

Chelmer Graceville Kindergarten

Family Handbook 2022



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Welcome

Welcome to the Chelmer-Graceville Kindergarten family, we are delighted that you have chosen our kindergarten as your early childhood learning environment. We hope that you and your child will be very happy during your time with us.

At Chelmer-Graceville Kindergarten we are passionate about our play-based learning program. Play is a learning strategy for all children and one in which they learn through doing and at their own pace.

Welcome back to our returning families, and a very warm welcome to all new families attending Chelmer-Graceville Kindergarten C&K. With your support, we aim to build the foundations needed to develop [a life-long love of learning](#) that will sustain your child as they make their transition into school life.

Our Family Handbook has been designed as a guide to help you and your child settle into our kindergarten, and for you to have an understanding of our policies and practices. It contains useful information about the kindergarten, the way it is managed, and what to expect during your time here. Please keep this handbook in a safe place so that you can use it as a reference in conjunction with the information you will receive at our parent's night and orientation.

Conveniently located [opposite Graceville State School](#), our kindergarten has been designed to provide generous spaces for children to play, whether inside or outside in our [large natural play area](#).

Every day is a little different, so your child can express their creativity and inquisitiveness at their own pace, make friends and learn how to interact socially. Your child will have the opportunity to create, discover and explore in a safe and rewarding environment of 3½ to 5½ year olds.

We are licensed for 44 children per week in two groups, each offering different hours to meet the needs of our community, with their own [degree qualified early childhood teacher and qualified teaching assistants](#). Each child will be carefully supported and monitored throughout the year with regular opportunities to discuss progress.

We provide a [high educator to child ratio](#), above the national requirements, and extensive early childhood educational resources that all contribute to a positive and rewarding learning environment for your child.

Finally, as a [not-for-profit community kindergarten guided by a management committee made up of family volunteers](#), your talents certainly have a place here. Please feel free to offer these and if they can be incorporated into our program it will make it an even more enriching experience for our children. We look forward to sharing the coming year with your family, and the partnerships and friendships the year will bring.

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General Information

Contact Details

Families and community play the most important role in our children's education. We ask that you stay in regular contact with us and share your feedback, experiences, ideas and concerns. Please ensure that we always have your most up to date contact and emergency contacts details on file.

Red Group **Monday, Tuesday and Wednesday** **8.30am – 2.40pm**

Purple Group **Thursday and Friday** **8.15am – 4pm**

Address: 40 acacia Ave, Graceville, Qld, 4075

Phone: 07 3379 3228, 0492 955 820

Office email: admin@cgkindy.com.au

Director's email: director@cgkindy.com.au

Teacher's email: alison@cgkindy.com.au

President's email: president@cgkindy.com.au

Treasurer's email: treasurer@cgkindy.com.au

Secretary's email: secretary@cgkindy.com.au

Vice President Operations: vp@cgkindy.com.au

Vice President Public Relations: vppr@cgkindy.com.au

Enrolment email: enrol@cgkindy.com.au

Website: www.cgkindy.com.au



2022 Term Dates

| | | |
|--------|--|--|
| Term 1 | Monday 24 th January - Wednesday 30 th March 2022 | Thursday 27 th January – Friday 1 st April 2022 |
| Term 2 | Tuesday 19 th April - Wednesday 22 nd June 2022 | Thursday 21 st April – Friday 24 th June 2022 |
| Term 3 | Monday 11 th July – Wednesday 14 th September 2022 | Thursday 14 th July – Friday 16 th September 2022 |
| Term 4 | Tuesday 4 th October – Wednesday 7 th December 2022 | Thursday 6 th October – Friday 9 th December 2022 |

Reconciliation

“Reconciliation involves building mutually respectful relationships between Aboriginal and Torres Strait Islander people and other Australians that will allow us to work together to solve problems and generate success that is in everyone’s interests. Achieving reconciliation involves raising awareness and knowledge of Aboriginal and Torres Strait Islander people, their history and culture, and changing attitudes that are often based on myths and misunderstandings, and encouraging action where everyone plays their part in building a better relationship between us as fellow Australians” (Reconciliation Australia).

C&K supports and is committed to working with all individuals and organisations that share our goal and hope; *“...a united Australia that respects this land of ours; values the Aboriginal and Torres Strait Islander heritage; and provides justice and equity for all”* (Australian Declaration towards Reconciliation, 2000).

We understand and acknowledge the responsibility we have to promote and use education to support individuals, families and communities to build and develop their knowledge of Australia’s past, their rights and responsibilities in the present, and how they can form meaningful partnerships that will assist the nation to move forward in the true spirit of reconciliation.

Acknowledgement of Country

In keeping with Chelmer-Graceville Kindergarten’s commitment to reconciliation and respect, we acknowledge the Turrbul and Jagera (alternatively known as Yagara, Yuggera or Jagara) Peoples as the Traditional Owners of the land where our kindergarten stands today. We would also like to pay respect to the Elders both past, present and emerging, acknowledging them as the traditional custodians of knowledge for this land. May we pay respect to the deep knowledge embedded within the Aboriginal community and their ownership of Country.

Embracing Diversity

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

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

We recognize and respect the individuality of each child and their family and observe a policy of acceptance regardless of race, creed, gender, ability, or culture.



A place to be valued and treated with dignity, justice and respect

Sustainability

At Chelmer-Graceville Kindergarten we take an active role in caring for our environment and contributing towards a sustainable community. We aim to develop positive life-long attitudes and values towards social responsibility and respect for the environment.

To do this we promote and model a number of sustainable practices within our kindergarten, including the following:

- **Solar Powered by Hembrows Electrical.** The kindy is proudly powered by Hembrows Electrical. They generously donated a 6.4kw solar panel system to the kindy in 2019 which allows the kindy to be 100% solar powered.
- **Reducing, reusing and recycling through everyday routine and practices.** Families are encouraged to pack 'litter-less' lunches. We request families to bring reusable materials to kindergarten for art and craft. Recyclable materials are collected in recycling bins.
- **Replacing paper towels with individual cloth face washers** on a peg located in the children's bathroom for hand drying.
- **Going green in our garden.** In our garden we develop an appreciation and care for the natural environment and opportunities to explore relationships with other living things. Children engage in composting of fruit and vegetable scraps, and plant, grow and care for their vegetable garden. We discuss the benefits of native plants, water conservation, erosion, fresh air and supporting native animals.

* **Saving our water and energy.** Using tank water, our educators' model water conservation practices, such as limiting the usage of water in the mud pit – a great conversation starter with the children. Water-saving taps have been installed in the children's bathroom and a switch-off strategy will be used where possible with energy using equipment.

- **Being Sun Smart.** Children and educators wear sun hats, suitable clothing and sunscreen throughout the year when they play outdoors. Shade trees, shade sails and our verandah are used for outdoor play. Educators reinforce the Sun Smart message by modelling Sun Smart practices.
- **Connecting with community.** Connecting the kindergarten's sustainability strategy with our wider community gives children an active role in the care of their local environment. We visit our community gardens, undertake environmental projects, have guest speakers and provide updates on sustainability practices in our newsletter.



Affiliation

Chelmer-Graceville Kindergarten is affiliated with the [Creche and Kindergarten \(C&K\) Association](#). We are a not-for-profit community kindergarten guided by a management committee made up of family volunteers, supported by C&K's policies, procedures and learning curriculum.



Licensing

The Chelmer-Graceville Kindergarten is an [Approved Provider](#) complying with the provisions of the *Education and Care Services National Law (Queensland) Act 2011* and the *Education and Care Services National Regulations*. Approved Providers must meet the requirements regarding activities, experiences and programs, numbers of staff members and children, and staff members' qualifications. Approved Provider details are displayed at the entrance of our kindergarten.

The Department of Education and Training – Office for Early Education and Care number is 1800 637 711. The regulations are available online at: www.deta.qld.gov.au/earlychildhood/office/national/framework/regulations/index.html

Chelmer-Graceville Kindergarten has been assessed by the Australian Children's Education & Care Quality Authority (ACECQA) for the National Quality Framework with an overall rating of meeting national quality standards. For more information on the framework please speak with our Director or visit www.acecqa.gov.au

Service Approval SE-00001326

Provider Approval PR-00000165

Commitment to Quality

National Quality Framework

The National Quality Framework (NQF) encourages kindergartens to [provide a high quality and consistent standard of early childhood education and care](#) across Australia. The NQF applies to our kindergarten and includes a:

- [National legislative framework](#) that creates a standard approach to the regulation and quality assessment of education and child care services.
- [National Quality Standard](#) that sets a national benchmark for the quality of education and care services.
- [National quality rating and assessment](#) process that rates services against the National Quality Standard.

State and territory regulatory authorities are responsible for administering the NQF.



National Quality Standard

The National Quality Standard (NQS) sets a **high national benchmark** for early childhood education and care and outside school hours care services in Australia. The NQS:

- Is informed by research about best practice.
- Is designed to encourage ongoing quality improvement
- Includes assessment and rating of services in **7 key quality areas** as follow.

Quality Area #1 Educational program and practice

Educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development.

Quality Area #2 - Children's health and safety

Children have the right to experience quality education and care in an environment that safeguards and promotes their health, safety and wellbeing.

Quality Area #3 - Physical environment

Physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Quality Area #4 - Staffing arrangements

Qualified and experienced educators, who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program.

Quality Area #5 - Relationships with children

Relationships with children are responsive, respectful and promote children's sense of security and belonging.

Quality Area #6 - Collaborative partnerships with families and communities

Collaborative relationships with families are fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration are essential.

Quality Area #7 - Leadership and Service Management

Effective leadership and governance of the service contributes to quality environments for children's learning

and development. Effective leaders establish shared values for the service and set clear direction for the service's continuous improvement.

The Rating System

Services are assessed and rated by their regulatory authority against the NQS, and given a rating for each of the seven quality areas and an overall rating based on these results. The process of assessing and rating a service is a combined approach of quality assurance and regulatory compliance.

Our ratings are:

1. **Meeting** National Quality Standard
2. **Meeting** National Quality Standard
3. **Meeting** National Quality Standard
4. **Meeting** National Quality Standard
5. **Meeting** National Quality Standard
6. **Meeting** National Quality Standard
7. **Meeting** National Quality Standard

Quality Improvement Plan

To ensure we consistently provide a high quality early childhood education and care program that meets the needs of our community, we are committed to continuous review and improvement in all 7 quality areas.

We value family and community input into our Quality Improvement Plan (QIP) as this provides our Management Committee and staff with short and long term direction.

