spare clothes:

- We understand little accidents happen, however, so please ensure you have plenty of spare underwear in their bag. We also love to play with water when it is warm enough and the children often get wet by mistake, so spare clothes to change into are essential.
- We also don't enforce painting aprons as they are very cumbersome for 3-year old children so please send your child in old clothing that you don't mind being stained by paint.
- We encourage the children to be as independent as possible so please dress your child in clothes they can manage easily on their own when toileting. Please avoid clothing with lots of buttons and clips.

#### 2. Morning tea in a separate container and lunch in a separate container:

- Show your child what their morning tea and lunch boxes look like and place their name and stickers or labels on them to help them recognise them
- We are a **NUT FREE kindy** to ensure the safety children with serious allergies. **Please don't send any peanut butter or Nutella, and ensure muesli/snack bars and other foods don't contain nuts.**
- Some children eat a lot, others don't. You know your child best, but do not be concerned if they do not eat everything you have packed for them. They have ample opportunity to eat and we eat together as a group. We do not, however, force your child to eat if they do not wish to.
- Do not give them too much choice, and keep snacks as healthy and wholesome as possible. Please save treats for when you are at home,. They do not need chocolate biscuits and lollies at kindy and it only makes things difficult for other children.

#### IDEAS ON WHAT TO PACK

- Sandwiches
- Cold meats and cheese
- Crackers
- Fruit, chopped up if necessary
- Yoghurts
- Cold pasta
- Dips and carrots/celery
- Muffins

#### 3. A water bottle clearly labelled.

#### 4. Rest time sheets

- Please bring a small sheet (cot sheet size) in a pillowcase or drawstring bag for storage. This will be used during our daily relaxation and rest period. You may pack a second sheet if your child would like this on top of them. Please write your child's name on the outside of the storage pillowcase.
- Sheets will be kept at Kindy each Monday and sent home on Tuesdays. Please make sure you label each item.



We provide each child with a colourful kindy hat they keep at kindy in a special pocket, and these can go home at the end of the year. We also provide sunscreen in a large container for you to put on your child when they arrive.



## Policies and procedures

Kenmore Park Kindergarten is affiliated with Gowrie and they monitor policies and procedures for the smooth operation of the kindy. A full copy of the policies for our kindy is available to access at any time in our office. Please talk to Sally our Administrator or the Director if you would like to see them.

An overview of some relevant policies is outlined below

## Hygiene

To prevent the spread of infection we follow comprehensive hand washing procedures with the children. Children wash hands at various times throughout the kindy day: on arrival, before handling food, after toileting and any other time staff see it may be necessary. Children are encouraged and supported to self-manage with blowing their nose and then reminded to wash their hands when done.

Equipment at the Kindergarten is cleaned regularly on a rotating basis and the kindy rooms are cleaned fully at the end of each day.

## Injuries, Incident, Trauma, Illness and Infectious Diseases

All staff are required to hold current first aid qualifications and these are updated annually.

In the event of injuries and incidents staff apply first aid as required and manage the needs of the child and the group to minimise any trauma. The details are recorded by staff and parents are also required to read and sign the form to acknowledge that they were informed.

To assist us in minimising the spread of illness we work closely with families.

Parents are required to inform the centre if their child is diagnosed with a contagious illness

- There are mandated exclusion periods for various illnesses and the time-out poster that holds all this information is available to view in the office.
- The kindy will notify families of any cases of infectious disease and information sheets will also be displayed in the sign-in areas.
- For children who are not able to participate in the program due to general illness, such as a cold, parents are asked to use their discretion about when to keep children at home. The general

guideline is if the child is not able to manage their own hygiene effectively or if they are lethargic and unable to fully participate in the program it is best to keep them at home. If a child becomes ill at kindy staff will contact parents to collect the child.

- In the event of serious injury or incident parents will be notified immediately and the incident is reported to the Regulatory Authority and Gowrie for review.
- All children who have a history of asthma, allergy or anaphylaxis are to have management plans displayed in the centre and in relief staff folders so all staff are aware of children's needs. These plans are followed in the case that a child becomes unwell. Parents will need to meet with their child's teacher before the child begins at kindy to complete this plan and any medication needs to be on site whenever the child is at kindy. We have locked boxes within the kindy where these can be stored securely.

## **Safety, Emergency and Evacuation Procedures**

Kenmore Park Preschool and Kindergarten is committed to providing and maintaining a learning environment and workplace that is healthy and safe for children, parents, staff members, volunteers and visitors attending the Centre and its associated activities.

- Visitors, volunteers and students are required to sign in and out of the centre to keep a record of anyone on site.
- Staff perform daily safety checks throughout the kindergarten.
- Adequate supervision is maintained at all times by staff and the children are encouraged to learn about keeping themselves safe through various discussions and activities.
- Regular maintenance is carried out on electrical and other equipment.