According to Australian Children's Education and Care Quality Authority (ACECQA), the aim of a QIP is *"To help providers self-assess their performance in delivering quality education and care and to plan future improvements. The QIP also helps the regulatory authorities with their assessment of the service. A QIP helps providers to document the strengths of their service and to recognize areas for improvement."*



If you would like to view our QIP please speak with the Director or Management Committee.

Our History

Plans to establish and build a community kindergarten to service the Chelmer and Graceville area began several years before there was anything to show for it. Local families like the Baillies, Robinsons and Borshts, themselves with young children and therefore with a personal need, got behind the proposal. These families started to raise funds and enquire into the practical issues of land and legal backing.

Land was acquired at the present site, a "D" shaped block running from Acacia Avenue through to Richardson Street at the rear. As the area was too large for effective supervision, a section was fenced off which allowed ample room for development of outdoors activities, and the building was erected, an economical besser-block construction built to the standard requirements of the Creche and Kindergarten Association (C&K).

The [Chelmer-Graceville Kindergarten was first opened in 1962](#) by the local Member of Parliament, the late John Herbert. Through his interest in the welfare of the kindergarten he became our Patron and attended many Committee meetings. Kim Robinson was our first President to whom we owe many thanks, as well as his Committee for their hard work in establishing our kindergarten.

In the initial years, as is today, there was a [tremendous community spirit](#) and rapport amongst the families and staff. There has always been active participation from a strong body of families, not only in crucial fundraising activities, but also in various social interest groups. The hard work entailed in fundraising, which is a necessity in a community kindergarten, has over the years served to also draw families into friendships, many of which have far outlasted the kindergarten days.

In the early days, fundraising at the kindergarten included a Bridge Club, a Keep Fit group, and a Marionette group. For a number of years the Marionette group staged performances not only at our own kindergarten, but also elsewhere at the invitation of other kindergartens.

The kindergarten was devastated by both the 1974 and 2011 floods, but on both occasions our [resilient and resourceful local community](#) rallied around the kindergarten to ensure that Chelmer-Graceville Kindergarten was re-established.

When the kindergarten opened there was only a building and no established playground area. Many improvements, both indoor and outdoor, have taken place over the years. The kindergarten is planted with many trees providing shaded areas for children to play in. As a result of fundraising, donations, grants and government funding the kindergarten has an extensive array of equipment including a library area, many toys, puzzles and games, the sandpit and mud pit, iPads, climbing forts and frames and a well stocked painting and craft area.

A place to share a sense of belonging, wellbeing, identity and connection to others



Management Committee

We are a [not-for-profit community based kindergarten](#), with our management and financial control organised by the [Management Committee of elected volunteer parents](#) who oversee the maintenance, finances and educational standards required for affiliation with the C&K Association of Queensland. The Kindergarten's Management Committee and Sub Committees are responsible for the overall operation and administration of the kindergarten and liaising with all staff and the Director. Functions and duties of the Committee include:

- Employment, support and supervision of staff.
- Renewing annual licensing and affiliation.
- Maintenance of buildings, grounds, and equipment.
- Financial management of kindergarten.
- Establishing and implementing policies and procedures.
- Marketing of the kindergarten.
- Communicating information to the parents and carers of the kindergarten.
- Encouraging parental and community participation in the kindergarten.
- Organisation of social activities including fundraising where appropriate.

A copy of the Constitution can be found on the document library on the verandah for your perusal.

Committee Members

Executive Management Committee:

The President, Vice-Presidents, Secretary, Treasurer and other members are elected to deal with day-to-day kindergarten business, correspondence, etc. These positions are voluntary.

Sub Committee Support Roles:

There are a variety of smaller roles, including IT support, Class Reps, Assistant to VP Operations, Assistant to VP Public Relations and Grants Officer. These smaller roles support the executive committee in their duties and responsibilities throughout the year.

Being part of the Committee is a great way to be involved in your community, meet new families and help our kindergarten grow.

The [Annual General Meeting \(AGM\) of the Kindergarten Association](#) is usually held at the Kindergarten at the start of term 1. At this meeting, a Management Committee is elected by and from the Parent Body, to run the kindergarten for the next 12 months. After this meeting the Management Committee meets a minimum of 10 times per year to carry out its functions. Committee positions, including their roles and functions, will be advertised prior to the AGM and if you are interested in taking on a position, we welcome your nomination. All Management Committee positions must be filled by members of the Association. All committee members must be fit and proper persons and obtain Blue Cards to hold a position; this process is undertaken by the Chelmer-Graceville Kindergarten.

Minutes from Management Committee meetings are available for inspection upon written request to the Secretary.

[General Meetings](#) are held as often as is necessary and all members of the Association are welcome to attend these meetings. The minutes from meetings are available to be viewed from the Committee Secretary. Even for those who have not served on Committees before, much help is available from the C&K Association, or former Committee members. If you feel you could help in this way, please do not hesitate to talk to the Director or current committee members.

Learning Philosophy

Why is Play Important?

Your child's learning will be full of wonder and possibility and will be based around play. We will share in your child's investigations, passions and discoveries and actively engage, support and extend their thinking through play. Our educators use specific teaching strategies to expand on your child's disposition for learning and their understandings in literacy, numeracy, and other areas of development. Educators are open to your child's ideas, and will foster their social and emotional growth and provoke their curiosity. Our experienced educators will build on your child's strengths and interests through their play, to grow their learning and support their development.

What does play-based learning look like?

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

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

We are passionate about providing young children with opportunities to maximise their potential and develop a foundation for future success in learning.

A place to feel safe, nurtured and cared for



Educational Philosophy

We provide a warm and nurturing environment founded on a [deep respect for individuality and our families' life experiences and values - our families are our greatest learning assets](#). We believe that families and carers play a critical role in optimising and enhancing learning. We are therefore committed to connecting with families through open and responsive communication and building positive partnerships with co-operative decision making.

We [value the uniqueness and individuality of each child and their family](#) by creating an inspiring learning environment where children thrive and where their ideas, interests and questions are explored, valued and responded to. We want children to feel empowered to experiment, explore, hypothesise, take risks, create, imagine and wonder.

We believe in the [importance and power of play](#). Our educators are passionate about our learn-through-play program and we are open to your child's ideas. We see children as inquisitive, active learners and we understand play is the ideal vehicle for fostering an inquiry approach to learning. As educators, we provide children with ample time, space and quality resources to support and enhance their learning.

We embrace [reconciliation and raising awareness and knowledge of indigenous Australians, diversity, environmental sustainability and social responsibility](#). Our learning community provides an environment rich in experiences where nature and natural beauty are respected and admired.

We foster a team approach where our staff are valued as individuals, and each come with their own strengths and personal qualities to build an engaging learning environment. As educators [we respect and advocate for the rights of children](#). We are committed to continuous improvement through professional development, reflective practices and feedback from our children, families and community.

Our philosophy founded in the knowledge that children need:

- [Time](#) to pursue their own ideas and make choices.
- [Freedom](#) to do things in their own way, to experiment and create.
- [Space](#) to move around and create play experiences.
- [Choice](#) of materials and equipment.
- [Variety](#) of experiences and activities.
- [Adult support](#) to encourage, empower, facilitate and extend ideas and to scaffold as required.
- [Challenge](#) to stimulate, motivate and extend knowledge and skills.
- [The environment](#) to spend time immersed in the natural environment and to be curious, amazed, enquire, and discover.

Our Learning Objectives

At Chelmer-Graceville Kindergarten we aim to:

- Facilitate children's learning journey by empowering and inspiring children to inquire and wonder.
- Provide experiences that will enhance the child's physical, social, intellectual and emotional development.
- Engage adults and children collaboratively in the learning process.
- Provide age appropriate activities for each member of the group and be sensitive to and understanding of individual differences and abilities.
- Provoke reflection.
- Be inclusive of cultural, racial and religious diversity and provide a program which encompasses these differing backgrounds.
- Encourage education for sustainability.
- Prepare children for the transition to Prep.



Curriculum

Evidence shows children learn best through play-based learning. At our kindergarten your child will be provided with quality education and care experiences which are guided by The Queensland Kindergarten Learning Guidelines, C&K's Curriculum Approach and the National Quality Framework.

C&K Curriculum Approach

The defining purpose of C&K's curriculum approach is to nurture and inspire children to succeed in an ever-changing world. We consistently put children first. There are six philosophical commitments that build on the C&K purpose and values to shape our distinct approach to early childhood curriculum. The six philosophical commitments are interconnected and grounded in C&K's strong history of dedication to: upholding children's rights; respecting and learning from First Nations Peoples' ways of knowing and doing; responsive play-based early childhood education; professional leadership; advocating for social justice and equity; and working in partnership with families and community. The six philosophical commitments provide a compass for educators to create, implement and evaluate curriculum that is inspired and driven by a culture of early childhood excellence.

More information about the C&K Curriculum Approach can be found at www.candk.asn.au

Queensland Kindergarten Learning Framework

The Queensland Kindergarten Learning Framework adopts a holistic perspective of learning and teaching — one that promotes social, emotional, physical and cognitive wellbeing through inclusive, integrated and interconnected learning.

Children learn best when they take an active role in constructing their knowledge. Teachers play a vital role in supporting learning through positive social interactions, using inclusive, responsive and culturally sensitive teaching practices. Learning and teaching is enhanced through the active engagement of the child, parent and teacher.

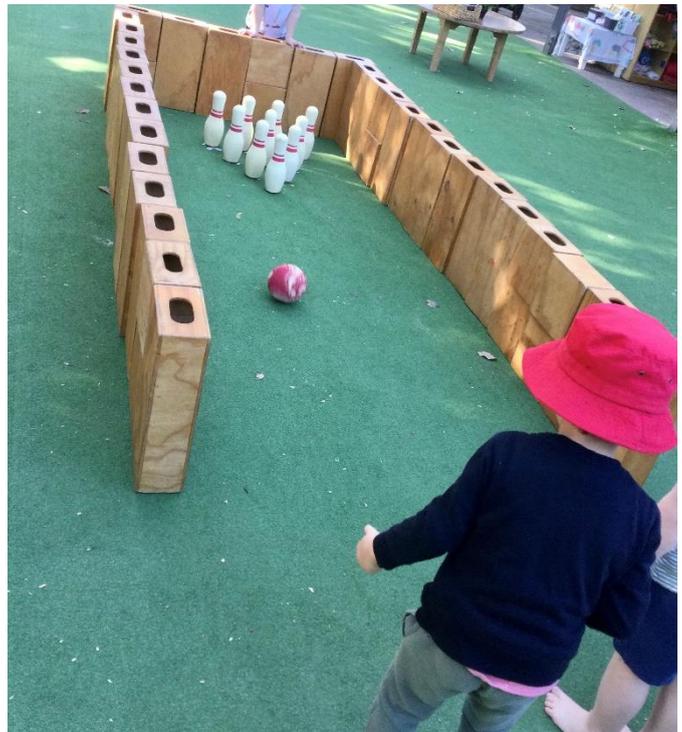
More information about the Queensland Kindergarten Learning Framework can be found at www.qcaa.qld.edu.au/childcare/klg

National Quality Framework

The National Quality Framework includes:

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

More information about the NQF can be found at <https://www.acecqa.gov.au/nqf/national-quality-standard>



Learning through play makes everything fun !