## **Fire Drill, Lock-Down Drill and Evacuation Procedure**

Each month a fire drill and lock-down procedures drill are conducted at the centre to ensure that all children, staff and other adults are familiar with the evacuation procedure and practice the appropriate behaviour and actions required.

A copy of the Fire Drill Procedure is displayed in each room. Please read and familiarise yourself with it.

## **Child Protection**

The staff and management at Kenmore Park Preschool and Kindergarten are committed to the protection and safety of children. Staff undertake mandatory training annually in Child Protection and there is material available at the kindergarten for families who would like more information.



# Administration

## **Fees**

The charging of fees is necessary to help cover the operating costs of Kenmore Park. The Centre receives a government subsidy towards operational costs and fees and fundraising cover the shortfall. The Management Committee has determined the fees payable for children attending Kenmore Park. Fees are payable in advance at the beginning of each term.

### **Additional Fees**

Special Activities Levy: \$120/year

Maintenance fee: \$150/year

Maintenance bond (refundable upon completion of required working bees): \$150/year

These additional fees are charged once a year.

### **Enrolment Fee**

\$175 due at enrolment to secure place. **This is non-refundable.**

### **Membership Fee**

At least one parent/guardian of any child enrolled at the centre must be a member of the Kenmore Park Preschool and Kindergarten Association and pay a \$10 membership subscription. This is a requirement of our constitution and membership entitles you one vote per family to vote at the AGM and at Committee meetings. A membership form is to be completed by the member.

### **Qld Kindergarten Funding Scheme Subsidy**

Parents are encouraged to show their Health Care Card or current Australian Government Pension Concession with automatic Health Care Card entitlements to claim fee reduction. This subsidy is promoted as part of the Government's on-going community awareness campaign encouraging parents to enrol their children in approved kindergarten programs.

### **Special Events**

All special events (such as puppet shows, visits by animal nursery or theatre events) are covered in your special activities levy for the year. To supplement and enrich the learning programs offered at Kenmore Park we host many events within the kindergarten program. We invite special visitors such as environmental puppet shows, story tellers, local healthcare practitioners, cultural performers and a range of other people to share new ideas and information with the children. These are covered in the special activities levy for the year.

### **Maintenance Bond**

is collected with the first term fees and is refunded if roster commitments are completed during the year. Refunds are made in December, before the Christmas holidays.

### **Fee Collection**

The Accountant, who issues accounts in the week before each term commences, collects all fees. Fees are due 14 days after the date of issue.

The Management Committee acknowledges that the \$150 maintenance bond and \$150 maintenance fee are a significant amount for families to be outlaying along with term fees in the first term. Therefore, families have until the end of term 1 to pay the roster bonds, or if this causes financial hardship, they may apply to the Accountant to pay the money via a payment plan. Term fees must still be paid by the due date detailed on the invoice.

Staff members are not responsible for the collection of fees. Your receipts are issued at the end of each term which can be used to claim a rebate from the Family Assistance Office should you be eligible to do so.

### **Payment of Fees**

The preferred payment methods for fees is Internet banking but we also accept cheques (made payable to "Kenmore Park Preschool and Kindergarten), or Australia Post Money Order.

### **Withdrawal of Enrolment**

Once the child has accepted enrolment and until they are formally withdrawn (four weeks written notice of

intent is required), fees are payable whether or not the child attends the centre. Four weeks fees in lieu will be charged if prior written notice is not given.

Pro-rata fees shall be payable in the event of a child either entering or leaving the centre during a term (except for term four). If a child leaves during term four, fees for the whole of that term are fully payable.

### **Fees Policy**

Fees will be invoiced to families directly and must be paid by the date indicated on the invoice. If fees have not been received by the due date, parents will be issued with reminder notices. If term fees have still not been received by the date specified on the reminder notice (within five working days), the Treasurer will contact the parents to ascertain why the fees have not been paid. If it is not a financial problem, then immediate payment will be requested.

If you are experiencing problems paying your invoice by the due date, please do not be embarrassed to discuss this with our kindy Bookkeeper. All conversations will be kept strictly confidential and it is better to address the problem early rather than wait until it becomes a serious issue. In most cases of financial hardship a payment plan can be arranged. This will consist of an up-front lump sum payment followed by the balance paid in weekly instalments. The payment plan will include all monies owing to Kenmore Park Preschool and Kindergarten.

If the payment plan cannot be agreed upon, or is not being adhered to then the matter will be referred to the Management Committee. A representative from the Management Committee, normally the Treasurer, will discuss with you the outstanding payments and determine whether an extension will be granted. If an extension is not granted or the conditions of an extension are not adhered to then your child will be excluded from the centre until all overdue payments are made. Further action may also include the referral of amounts owing to a debt collection agency.