Positive Behaviour Guidance

Just like most skills, [behaviour is learned and developed in social situations](#). Our specially designed early childhood programs and resources enable our educators to guide and promote your child's social and emotional wellbeing. Our educators will aim to build a relationship with your child and family in order to create a safe, supportive environment for learning. Our educators will engage your child in experiences which model positive language and social behaviour, and offer them the opportunity to develop a positive self-image, and understanding of others. If educators feel any child requires further support in building their social and emotional skills, they will work with them and include your family through this process.

The behaviour management techniques used at our kindergarten do not include physical, verbal or emotional punishment. [The dignity and rights of the children are respected at all times](#) and positive guidance is used to assist the children to substitute appropriate for inappropriate behaviour.

We achieve this through:

- Providing opportunities for children to develop responsibility by encouraging them in taking care of their environment and materials.
- Building on children's interests, knowledge, experience and backgrounds.
- Documenting children's kindergarten journey through individual portfolios, encompassing children's thinking, explorations, discoveries and triumphs.
- Valuing daily routines such as eating, toileting, dressing and resting as opportunities for learning and social development.
- Providing opportunities for discovery learning through self-selected experiences, and encouraging the development of children's abilities to observe, investigate, imagine and problem solve.
- Valuing the cultures of the children and opportunities for families to contribute to the program.
- Designing and establishing an enriched environment that stimulates the imagination, promotes creativity and enhances aesthetic development and appreciation of nature.
- Valuing the need for continued professional development.
- Being responsive to the needs of the community and abiding by the relevant laws and policies that relate to the provision of quality children's services.

Guidance of children's behaviour is considered integral to both our philosophy and the curriculum. The principles that underpin our guidance approach are:

- Given that humans are innately social beings and naturally gravitate together, individuals must consider and cooperate with others.
- Children and adults have equal moral worth and therefore have equal rights to have their needs met.
- Behaviours of all individuals of any age are an attempt to meet their needs.
- When a child's behaviour disrupts others, the issue is not the underlying need, but the strategy that the child has chosen for meeting that need.
- When the strategy impairs others' ability to meet their needs, we must teach the child a more successful strategy.
- We cannot punish children for making mistakes: to do so would be to punish them for being children.

Our staff always:

- [Role model](#) positive behaviour to children.
- [Communicate in a respectful manner](#) where people are treated with dignity at all times.
- [Adopt a proactive approach](#) to behaviour guidance by paying attention to the subtle cues and behaviours of children in order to offer alternatives and/or to problem solve with them, before an escalation possibly occurs.
- [Develop positive relationships](#) with each child and facilitate open discussions regarding behaviour, friendships, and feelings.
- [Reflect and discuss](#) empathetic behaviours and considering how another might be feeling.
- [Enable children to problem solve conflicts](#), rather than adult led solutions, where possible.

In all we do, we aim to promote and create an environment which supports respectful relationships between children, staff, families and community members.

Quality Educators

Qualified educators and staff work together at Chelmer-Graceville Kindergarten to provide your child with a high quality, play-based early education program. All of our educators [hold appropriate qualifications and licences](#) for their positions. We also work to build a pool of regular relief educators for times when our educators are out of the classroom for professional learning opportunities or leave.

Our Nominated Supervisor is the person in day to day charge of the service. This person is required to hold a supervisor certificate. For more details on nominated supervisor responsibility please refer to ACECQA website.

Director & Teacher Role

The role of Teacher is multi-faceted encompassing both administrative and educational aspects. It is also one of liaison, as the Director works with the committee, parents, children and other members of staff in a partnership.

Key Director responsibilities include:

- To ensure quality service delivery that provides young children with a secure and nurturing environment community.
- To be an advocate for children and children's rights.
- To partner with the management committee to oversee the overall operation of the kindergarten.
- To formulate an educational curriculum that considers and develops the individual and group's abilities.
- To ensure a safe and healthy work environment for everyone.
- To promote the kindergarten to the local community.
- To ensure that all communication is conducted in a professional and courteous manner (including content, delivery and body language).

Key Teacher responsibilities include:

- To formulate and deliver a high quality and inclusive play-based curriculum, which will provide children with a secure nurturing environment.
- To minimise stress in young children and their parents on separation from each other.
- To develop an environment which is relaxed and conducive to learning and safe for children and staff to learn and work in.
- To build a rapport with families that encourages the establishment of partnerships.

Teaching Assistant Role

The role of our Teaching Assistants is to support the Director/Teacher in delivering a varied, safe and informative curriculum. Teaching Assistant and Director/Teacher work together as a team observing children's needs, interests and abilities and it is from these observations that our flexible educational program evolves.



By offering a higher ratio of Educators to student ratio we provide all the children at kindy with individualized learning opportunities.

Staff Profiles

Alison Cashman



Director & Teacher

Bachelor of Education
(Early Childhood))

Since graduating with her Bachelor of Education Alison has worked in a variety of Early Childhood Settings, both in Australia and overseas.

Alison spent a number of years living and teaching in Europe in the International School System. During these years Alison worked in a variety of grades ranging from Kindy to Year 6.

After returning to Australia in 2005 Alison chose to stay at home with her 3 children for a number of years.

After a number of years away from teaching Alison returned to work as a kindergarten teacher on the Sunshine Coast. After 4 years working as a kindergarten teacher Alison and her family relocated to Brisbane.

In 2019 Alison started working at Chelmer Graceville Kindergarten as the teacher and Director.

Alison enjoys exploring children's interests and finds it particularly rewarding to see their confidence grow when they achieve something new.

Alison is a registered Blue Card holder and holds a current First Aid and CPR Certificate.

Trudy Burge



Teaching Assistant

Bachelor of Science (Hons)
Diploma in Children's Services
Certificate III in Children's Services

After completing a Bachelor of Science with Honours degree in Parasitology, Trudy worked as a research assistant to a lecturer/ researcher at the University of Queensland in the Department of Microbiology and Parasitology. She left her position after 11 years to have and raise her two children.

Trudy has always loved interacting with children and her enthusiasm to work in this field was rekindled when her children attended Chelmer- Graceville Kindergarten. Trudy enjoys bringing the natural world, and all its amazing creatures, to life within our educational program. She instils in the children a love of mini-beasts, science and the natural environment.

In addition to currently being on staff, Trudy has extensive experiences as a Committee member at the kindergarten and has been involved with our kindergarten since 2008.

Trudy is a registered Blue Card holder and holds a current First Aid and CPR Certificate.

Deb Brennan



Teaching Assistant

Certificate III in Children's Services

Deb has over 12 years' experience working with Prep students at St. Joseph's Catholic College. Her experience in the school setting assists the children of our kindergarten with a confident and successful transition into their early school years.

Deb is a creative and enthusiastic person who engages with our students in an interactive, friendly manner. Her interest in arts, crafts and creative areas of the program provides the children with a variety of exciting learning experiences in a play based setting.

Over the years Deb has worked with a diverse range of students and is very respectful of the different needs, strengths and learning abilities of each student. She builds quality relationships with the children to ensure positive learning outcomes. She is very respectful of the different needs, strengths, and learning abilities of each student. Her focus is to build quality relationships with the children to ensure positive learning outcomes.

Deb is a registered Blue Card holder and holds a current First Aid and CPR certificate.

Starting Kindergarten

We offer a kindergarten program for 3½ to 5½ year old children. The target age group for our program are [children who turn four years old by 30 June in the year they attend](#) (i.e. children in the year immediately prior to the prep year). We will manage and process waiting list and enrolment applications in line with our policy which aligns with relevant legislation, funding obligations and the principles of inclusion.

Wait List

A separate waiting list for each year of enrolment is maintained at Chelmer-Graceville Kindergarten, with the view of providing inclusive and equitable access into our kindergarten. Where possible, we encourage families to visit our kindergarten to meet our educators before placing their child's name on a waiting list.

To place your child on our waiting list for future years, please complete our [Waiting List Form](#), which is available on our website. A child's name is considered to be registered on the waiting list when we have received a completed waiting list form and the waiting list fee has been paid and receipted. Please advise the kindergarten of any change in address and phone number whilst your child's name is on our waiting list.

Enrolment

Our goal is to fill all 44 places at our Kindergarten with pre-prep children, and our offer process includes the following steps:

- Enrolment offers are made based on the received date of the waiting list application.
- Priority is given to eligible age children (i.e. children who turn 4 by June 30 in the year they attend kindergarten).
- The families of those children recommended by our Kindergarten to receive a second year of funded kindergarten will receive a letter offering them a place for the following year.
- First round offers are made on or around 1st June of the previous year, in accordance with our eligibility criteria and the order of the waiting list.
- Upon receiving a letter of offer, families are advised of a deadline for choosing to accept or decline the offer.
- Subsequent rounds of offers are made on a rolling basis as and when offers are declined.

Once an offer of kindergarten placement is accepted and enrolment deposit is made, families are invited to attend a [new family information evening](#) held at the kindergarten later that year. This is an opportunity for new families to meet each other and the staff and Management Committee, and to learn about how the kindergarten operates. At this evening you will be provided with an information pack, and if you cannot attend your pack may be collected from the kindergarten.

All our [enrolments are completed online](#) and a link to an online enrolment form will be sent to you via email for completion with a copy of this handbook and any other relevant information.

Our educators will contact you to inform you of our Orientation Process. This includes Open Mornings for informal visits to the kindy, as well as [pre-commencement Interviews](#) if families have specific information they would like to share with the Educators. [The Orientation Mornings](#) enable you to view the kindergarten, meet the staff, ask questions and familiarise your child with this new environment. The staff will also require and use information on your enrolment form about your child's health, development, interests, and background, in order to assist in planning for the individual child's interests and abilities.

Early Entry

Enrolment offers to three year olds may be made on a case-by-case basis with oldest children offered places first and group dynamics taken into consideration. Offers can only be made where there are no eligible age children remaining on the waiting list and may not be made before December the year prior. Younger children who do not meet this eligible age criteria are [not subsidised through the Queensland Kindergarten Funding Scheme and therefore will be required to pay our full non-qualifying fees](#). It should also be noted that younger children may be asked to relinquish their position should an eligible age child require a position.

Children with Additional Needs

We provide an inclusive environment and program to meet the different and diverse needs of all children and their families accessing our kindergarten.

Following an interview with the family and child, the Director, together with family, will collaborate to discuss possible program plans and modifications where appropriate.

With funding, the kindergarten may be able to arrange appropriate additional support and training for the staff, families and children as the need arises. The sharing of information between the teaching team and the child's medical and support services is encouraged in order to support the child's total inclusion.

Before Starting Kindergarten

Take the opportunity to spend some time with us before your child starts. This may be one visit or a number of visits over a few weeks. Meet your child's educators, explore play areas and observe the curriculum in action. This will support both you and your child on this new journey and will help you both feel more confident on your child's first day.

In the lead up to your child's first day, take time to talk with them about what their first day will be like; discuss the things they will bring with them to kindergarten, the people that will be looking after them, the children they will play with and the experiences they will engage in. Remind your child of what they saw when they visited the kindergarten; the space for their bag and hat, the toilets, and hand washers, and the play areas.



The First Day

You and your child may be a bit nervous about the first day, and this is completely normal. Your child's educators will be on hand to support you as you start this new journey together. Here are a few tips to help make the first day as smooth as possible:

- All children are different; some will bound off and join other children as soon as they arrive, and others will require a bit more time to feel comfortable, so [give yourselves plenty of time to settle in](#) on that first day.
- Your child may cry and get a bit upset. [Reassure them that you will be returning](#) later that day, and feel confident knowing our experienced educators will make your child feel safe, secure and comfortable.
- [Make sure your child knows where their belongings are](#) – let them see where their bag is, and that their food is in the fridge. Pack their familiar cuddly toy or blanket with their sheets for quiet time.
- [Don't forget to say 'goodbye'](#). After spending that initial settling-in time with your child give your child a kiss and a hug and leave. Always farewell the staff so that they too know you are leaving and this signals for them to give a little extra support and reassurance should your child need it at this time.
- [Call at any time](#) during the day to see how your child is going and how they are settling in.



A place to be open to new possibilities and perspectives

When you arrive:

- Ensure the kindergarten gate locks behind you as you enter the grounds.
- Wash your and your child's hands.
- Sign-in your child on the sign-in sheet. Please sign in using your first and last name. Eg: Betty Smith
- Put your child's bag in their locker space and their sheet bag in the provided bin.
- Place one of your child's face washers on their named peg in the bathroom for hand drying.
- Put your child's labelled lunchbox in the fridge and drink bottle in the container provided. If your child's lunchbox is in an insulated bag, please remove the lunchbox from the insulated bag before placing it in the fridge so the food remains at a safe temperature.
- If you have not applied sunscreen at home, apply sunscreen and record this on the sign-in sheet. We will encourage your child to play in the shade for the first 20 minutes. All children will be provided with a hat.
- Share any news or important information with us.
- Say goodbye.

When you leave:

- Sign your child out.
- Read through the daily reflections or other posted communications and as needed talk with educators about your child's day.
- Collect your child's belongings.
- Wash your and your child's hands.
- Ensure the kindergarten gate locks behind you on departure.

At kindy we use Story Park to share information and photos about our days. We encourage all families to sit for a few minutes at the end of the kindy day to share these photos together.

The photos are a great way to reinforce to your child, especially when they are settling into their new kindy, of all the fun they had during the day.

Our Kindergarten Day

Class Organisation

Our kindergarten operates 2 classes each week with 22 children in each class:

- **Red Group:** Monday, Tuesday & Wednesdays
- **Purple Group:** Thursday & Friday

Each class has a qualified early childhood educator and two teaching assistants to deliver the educational program. Our kindergarten classroom contains different spaces for quiet and active play as well as access to our verandah and large natural outdoor play area.

Hours of Operation

The kindergarten operates 2 groups to meet the different needs of families within our community.

Red Group operates from 8.30am to 2.40 pm

Purple Group operates from 8.15am to 4.00 pm.

Families are responsible for their children before and after their group's designated drop off and pick up times. Children and their carers may assemble in the front garden of the kindergarten until our staff open the side gate, this allows staff time to set up for the day and for each child to be greeted individually. Please supervise your child before and after kindergarten hours.

Under the rules of C&K, government licensing, our Hours of Use under our lease with the Brisbane City Council, and our insurance policy, children cannot remain at the kindergarten after their designated pick up time, therefore we ask you to please strictly observe our hours.

Holidays & Pupil Free Days

Our kindergarten works on the same four terms as Education Queensland's primary schools. Families do not pay for school holidays but time missed during term must be paid for. Term times and group (red and purple) attendance days are outlined on a Kindergarten Calendar given to each family.

The kindergarten also has two pupil free days per year (1 per group) and these dates will be advised in your Kindergarten Calendar, or early in term 1.

Arrival & Departure

As a matter of safety, families are required to accompany their children to and from the kindergarten and to sign the [Attendance Register](#) each day located on a table near our entry.

The Attendance Register is to be signed twice daily:

- Noting your full name
- Time of arrival/departure of your child
- Indicate whether sunscreen has been applied.

Our Register is used for fire drills and lockdowns.

The table with our Register also displays other important information such as the communication book, reminders, information on events and rosters. [Fees notices, newsletters, invitations and other items of interest to families are placed in named pockets](#) hung on our kindergarten entry door. Please ensure your pocket is checked daily and our notice boards are reviewed by whoever is collecting your child.

Collection & Access to Children

We are committed to ensuring your child's safety at all times, and when you enrol your child we ask that you provide the name and contact details of any adults who will drop off and collect your child.

[If an adult arrives to collect your child and educators do not know who they are, they will be asked for photo identification.](#) This allows educators to confirm, against the Enrolment Booklet, that this person is someone you have nominated. If you need someone, who is not listed in the Enrolment Booklet, to drop off and pick up your child, you need to inform staff beforehand (in person, by email or phone) and provide this person's details.

If you require someone between 12 and 18 years of age to collect your child we require a signed letter outlining the reasons why this person is required to collect your child and your confidence in the person's ability to competently care for your child.

Custodial arrangements

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

What to Bring

Each child will need to bring the following items with them each day to kindergarten. Please ensure that each item is clearly labelled with your child's name and easy to use to foster independence. We request that children do not bring valuable toys or other special items to kindergarten in case of loss or damage.

1. Kindergarten bag

Items noted below should be sent along in a named bag that your child can easily manage to identify, open and close. We recommend a backpack style bag large enough to hold a lunch box, water bottle, spare clothes and to bring home artwork and craft.

2. Lunchbox: morning tea and lunch

Families are requested to pack healthy foods, and where possible litter-less, for meals for morning tea and lunch. Your child needs healthy, nutritious food to give them the right energy to fuel their body and mind for learning. Please discuss your child's food requirements/allergies with us when you enrol, including any cultural or religious needs.

To ensure food is stored at a safe temperature, please place any food that requires refrigeration in the fridge when you arrive. If your child's lunchbox is in an insulated bag, please remove it from the bag before placing it in the fridge so it remains at a safe temperature.



We have a healthy eating policy and offer the following suggestions for our child's lunch – sandwiches and fruit, cracker biscuits and filling, pita bread or wraps with an extra piece of fruit, vegetable sticks, cheeses, yoghurt or dried fruit for morning tea. We aim to limit foods high in salt, fat and sugar in line with current Queensland Health's guidelines. Accordingly, please save chips, sweet biscuits, cakes, fruit straps, muesli bars for tea treats at home.

Please provide a clear lunchbox that is large enough to hold both lunch and morning tea. The lunchbox should ideally be plastic and have a see-through lid and be clearly labelled or personalised with stickers or similar so that your child can easily recognise their lunchbox. Lunchboxes should be placed in the fridge upon arrival. As noted above, insulated bags/lunchboxes are not suitable. Not only should lunchboxes be clearly labelled with your child's name, but so should all smaller containers within the lunchbox.



Purple Group Parents: Please provide a separate container with a healthy snack for afternoon tea.

3. Water bottle

The children will be accessing their own water bottles throughout the day. Please provide a bottle for water that is easy for your child to open and clearly labelled with their name. Please note, **bottles are to be filled with water only**. Please save juice, cordial and milk for home time.



4. A change of clothes and underwear

Please include a set of spare clothes and underwear in your child's kindergarten bag. A set of spare clothes is essential in the event of water play, mud pit adventures, spills and accidents. During the warmer months we incorporate water into our outdoor play and children are encouraged to pack their swimming togs, a long sleeve sunshirt and towel.

5. Sheet bag

Your child's sheet bag should measure approximately 45cm x 50cm, with a strong drawstring threaded through the top. It is used to carry sheets to and from the kindergarten.

The top and bottom sheets need to be 130cm x 70cm with the bottom sheet having elastic straps at each corner to secure the sheet to our beds. **Cot sheets are not suitable as they prevent staff from stacking beds at the end of rest period.** A soft cuddly toy, and blanket in cooler months, can be included inside the sheet bag. Please ensure your child's name is marked on both sheets and on the outside of the sheet bag. Again, where possible please personalise the sheet bag so that your child can easily identify theirs.

Sheets sets with a drawstring bag can be purchased from www.linique.com.au

6. Wet Bag

One waterproof bag to place wet and soiled clothes in. Wet bags can be purchased from the kindergarten, pharmacies and even K-Mart. Due to their size green shopping bags are not suitable.



7. Hand towel

One small face washer (not hand towel) with a loop or elastic tag centred Diagonally for hanging on a hook in the bathroom for each day of attendance. Each washer is to be labelled with your child's name.

Sets of face washers can be purchased from the kindergarten, please ask our staff to show you our selection.

These can also be ordered from www.linique.com.au



8. Clothing & Uniform

Clothing and shoes (preferably enclosed shoes in winter which your child can independently put on and take off) should be easily managed by your child. Play clothes that are easily laundered, should be worn, as children feel uncomfortable if they think they must try to keep clean.

9. Sun smart clothing

All children are required to wear clothing with sleeves – no singlets or strappy dresses. Please ensure a spare set of clothes are available in your child's bag in the event of water play, spills and accidents.

10. Kindy T-Shirts

The Chelmer-Graceville Kindergarten has our own brightly coloured kindergarten uniform t-shirts.

These t-shirts are available for purchase throughout the year from the kindergarten and they support and promote the kindergarten within the community.



11. Lost Property

All lost property is placed in a labelled container stored in the shelving on the verandah.

12. Birthday Celebrations

Birthdays are celebrated at kindergarten with cup-cakes, ice blocks (other small treats) that we all share at morning tea time after we have sung 'Happy Birthday' to the birthday girl/boy. The treat is to be supplied by the family and can be left in the fridge/freezer in the kitchen (please note that providing a treat is not compulsory to celebrate birthdays). We ask that you choose a treat that is easily divided amongst the children.