### **Exclusion**

If your child is excluded due to outstanding fees we cannot guarantee that a place will be available once payment is made.

### **Building Fund Donation**

Our wonderful staff have a vision, founded in evidence-based research, to upgrade the outdoor play areas at Kenmore Park. They are inspired by greater understanding of the benefits of risk-taking opportunities in childhood, and how these impact on decision making and future learning, and how natural play spaces allow children to reduce stress, build social cohesion, and enhance child development. Research also demonstrates a link between nature play and better mental health outcomes for children. However, we need help to make these wonderful plans a reality.

Donations to the Kenmore Park Preschool and Kindergarten Association Inc. Building Fund over \$2 are tax deductible. The rules regarding Building Funds allow us to utilise this funding towards our lease payments and building maintenance, which in turn opens up operational funding to be used to develop the outdoor play areas.

If you would like to discuss how deductible gifts are used at Kenmore Park, or would like to make a donation, please contact the committee directly at [committee@kenmorepark.com.au](mailto:committee@kenmorepark.com.au). Only donations received into the Building Fund can be issued with a Gift Receipt.

# Photographic Policy

The photographing and display of photographs of students while they participate in the Kenmore Park program is a normal part of our curriculum. However, Kenmore Park respects the privacy of our students and families, and all photography will be undertaken in compliance with the following policy. ·

1. Every family will indicate on their child's enrolment form whether or not they agree to their child being photographed for various purposes. Staff must ensure that children for whom this approval is not obtained are not included in any photographic activities.
2. Staff may only use digital camera equipment provided by Kenmore Park.
3. Photographs of students may be taken by staff only for the purposes of:
  - Use in student portfolios - record of learning experiences
  - Temporary display on Kenmore Park premises to showcase children's work, skills and interactions.
  - Illustrating daily or monthly teaching reports.
4. Specific parental approval must be obtained in respect of any other proposed uses of photographs.
5. All photography will be undertaken in accordance with the Kenmore Park Code of Conduct.
6. All Kenmore Park digital cameras and memory cards are to stay on Kenmore Park premises, except for use during excursions or for other work-related purposes specifically approved by the Director.
7. Digital images may only be downloaded to the Kenmore Park office computer or a Kenmore Park laptop. Kenmore Park laptops must be used in compliance with the Kenmore Park policy on 'Use of Kenmore Park laptop computers'
8. Staff will insist parents or caregivers only take photographs of their own children, unless approval is given by the parents or caregivers of all children to be photographed.
9. Professional photographers engaged to take individual and class photographs annually must be appropriately qualified and experienced in working with young children.



# Management Committee

As a community kindy, Kenmore Park is incorporated as an Association, run by a volunteer Committee of Management. In line with our Constitution, upon enrolment, one parent or guardian from each child's family must register as a member of the Association. The member then holds the right to vote at our AGM and other general meetings.

Being a centre-based service, the Committee assumes the role of Approved Provider of the service. This places certain responsibilities on the Committee to ensure the operations of the kindergarten are in line with relevant legislation. In addition, the Committee holds other responsibilities due to our status as an Incorporated Association.

Amongst other things, the Committee is responsible for:

Staffing	Governance	Compliance
Finances	Fundraising	Strategic and
Workplace Health and Safety	Policy	Operational Direction

At each AGM, all members of the previous committee resign their positions, but can nominate for the roles again if they wish. Volunteer positions change from year to year, depending on the skills and preferences of those keen to join the Committee, and the requirements of the Association at the time.

There is a committee role for everyone, regardless of skills and experience. It is a wonderful way to develop new skills and learn the ropes of a not-for-profit community organisation. Certain roles require knowledge that aligns with particular skills and experience: a person with Accounting or bookkeeping experience will find it easier to move into the Treasurer's role than someone with no previous experience in the area! However, all committees are well supported by previous committee members, and are given a wealth of knowledge at handover and beyond.

Being a committee member allows you to take a role in the operations and strategic direction of the kindergarten. Each member works closely with other committee members and staff, representing the parent body and the wider community. Volunteering on the committee allows you to be more involved in your child's education, and provides insight into the important role of community kindergartens. For many, it provides valuable skills and experience which are of benefit in the working world too.

Some of the functions of the committee include:

- Ensure that appropriate staff are employed at all times.
- Ensure the proper maintenance of the building, grounds and equipment.
- Ensure the proper control is maintained over the finances of the Association – not only for the present but also with the future in mind.
- To be aware of the needs of the community in which the centre operates and ensure that this knowledge is reflected in its decisions.
- Encourage active parent and general community participation in the activities of the Association and to ensure that the community is aware of what the Association is doing.
- Initiate social activities, thus fostering a close relationship between the centre and home.
- Have an understanding of the centre program and its benefits for the children and to foster a general awareness of these aspects in the community.
- Review regularly the progress of the Kenmore Park Preschool and Kindergarten Association.
- Ensure that Kenmore Park Preschool and Kindergarten operates in accordance with all relevant Government Legislation and Lady Gowrie Qld Central Governing Body standards.
- Ensure that "Best Practice" principles are adhered to.