13. Allergies

If your child has particular allergies you are welcome to keep a couple of 'safe' treats in our kindergarten's freezer for birthdays and other special events.



A Sample Red Group Day

| | |
|---------|--|
| 8.30am | Self-selected play outdoors |
| 10.00am | Tidy up Time |
| 10.15am | Morning focus time – Group music time/story/discussion |
| 10.30am | Morning Tea |
| 11.00am | Self-selected play indoors |
| 12.15pm | Tidy up time |
| 12.30pm | Afternoon focus time – Group music time/story/discussion |
| 12.45pm | Lunch |
| 1.30pm | Rest time |
| 2.15pm | Quiet activity |
| 2.30pm | Story time |
| 2.40pm | Home time |

A Sample Purple Group Day

| | |
|---------|--|
| 8.15am | Self-selected play outdoors |
| 10.00am | Tidy up Time |
| 10.15am | Morning focus time – Group music time/story/discussion |
| 10.30am | Morning Tea |
| 11.00am | Self-selected play indoors |
| 12.15pm | Tidy up time |
| 12.30pm | Afternoon focus time – Group music time/story/discussion |
| 12.45pm | Lunch |
| 1.30pm | Rest time |
| 2.15pm | Quiet activities |
| 2:30pm | Story time followed by afternoon tea, then either activities inside or outside play. |
| 4:00pm | Home time |

A place to be a unique individual rich in ideas, theories, experiences and knowledge



Excursions & Visitors

From time to time your child might go out into the community on an excursion. Places such as the local school, library, community gardens and historic/cultural sites, or the museum are spaces where children can have new and different experiences outside their everyday learning. Visitors may also be invited to share experiences and activities with your child. Artistic or musical performances and cultural experiences are some of the events your child may participate in.

We will always let you know about excursions or visitors to the kindergarten in advance, as you are most welcome to join in the fun with us, and we encourage you to share ideas and possibilities for new adventures or suggestions for visitors. Permission slips for each excursion must be signed by families prior to a child's participation in excursions, and should a bus be required for an excursion we have a policy of hiring only those fitted with seatbelts. Children must wear sun hats, comfortable shoes and our special Chelmer-Graceville Kindergarten vests whilst on excursions for safety and visibility purposes.

Parking

On-street parking is available in Acacia Avenue and Richardson Street. We strongly encourage parents to park on the same side of the road as the kindergarten, to avoid crossing the street with small children. [Please obey parking restrictions and yellow lines](#), which are clearly marked and signed, around the kindergarten.

We also have bikes racks to park your bikes within the kindergarten grounds.

A place to be competent and capable inquirers, thinkers, researchers, communicators and decision makers



Happiness, Health & Safety

A healthy child is a happy child and at Chelmer-Graceville Kindergarten, we do everything we can to make sure children are happy, healthy and most of all, safe. Whether this is helping them cope when the emotions of drop-off in the morning, making sure they have their hat on during outdoor sessions, or knowing what to do if they have an allergic reaction. Please do not hesitate to tell us about anything that will make your child's day happy and safe.

Workplace Health & Safety

The safety of your child is of paramount concern to us. On a daily basis staff carry out routine procedures to ensure an optimal level of safety is maintained. Such procedures include: raking sandpits to check for foreign objects, covering sandpits after use, emptying water trays when not in use, and checking equipment and the environment for wear and tear. Other safety procedures include:

- Ensuring all poisons and dangerous items are kept in locked cupboards.
- Filling out incident report forms to document injury.
- Training staff on accident and emergency procedures.
- Ensuring that safety devices are installed, such as smoke detectors.
- Requiring all permanent staff to hold a current First Aid Certificate.

Hygiene Practices

We actively encourage and support a clean and hygienic kindergarten environment at all times. **Consistent, correct hand washing by staff and children** is one of the most effective ways of minimising the spread of infections that are transmitted by contact.

The recommended hand washing procedure is to wet hands, then apply liquid soap and count to ten while rubbing palms of the hands together, between the fingers, back of the hands, thumbs and wrists, then count to ten while rinsing under running water, rubbing all of the hand and then dry hands by patting with the child's individual face washer.

Children are encouraged to wash their hands on arrival, before and after eating, after outside play, after a rest/sleep, after going to the toilet, after touching nose secretions, and before going home. Families are encouraged to teach children correct hygiene practices and adopt regular hand washing in their homes.

A Sun Safe Environment

Sun safety is important to us and we encourage the wearing of sun safe clothing and sunscreen, and structure our outdoor play at appropriate times. We have been awarded the SunSmart status from Cancer Council Queensland for demonstrating a commitment to providing a SunSmart environment. For more information regarding the SunSmart program, please visit www.cancerqld.org.au.

The kindergarten, on behalf of families, purchases a SunSmart hat for each child in each group's colour.

Our kindergarten has a policy of no-hat-no-play so **please ensure you bring a hat with you every day**. We do have spare hats available for those that forget. Families are required to dress their child in clothing that will provide adequate sun protection. Sleeveless tops do not comply with our sun safe policy and strappy and halter necks dresses/tops should not be worn.

Families are **encouraged to apply sunscreen to their child's skin each day prior to the child arriving at the kindergarten**. It is recommended that sunscreen be applied 20 minutes prior to exposure to the sun. We purchase SPF 50+ sunscreen on behalf of each child which is kept at the kindergarten. This sunscreen is to allow staff to reapply each child's sunscreen after two hours. If a child requires a specific sunscreen due to skin type, for example sensitive skin, families are requested to provide the appropriate sunscreen.



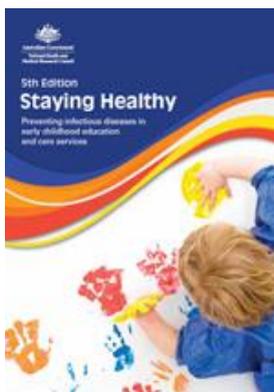
Illness & Infectious Diseases

When children are playing and coming into contact with one another regularly, illnesses and infectious diseases can occur and spread. If your child is unwell, educators will contact you to come and collect them. To ensure your child gets the rest they need to recover, we ask that when your child is unwell they stay at home until they are better.

When appropriate our educators may refuse admittance, or send children home, where a child shows symptoms of illnesses that may affect the health and well-being of our other children. Please note the following:

- Children with contagious illnesses will not be admitted to the kindergarten.
- Families must contact the kindergarten to report contagious illnesses. The staff can advise parents on the length of exclusion for each contagious illness.
- In the event of a child becoming ill at the kindergarten, the family will be contacted; therefore it is imperative that the family ensures their current contact phone numbers are with the teaching staff at all times.
- In the event of a family or emergency contact not being available, the Director will take necessary steps to ensure the child's well-being.

Please find the Time Out poster from Queensland Health in Appendices 1. This poster provides information on the recommended minimum exclusion periods for infectious conditions and assists medical practitioners, schools, kindergartens and childcare centres to meet the requirements of the *Public Health Act 2005*.



For more information on illnesses and exclusion periods please visit:

www.nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases-early-childhood-education-and-care-services

Absences

Parents are asked to notify their child's educators of any reason for absence or of the incidence of a contagious disease in the family. It is best to text the kindergarten mobile – 0492 955 820



COVID-19

Due to the ever changing nature of the COVID-19 pandemic, C&K has created a range of guideline that respond on 4 levels.

- Low level risk – No COVID-19 community transmissions
- Medium level risk - Low number of COVID-19 community transmissions
- High level risk - Government declared COVID-19 Hotspot
- Very High Response Confirmed case of COVID-19 the kindy

The level of risk, as assessed by Queensland Health Department and C&K, will influence the actions being undertaken by the kindy. These will affect areas such as hygiene, cleaning, use of PPE, attendance, arrival and departure routines, social distancing and testing mandates.

For more information on our COVID-19 Protocols please read the policy located in our foyer, alternatively one can be emailed to you.



Injuries & Incidents

In the event of any child related incident:

- We will contact you for all significant incidents and you may be asked to collect your child. Educators will continue to monitor and care for your child until he/she is collected.
- A detailed incident report will be completed in preparation for you to review and sign at the end of your child's day. A copy of the report will be provided to you if requested.
- Where your child requires medical treatment beyond immediate First Aid, and we are unable to contact you, we will ensure your child is cared for and comforted. We will contact your emergency contact(s), or call an ambulance. It is very important to make sure your list of emergency contact(s) is up to date at all times.

First-Aid

All educators in contact with children hold a current Senior First Aid Certificate, as required by childcare regulations.

Child Protection

Your child's safety and protection are our highest priority. Every year all educators complete annual child protection training and as an organisation C&K have implemented a policy whereby all our educators and staff are required to report suspected or actual cases of child abuse to the relevant authorities.

C&K employ a Child Protection & Inclusion Consultant to assist implementing child protection policies and procedures. This Consultant assists kindergarten staff and families access resources, up to date information and best practice to intercede and reduce the incidence of child abuse in the community.

No dogs allowed on premises

For a variety of reasons we kindly ask that no dogs are brought onto the kindy grounds. We understand that you love your pets, but not all children feel the same way.

Immunisation

We respect each family's decision regarding immunisation and ask that you provide your child's immunisation status in their Enrolment Booklet. In the event that an outbreak of a vaccine-preventable disease occurs, and your child is not immunised, or their immunisations are not up to date, they may be required to remain at home (full fees remain applicable) if this is the advice provided by the Public Health Unit.

You can find the current recommended immunisation schedule at www.immunise.health.gov.au or call 1800 671 811.

Rest, Relaxation & Sleep

We understand that rest and relaxation is an important part of your child's day, but that 'resting' and 'relaxing' occur differently for each child. We will offer your child opportunities to relax and rest throughout the day, in ways that meet their individual needs. This might include a sleep in a bed, a break with a comfortable cushion to dream on, or a rest on a rug outside in the shade reading a book.

Toileting

It is a requirement that all kindergarten children are toileting independently. When children are at the toilet, staff maintain a high level of supervision. A regular routine for toileting and hand washing occurs before meal times and after rest time. The children are also encouraged to use the toilet whenever the need arises.



No Smoking

There is a No Smoking policy in all areas of the kindergarten including the grounds.

Medical Conditions

If your child has a medical condition, such as anaphylaxis, asthma, diabetes or epilepsy, we ask that you detail their condition in their digital Enrolment Booklet.

We also ask that you attach to this booklet a comprehensive medical management plan from your child's medical practitioner, and engage in a conversation with your educators before your child starts, about your child's needs to ensure they can care for your child appropriately and assist with the management of their condition.

The commencement of your child's enrolment may need to be delayed so that our educators and staff can engage in specialised training to ensure they are capable and confident in meeting the needs of your child's particular medical condition. In cases where staff don't feel confident to perform complex medical tasks alternative arrangements will need to be made.

Medication

Your child may need medication during the times they are at kindergarten, even though they are well enough to attend. If this circumstance arises, please let your educators know when you arrive, and they will show you where the medication is to be stored, the procedure they will follow to administer it to your child, and the form you need to complete and sign.

Please note, **all medication must be given to a staff member on arrival**. For the safety of children, under no circumstances is medication to be left in the child's bag, on top of lockers or in any other unsecured location.

Prescribed Medication

It is important that the medication is **labelled by a pharmacist** with your child's name, as well as the instructions and dosage for administration. Medication record sheets are kept to set out dosages and times. Staff will place the medication where it is inaccessible to all children.

All asthma medication is to be administered as per these requirements. Families should provide an asthma management plan for their child, which has been developed in consultation with the child's doctor, advising staff of the child's triggers, symptoms and appropriate management techniques.

Non-Prescribed Medication

Parents/guardians are required to provide **written authorisation** to administer non-prescribed or over the counter medications, such as paracetamol, via the digital Enrolment Booklet and also seek verbal authorisation from parents/guardians. In circumstances where a child's parents/guardians cannot be contacted, verbal authorisation will be sought from an authorised emergency contact, a registered medical practitioner or emergency services personnel.



*Keeping children healthy and safe is everyone's responsibility.
If you are unsure if your child is
Healthy enough for kindy,
please keep them
home as a precaution.*

Fire Drill & Lock Down

Fire drills are carried out throughout the year in accordance with advice from the Queensland Fire Service. In the event of a fire, the fire alarm is to be activated and everyone is to assemble at the evacuation point.

In the event of a lockdown children are ushered inside. The children gather in the designated safe area and the Director will call the emergency services.



Photography & Social Media

“While it is important to recognise the very real dangers associated with social media use, it is equally important to identify and leverage the benefits by taking a more holistic approach.” (Australian Institute of Family Studies).

It is important to remember that images and recordings you email, text or post on social media sites can and may be seen, and used, by many people. We need to treat these recordings, carefully. To promote the safety, and respect the beliefs of all children and families, when you are at our kindergarten, or a kindergarten event, [please only email, text or post on social media sites images and recordings of your own child.](#)

You will have given, or withheld, your permission for Chelmer-Graceville Kindergarten to use your child’s images and/or recordings on social media for marketing and communications, but if you have any concerns, or want to change this please speak to the Director.

Technology in the Classroom

You will see a variety of approaches to integrating multimedia and technology occurring in our kindergarten. We may use iPads, cameras, light boxes, listening posts or interactive LCD screens to extend and enrich children’s play. Our educators will be there when technology is being used, supporting your child.



Communication & Family Involvement

We welcome and encourage you to be a part of our kindergarten program. Share your ideas, talents and skills, ask questions, sign up for the parent roster and help us set and achieve a wide range of goals. We also hope you will join us at the various events we hold, or participate in, throughout the year. This is a great way to meet other families and build a sense of community and belonging.

Communication

We believe that a strong partnership between families and educators is vital, and achieving this requires [open, honest and respectful communication](#). We will communicate with you about experiences your child is engaging in, their growth and development, projects being undertaken, and opportunities for you to become involved in the kindergarten. We also encourage you to share your ideas, provide feedback and connect with families.

Communicating with our Educators

We will regularly talk to you about your child's progress. You can arrange a meeting with our educators at any time to talk about how your child is progressing or to share any concerns you may have.

Where a detailed discussion is needed, we ask families to make an appointment to meet outside of kindergarten hours so that our educators can provide the one-on-one attention required and this also allows an opportunity to refer to developmental records and observations prior to meeting.

A formal interview is offered to all families towards the end of term one and then again in third or fourth term to discuss their child's development and progress at Chelmer-Graceville Kindergarten.

If you are unable to speak to our educators on arrival or pick up with regards to general information (i.e. who is collecting your child, holidays etc.) please be aware that there is a communication diary located in the sign-in area.

Please feel free to call us from 8am to 3.30pm. If your call goes to voicemail please leave a message and we will come back to you as soon as we can, which may be during a break, or before / after program times as during the kindergarten day our children are our first priority.

Educators can also be contacted through the kindergarten mobile – 0492 955 820

Storypark

We use Storypark to keep you connected with your child and their educators. This [secure online platform](#) allows educators to post updates on your child's day complete with photos and videos, share learning and development stories and outcomes, and communicate important news to you in a timely manner.

Storypark is safe and private. [You own all content and control your child's digital footprint](#). You manage who's invited to your child's Storypark community. Storypark is in line with international online security best practices.

Storypark fees are paid by the Kindergarten.

How does Storypark help your child?

- Deeper insights into your child's unique interests, needs and abilities allows better support and improved outcomes.
- Improves communication between educators and families.
- Enables educators to spend their time with your child more effectively.
- Helps your child define 'what's next' in their learning.
- Share movement, song and creative expression through audio and visual.
- Actively involves grandparents, family and close friends.

Once enrolled we will add you to our Storypark community, and you will receive an invitation from Storypark via email. When your account is set up, you can then access Storypark by one of two ways:

- Via the Storypark website: www.storypark.com.
- By downloading the free Storypark App to your smartphone or tablet.

Website & Facebook

Our website www.cgkindy.com.au is a great source of information for families.

Additional information can also be found on the C&K website at www.candk.asn.au.

Please also 'like' our official Facebook page at www.facebook.com/chelmergracevillekindergarten.

Pocket, Newsletter & Noticeboards

We also have a pocket system in use at the kindergarten located at the verandah entry point. Each child has a pocket for sharing information which should be checked and cleared regularly.

We share important information via a regular newsletter. Our newsletters include operational information, articles on early childhood education, events and fundraising updates, and other information from our management committee and Director.

Notices of immediate importance are written on the chalk board or the diary on the sign-in desk near the building entrance or sent via email or Storypark. Please read the information displayed at the sign-in table and noticeboards about our curriculum, family events and our day to day operation.



Documenting the Program

We know how important it is to understand what your child is learning, and the experiences they are engaging in. Your child's *learning journey will be captured in their digital portfolio on Storypark*, and you will also see a range of different displays and records of your child's learning throughout our kindergarten.

Communicating our Learning

When you come to collect your child you might find a write up on the day's activities, a slide show or a special display of artwork and photos. It is important to us that we share the learning experiences your child has engaged in throughout their day. We encourage you to take some time to look at these displays, add your comments and ideas, and also to talk with your child and their educators about their day.

Feedback – What do you think?

We want to hear your thoughts and ideas – share them with us by having a chat, send us an email, all the teaching staff have an individualized email address – their first name followed by @cgkindy.com.au (eg: alison@cgkindy.com.au) or by attending a management committee meeting. If there are any specific topics you wish to discuss, please speak first with your child's educators or our Director.

We strongly encourage and welcome you to contribute and share your ideas, thoughts and recommendations.

Family Code of Conduct

We encourage families to actively participate in our education and care programs and aim to engage in constructive and cooperative working relationships with families. We are also committed to protecting the safety and wellbeing of the children in our care, their families, our staff members, volunteers and all other invitees or visitors to our kindergarten. To achieve these aims, it is expected that all parents, guardians and family members of children enrolled in our kindergarten will conduct themselves in a manner which is in accordance with our values and set out in our Code of Conduct.

Application

This Code applies to all parents, carers, guardians and family members of children enrolled in our kindergarten and to any of our invitees or guests (including Emergency Contacts nominated to the service from time to time). The Code must be observed in all conduct and interaction, including interacting with children, their families, staff members and volunteers, and at any function or event held by or on behalf of Chelmer-Graceville Kindergarten or C&K.

Conduct

In all matters associated with our kindergarten, parents/guardians must, at all times act in accordance with our values and:

1. **Comply with the law** and our policies and procedures (as amended from time to time).
2. **Comply with our values** when interacting with children and their families, staff members and volunteers. Aggressive, bullying or intimidating behaviour will not be accepted.
3. **Be respectful of diversity** and refrain from harassing, discriminating against or vilifying children, their families, staff members and volunteers on the basis of gender, race, ethnicity, sexuality, religion, age, disability, beliefs or opinions, or background.
4. **Be respectful of privacy** of children, their families, staff members and volunteers and refrain from taking photographs at our kindergarten without the prior written consent.
5. **Comply with the reasonable directions** given by staff members to foster a safe and welcoming environment within our kindergarten.
6. **Raise any concerns** in accordance with our grievance and complaint management procedure.

7. **Use our facilities and property and services in an appropriate manner.**
8. **Refrain from smoking** at our kindergarten and our events.
9. **Not be adversely affected by alcohol or other substances** (with the exception of medically prescribed drugs) when attending our kindergarten or events.
10. **Ensure that all family members and Emergency Contacts associated with a child's enrolment are made aware of this Code and ensure their compliance with this Code.**

Consequences of Non-Compliance

Not complying with this Code may have serious consequences. Chelmer-Graceville Kindergarten will endeavour to resolve any matter involving this Code by facilitating discussion between the parties.

If the non-compliance is of serious nature or if, in the opinion of Chelmer-Graceville Kindergarten and/or C&K, there is a risk of future non-compliance, we may take any action it considered appropriate in the circumstances. This may include cancelling a child's enrolment at our kindergarten.

This Code may change at any time without prior notice. When any changes are made an updated version of the Code will be circulated.

We are committed to engaging with the families of children enrolled at our kindergarten in accordance with our values of respect, integrity, safety, collaboration and courage.

Confidentiality

We are committed to maintaining confidentiality and protecting the privacy of all children and families. We have processes and procedures in place to ensure that we collect, store, use and disclose personal information, and uphold your rights, in accordance with the Australian Privacy Principles contained in the *Privacy Act 1988 (Cth)*.

It is important for the kindergarten to collect relevant personal information for enrolment purposes and for staff to maintain records of each child's individual development. This information may be of a personal nature and some of it may be considered 'sensitive'.

To ensure confidentiality and privacy we adhere to the following guidelines:

- Your personal information is not disclosed to others, all kindergarten records are securely maintained in the office, or in the cloud hosted on the Microsoft platform or other secure servers that hold the requisite security certificate.
- Upon enrolment families are requested to indicate whether or not they consent to their child being photographed for any promotional purpose.
- Children's surnames are never provided to media, in promotional materials or to volunteers and students.
- Families are requested to indicate whether or not they consent to their telephone and email address being shared with other families in their group for the purposes of roster swaps, arranging play dates and socialising.

Security

It is our policy that no families are permitted to enter the kindergarten grounds outside of operating hours unless prior approval is given by the management committee. A key for the outside will be available for parents undertaking mowing or gardening rosters which will allow access to the toilets and kitchen facilities.