\* Committee meetings are held monthly and all parents are welcome to attend.

## Committee Roles

For detailed descriptions of tasks and responsibilities for each committee position, refer to the Management Committee Roles and Responsibilities folder in the office.

### Executive Committee

#### President

Provides leadership to the committee and ensures that all facets of the operation come together in a controlled way and acts as a chairperson for all regular meetings of the Association.

#### Vice President

Supports the President as required, co-ordinates affiliation documentation, Gowrie Parent Survey and other special projects.

#### Treasurer

Oversees the finances of the centre and liaises with the Bookkeeper. The treasurer must present the financial statements to each committee meeting giving details of all incomings and outgoings for the previous month.

#### Secretary

Takes the minute's at all monthly committee meetings and ensures that an accurate record is maintained. Distributes the minutes to all committee members and places copies on the noticeboards for other parents. Develops an agenda for each meeting.

#### Workplace Health & Safety Officer

Ensures Centre and Staff comply with workplace health and safety regulations and practices.

#### Maintenance Coordinator

Organises regular working bees, ensures grounds and maintenance equipment are maintained in good order and co-ordinates tradespeople to carry out repairs as required.

#### Grants Coordinator/s

Prepares and manages grant applications for improvement of Kenmore Park and oversees completion of projects for which grants are awarded.

#### Marketing Coordinator/s

Coordinates and manages marketing strategies aimed at promoting Kenmore Park Preschool and Kindergarten to the immediate and wider community.

#### Newsletter Coordinator/s

Collates articles for circulation from the Committee meetings, Teachers and other news items for Kenmore Park newsletter. The newsletter is distributed on a monthly basis following each Committee Meeting.

#### Social Activities and Fundraising Coordinator/s

Organises, administers and coordinates a social and fundraising calendar for the centre in conjunction with other committee members and parent representatives.

If you would like more information about joining the committee at Kenmore Park, or its role, please contact the committee directly at [committee@kenmorepark.com.au](mailto:committee@kenmorepark.com.au).



# Important Contacts

## **Addressing Concerns of Parents, Staff or Carers**

If you have any concerns that you need to raise, we encourage you to meet and talk to our Director, Joanne, to discuss possible solutions and gather more information. This meeting would be documented and filed for future reference.

## **Regulatory Authority and CGB Contact Details**

**Regional Authority Office for this Service:** Early Childhood Education and Care PMB 2

IPSWICH QLD 4305

Phone: 07 3436 6204

Fax: 07 3220 6315

Email: [metrowest.ecec@qed.qld.gov.au](mailto:metrowest.ecec@qed.qld.gov.au)

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

**CGB Contact**

Gowrie (inc)

The Gowrie (QLD) Inc head office is open week days from 8AM to 5PM and is located at:

33 Brookes Street

Bowen Hills 4006

Phone: 07 3252 2667

Fax: 07 3252 2258

Email: [info@ladygowrie.com.au](mailto:info@ladygowrie.com.au)

If the issue is not resolved in this way it is encouraged that you put it in writing and address the matter to the President of the Management Committee. Our CGB Gowrie would be informed of the issue and if there is still no resolution Gowrie would then liaise directly with the centre to resolve the issue.

Please feel free to come and discuss any concerns with us. We will gladly make a time to talk things through and find that by just discussing openly many issues can be resolved quickly and easily.

## Service Details

**Approved Provider:** Kenmore Park Preschool & Kindergarten Assoc. Inc.

**Service Approval:** Kenmore Park Preschool & Kindergarten

**Nominated Supervisor:** Zainab Ali

**Educational Leader:** Joanne White

**Responsible Persons in Day to Day Charge:** Joanne White, Zainab Ali, Emma Harding

**Service Rating:** Exceeding all Quality Areas

**Service Waivers or Temporary Waivers:** Nil

**Service Hours:** Mon – Wed: 9.00AM to 2.15PM  
Thurs – Fri: 8.15AM to 4PM

**Service contact for any questions relative to the Service:** Nominated Supervisor: Zainab Ali

07 3378 4469

email: [zainab@kenmorepark.com.au](mailto:zainab@kenmorepark.com.au)

**Approved Provider Contact for any matters relative to the operation of the Service:** President: Kirsty Ann Nicholls  
[president@kenmorepark.com.au](mailto:president@kenmorepark.com.au)