Permanent staff members and members of the Management Committee will have full access to the kindergarten and a key register is held at the office.

Insurance

The kindergarten maintains a number of different insurance policies including Children's Accident cover, Public Liability cover and Volunteer Accident cover.

Grievances & Complaints

We affirm and support the right of complainants to provide feedback and have complaints heard and actioned within acceptable timeframes. We recognise that feedback, both positive and negative, is essential in order to assist us to provide quality services. Complaints that are properly handled help us improve operations and processes. Therefore, time spent effectively handling complaints is an investment in improved outcomes.

Where a family has any concern relating to the program or enrolment, the C&K Association advocates that the family make immediate direct contact with the teacher responsible for that group of children.

Where a family has any query relating to the payment of fees or any matter relating to the committee management or administration, the C&K Association advocates discussion with the appropriate committee member. If the matter cannot be resolved the C&K Early Education Consultant may be asked to assist.

If at any time you wish to make a complaint about any staff member or any complaint remains unresolved to your satisfaction, please direct your complaint to the President of the Association at president@cqkindy.com.au.



Family Involvement

We warmly invite all families to spend time at the kindy with us, and to be involved in different aspects of your child's kindy year. A few different ways you can be involved include being on the committee, spending some time at the kindy during the day, volunteering to share a special talent of interest, help with the washing, donate used items you feel the kindy could use. If you can think of a way you would like to be involved please don't hesitate to discuss it with the staff and management committee.

Parent Rosters

A Parent Roster operates at our kindergarten and [we invite all families to attend roster days during the year](#) to enjoy a day with their children at kindergarten.

This enables parents to enjoy, play and interact with their child, to note changes during the year, to discuss progress with their educators and to support excursions, community walks and allow for a wide range of educational activities.

We welcome the opportunity for families to [share a special skill, knowledge, or an interest with the children](#) (for example: cooking, musical instrument, storytelling/poetry, sports or sharing an area of expertise). Families make our kindergarten special by bringing into the program their individuality, unique attitudes, knowledge and skills.

A place to be active participants in building knowledge together!

Laundry Roster

At the end of each kindergarten group's week, families will be asked to take turns at taking home a washing bag of laundry (for example: spare hats, towels, tea-towels and tablecloths) to be returned the following week.

Your Trash is our Treasure

We are always looking for new materials to incorporate into our children's learning experiences and [household items can be a great resource for our kindergarten](#). We are always in need of cardboard boxes, paper, collage materials, scraps of leather and material, off-cuts of smooth wood and polypipe. Just about anything can be reused and recycled to keep our budding artists inspired.



A place where we contribute to an equitable, just and democratic learning environment.

Open Days & Annual Events

The kindergarten hosts and participates in a number of special events throughout the year that families are invited to partake in. Below is a sample of some events:

- Annual General Meeting (AGM).
- Welcome Picnic for New Families.
- Mothers' & Fathers' Days (during program).
- Social BBQs.
- Disco.
- Movie night.
- Community Lantern Parade.
- Kindergarten Open Day.
- End of Year Celebration.

Fundraising

Fundraising can provide much needed support to the kindergarten in terms of acquiring new resources, maintaining the kindergarten environment and adding new structures such as shade sails.

We aim to hold approximately one fundraising activity per term and we welcome family support for these activities. All ideas and offers of help to organise fundraising events are gratefully accepted by the Management Committee.

Voluntary tax deductible gifts can also be made to the Chelmer-Graceville Kindergarten Building Fund.

treasurer@cckindy.com.au for more details.



Using fundraising dollars the 2020 Committee transformed our front yard and playground.



Our 2020 entry into the Indooroopilly Easter Egg competition. We won First prize - \$1000



Grounds & Maintenance

Maintenance Levy & Rebate Scheme

The grounds and facilities at our community kindergarten are extensive, and their maintenance is important for the safety and benefit of our children. A significant amount of work is undertaken by the kindergarten each year to maintain our grounds and facilities.

The participation of families is strongly encouraged by the kindergarten and can help to keep costs affordable. The Maintenance Levy will be fully refunded to families on participation in specified activities which may include working bees, Management Committee membership, maintenance, mowing and gardening.

Alternatively, you can indicate on your Maintenance Levy Form that you do not wish to participate in the Scheme and your levy will be put towards funding private contractors to complete the necessary maintenance of facilities and grounds.

Eligible concession card holders will not be required to pay this levy. The levy is not intended to be a barrier to participation and families experiencing difficulties should discuss this with the kindergarten.

The refundable Maintenance Levy is \$600 annually (per family) and is levied at \$150 per term and is payable together with fees at the beginning of each term. The Maintenance Levy will be refunded by direct deposit to families at the end of the year at a pro-rate ratio. Families that have earned 6 maintenance points will receive 100% refund, 3 maintenance points receive a 50% refund etc.



Earning Maintenance Points

To be eligible for a full refund of the Maintenance Levy, families must accumulate 6 maintenance points by the end of the kindergarten year. Maintenance points can be earned in the following simple ways:

- **Working Bees** - family will be asked to roster themselves on for one working bee each term. A variety of jobs will be available on the day including gardening, repairs, cleaning and toy maintenance. A contribution of 2 hours work = 2 points. Generally, 4 working bees are held annually.
- **Garden and yard Roster** - families can choose to roster themselves on to the Yard Roster for a weekend. Garden and Yard Roster involves tasks such as leaf blowing, spreading soft-fall, trimming branches, pruning of gardens, and watering. These tasks take 2 hours on average and earn 2 maintenance points per roster.
- **Management Committee** – families can choose to be elected to the Management Committee (as President, Vice-President, Treasurer or Secretary) for the duration of the year to be refunded the Maintenance Levy.
- **Sub Committee** – families who choose to hold sub-committee roles will receive a 50% allocation of the maintenance points. This means that those families will need to acquire an additional 3 points for a 100% refund of the maintenance levy.

Families who cannot attend working bees or mowing roster can sometimes do other extra tasks available in lieu of attendance. Please approach the kindergarten Director or Management Committee if you are interested in this option.

The children appreciate everyone's efforts to keep our kindy looking fabulous !

Fees

Fee invoices are issued four times per year, at the beginning of each term, and are payable within two weeks. The Statement of fees for the current kindy year is attached to the end of the handbook. The fees for the next kindy year will be set at the end of October of the previous year.

Tax Invoice Details

The tax invoice sent to you will have the following:

- **Term Fees** - Your name, address, date and number of days attending for the term and your term fees. Please find the Statement of Fees for 2020 in Appendices 2.
- **Maintenance Levy** – A refundable Maintenance Levy is \$600 annually and is levied at \$150 per term payable together with fees at the beginning of each term (further details on page 44).

Funding & Expenditure

The Queensland Kindergarten Funding Scheme (QKFS) is designed to help qualifying kindergartens cover the cost of implementing and delivering an approved kindergarten program. The State Government provide QKFS funding for all children who are at least 4 years of age by 30 June in their kindergarten year to make kindergarten more affordable.

QKFS funding is per-child, regardless of whether they attend multiple kindergarten programs. Families nominate which kindergarten program receives the funding. We ask that you allocated this funding to Chelmer-Graceville Kindergarten. If you elect to allocate your QKFS funding to another kindergarten or childcare service, it is likely that you will be required to pay our full (unfunded) tuition fees.

Our kindergarten depends heavily on QKFS funding and fees and levies charged to parents to operate as a not-for-profit community kindergarten. The Kindergarten has expenses of:

- Employment of staff.
- Affiliation fees with C&K.
- Insurance.
- Purchase of new equipment and resources.
- Maintenance of buildings and equipment.
- All other costs associated with the running of the kindergarten.

Collection of Fees

Prompt payment of fees is requested or a late fee may be incurred. Payment by internet banking is preferred.

Payments are made by direct bank deposit

- BSB: 034078
- Account No.:241491
- Please use your surname as a reference.

The Chelmer-Graceville Kindergarten is a not-for-profit kindergarten and cannot afford to have accrued debts. **If fees remain outstanding, we reserve the right to withdraw enrolment at any time.**

The following procedures will be instigated if fees remain outstanding after the due date.

- A reminder notice is issued giving fourteen days to pay.
- A final notice is then issued providing seven days to pay.
- If full payment is not received then unfortunately the child's enrolment is withdrawn and the place may be offered to another family.
- Notwithstanding that any of the above notices may have been overlooked; a child cannot continue their enrolment in subsequent terms if any fees remain outstanding from previous terms.

The kindy recognizes that all families face financial pressures, and we are open to payment plans, staggered fee payments etc. Even with payment schedules all fees need to be kept in advance to ensure the kindy can continue to operate.

Please note, at all times it is the family's responsibility to ensure payments are made on time and to advise of their current addresses for notices should any change occur. If you are experiences difficulties with the fees please speak with the Director or Treasurer as soon as possible.

Two weeks' notice in writing (excluding school holidays) must be given to the Director if you intend to remove your child from the enrolment list.

Appendix 1 – Queensland Health's Time Out Poster

Queensland Health

| Condition | Person with the infection | Those in contact with the infected person? |
|--|--|--|
| Hepatitis E | EXCLUDE until at least 2 weeks after the onset of jaundice. | NOT EXCLUDED |
| Human Immunodeficiency Virus (HIV/AIDS) | NOT EXCLUDED Cover open wounds with watertight dressing. | NOT EXCLUDED |
| Influenza and influenza-like illness | EXCLUDE until symptoms have resolved, remain 5-7 days. EXCLUDE for 4 days after the onset of the rash. Contact your Public Health Unit for specialist advice. | NOT EXCLUDED EXCLUSION MAY APPLY We closed or immune contacts NOT EXCLUDED . EXCLUDE immune-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case. EXCLUDE non- or incompletely vaccinated contacts without evidence of immunity. Contact your Public Health Unit for specialist advice. |
| Measles* | | |
| Meningitis (bacterial) | EXCLUDE until well and has received appropriate antibiotics. ¹ | NOT EXCLUDED |
| Meningitis (viral) | EXCLUDE until well. | NOT EXCLUDED |
| Meningococcal infection* | EXCLUDE until 24 hours of appropriate antibiotics have been completed. Contact your Public Health Unit for specialist advice. ¹ | NOT EXCLUDED EXCLUDE until 24 hours of appropriate antibiotics have been completed. Contact your Public Health Unit for specialist advice for close contacts. ¹ |
| Molluscum contagiosum | NOT EXCLUDED | NOT EXCLUDED |
| Mumps | EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor. | NOT EXCLUDED EXCLUDE until 24 hours of appropriate antibiotics have been completed. Contact your Public Health Unit for specialist advice. |
| Neisseria | EXCLUDE until there has been no diarrhoea or vomiting for 48 hours. | NOT EXCLUDED |
| Roseola, sixth disease | NOT EXCLUDED | NOT EXCLUDED |
| Scabies | EXCLUDE until the day after treatment has commenced. | NOT EXCLUDED |
| School sores (impetigo) | EXCLUDE until 24 hours of appropriate antibiotics have been completed, ¹ and encourage handwashing. | NOT EXCLUDED |
| Shiga toxin-producing E.coli (STEC) | EXCLUDE until diarrhoea has stopped and two samples have tested negative with a watertight dressing until sores are dry, and encourage handwashing. | EXCLUSION MAY APPLY Contact your Public Health Unit for specialist advice. |
| Stomped cheek syndrome, fifth disease (parvovirus B19), erythema infectiosum | NOT EXCLUDED Pregnant women should consult with their doctor. | NOT EXCLUDED EXCLUSION MAY APPLY Contact your Public Health Unit for specialist advice. |
| Shigellosis | EXCLUDE until there has been no diarrhoea or vomiting for 48 hours. Contact your Public Health Unit for specialist advice. | EXCLUSION MAY APPLY Contact your Public Health Unit for specialist advice. |
| Stingings (negus zoster) | EXCLUSION MAY APPLY If blisters can be covered with a watertight dressing, until they have dried. NOT EXCLUDED . EXCLUDE if blisters are unable to be covered and until no new blisters have appeared for 24 hours. | EXCLUSION MAY APPLY Contact your Public Health Unit for specialist advice. |
| Streptococcal sore throat (including scarlet fever) | EXCLUDE until 24 hours of appropriate antibiotics have been completed. ¹ | NOT EXCLUDED |
| Tuberculosis (Tb) | EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit. | NOT EXCLUDED |
| Typhoid and paratyphoid fever | EXCLUDE until diarrhoea has stopped and two samples have tested negative. Contact your Public Health Unit for specialist advice. | EXCLUSION MAY APPLY Contact your Public Health Unit for specialist advice. |
| Whooping cough (pertussis) | EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough. ¹ Contact your Public Health Unit for specialist advice. | EXCLUSION MAY APPLY Contact your Public Health Unit for specialist advice regarding evidence of non- or incompletely vaccinated contacts. |
| Worms | EXCLUDE until diarrhoea has stopped for 24 hours and treatment has occurred. | NOT EXCLUDED |

800 011 111

Time Out

Keeping your child and other kids healthy!

Time Out

Use this QR code to access a digital copy of this poster or visit: www.health.qld.gov.au/publichealth/contagious

Some medical conditions require exclusion from school, child care centres and other settings to prevent the spread of infectious diseases among staff and children.

For further information or advice about diseases or conditions, not listed here:

- Contact your nearest public health unit at: www.health.qld.gov.au/system-governance/contacts/contact-public-health-units
- National Health and Medical Research Council publication: *Staying Healthy – Preventing Infectious Diseases in early childhood and education and care services, 5th edition*. www.nhmrc.gov.au/guidelines-publications/ch55
- For fact sheets about various communicable diseases visit the Queensland Department of Health website at: <http://disease-control.health.qld.gov.au>

Queensland Health

| Condition | Person with the infection | Those in contact with the infected person? |
|--|---|--|
| Chickpox (varicella) | EXCLUDE until all blisters have dried. Person-immunised children, this is usually 5 days after the rash first appears, and less for immunised children. ¹ | EXCLUSION MAY APPLY EXCLUDE non-immune pregnant women and any child with immune deficiency or receiving chemotherapy. Contact your Public Health Unit for specialist advice. ¹ Varicella can be reactivated in older children and adults as shingles. See below. |
| Cold sores (herpes simplex) | NOT EXCLUDED if the person can maintain hygiene practices to minimise the risk of transmission, young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing when possible. | NOT EXCLUDED |
| Conjunctivitis | EXCLUDE until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis. | NOT EXCLUDED |
| Cytomegalovirus (CMV) | NOT EXCLUDED Pregnant women should consult with their doctor. | NOT EXCLUDED |
| Diarrhoea ² and/or vomiting | Exclusion periods may vary depending on the cause. EXCLUDE a single case until 24 hours after the last loose bowel motion and the person is well. EXCLUDE all persons who prepare or serve food until they have not had diarrhoea or vomiting for 48 hours. If there are more than two cases with diarrhoea and/or vomiting in the same location, or a single case in a food handler, notify your Public Health Unit. See <i>Information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.</i> | NOT EXCLUDED |
| Enterovirus 71 (EV71 neurological disease) | EXCLUDE until written medical clearance is received confirming the virus is no longer present in the person's bowel motions. | NOT EXCLUDED |
| Fungal infections of the skin and nails (ringworm/tinea) | EXCLUDE until the day after (antifungal) treatment has commenced. (No exclusion for tinea). | NOT EXCLUDED |
| Glandular fever (mononucleosis, Epstein-Barr Virus) | NOT EXCLUDED | NOT EXCLUDED |
| German measles (rubella) | EXCLUDE for 4 days after the onset of rash or until fully recovered, whichever is longer. Pregnant women should consult with their doctor. | NOT EXCLUDED Pregnant women and female staff of childbearing age should check their immunity with their doctor. Contact your Public Health Unit for specialist advice. |
| Herpes simplex in plaque type b (HSV) | EXCLUDE until the person has completed a course of appropriate antibiotic treatment. Contact your Public Health Unit for specialist advice. | EXCLUSION MAY APPLY Contact your Public Health Unit for specialist advice. |
| Hand, foot and mouth disease (EV71) | Exclusion is not necessary if effective treatment is commenced before neurological signs develop. No child does not need to be sent home immediately if sores are detected. | NOT EXCLUDED |
| Hepatitis A* | EXCLUDE until at least 7 days after the onset of jaundice or dark urine, or 15 days after onset of first symptoms if no jaundice or dark urine. | NOT EXCLUDED Contact your Public Health Unit for specialist advice about notification or reassurance for children and staff in the same room or group, children transferring to another centre and new enrolments. |
| Hepatitis B and C | NOT EXCLUDED Cover open wounds with a watertight dressing. | NOT EXCLUDED |

800 011 111

Time Out

Keeping your child and other kids healthy!

Time Out

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Some medical conditions require exclusion from school, child care centres and other settings to prevent the spread of infectious diseases among staff and children.

For further information or advice about diseases or conditions, not listed here:

- Contact your nearest public health unit at: www.health.qld.gov.au/system-governance/contacts/contact-public-health-units
- National Health and Medical Research Council publication: *Staying Healthy – Preventing Infectious Diseases in early childhood and education and care services, 5th edition*. www.nhmrc.gov.au/guidelines-publications/ch55
- For fact sheets about various communicable diseases visit the Queensland Department of Health website at: <http://disease-control.health.qld.gov.au>

Footnotes

1. Once the exclusion period reaches the limit of the Public Health Act 2005 for a person to be non-excluded.
2. The definition of 'contact' will vary between disease and is sometimes complex. If unsure, contact your local public health unit.
3. Exclusion duration is 14 days for a single case of diarrhoea and/or vomiting in a 24-hour period and an additional 14 days if there are more than two cases.
4. Diseases identified by the Queensland Health Unit as being a public health problem or staff are those diagnosed with these conditions.
5. Appropriate antibiotic treatment should be given to those 5 years of age or older, unless advised otherwise by your Public Health Unit.

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Funded Kindergarten Program

Statement of Fees – Kindergarten Services

This kindergarten service is an approved kindergarten program provider under the Queensland Kindergarten Funding Scheme (QKFS).

Kindergarten Program – details

| | | |
|---|---|----------------|
| Service type: Kindergarten | | |
| Service name: Chelmer-Graceville Kindergarten Inc | | |
| Address: 40 Acacia Avenue | Suburb: Graceville | Postcode: 4075 |
| Phone: (07) 3379 3228 | Fax: | |
| Web: chelmergracevillekindergarten.com.au | Email: admin@cgkindy.com.au | |

Education Program – details

At Chelmer-Graceville Kindergarten we are passionate about **our play-based learning program**. Play is a learning strategy for all children and one in which they learn through doing and at their own pace.

Conveniently **located opposite Graceville State School**, our kindergarten has been designed to provide generous spaces for children to play, whether inside or outside in our large natural play area. Our well recognised teaching and learning guidelines; C&K Building waterfalls, ensure we provide quality play-based education and care.

Every day is a little different, so your child can express their creativity and inquisitiveness at their own pace, make friends and learn how to interact socially. Your child will have the opportunity to create, discover and explore in a safe and rewarding environment of 3½ to 5½ year olds.

We are licensed for up to 45 children at any one time, however we offer up to 22 places in two groups, each offering different hours to meet the needs of our community, with their own **degree qualified early childhood teacher and qualified teaching assistants**. Each child will be carefully supported and monitored throughout the year with regular opportunities to discuss progress.

We provide an **educator to child ratio of 7:1, (well above the national requirements (11:1))**, and extensive early childhood educational resources that all contribute to a positive and rewarding learning environment for your child. Families and community play the most important role in our children's education. We ask that you stay in regular contact with us and share your feedback, experiences, ideas and concerns. Please ensure that we always have your most up to date contact and emergency contacts details on file.

We look forward to sharing the coming year with your family, and the partnerships and friendships the year will bring.

Red group - Operate a three days per week schedule, attending Monday, Tuesday and Wednesday throughout the Queensland state school terms. Daily hours are 8:30am to 2:40pm.

Purple group - Operate an extended hours schedule being two days per week attending Thursday and Friday throughout the Queensland state school terms. Daily hours are 8:15am to 4:00pm.

Kindergarten Fees (information current as at:11/01/21)

| | |
|--|---|
| Total daily rate: (list the minimum cost of the kindergarten program as a rate per day) | Red Group: \$47.40 per day – eligible 4 year olds \$72.70 per day – 3 year olds / 4 year olds not eligible for QLD Govt funding Purple Group: \$53.30 per day – eligible 4 year olds \$91.30 per day – 3 year olds / 4 year olds not eligible for QLD Govt funding |
| Inclusions in the total daily rate: (list inclusions, e.g. sunscreen) | Educational supplies, incursions, Storypark access, sunscreen, insect repellent, incidentals. |
| Enrolment conditions: (list commitment required of child to participate in the kindergarten program) | Fully toilet trained, able to follow instructions and eat independently. A minimum of two (2) weeks notice must be given to withdraw a child. |
| Information about the Australian Government's Child Care Benefit payments for eligible families is available at www.familyassist.gov.au/payments/family-assistance-payments | |

Additional fees or levies

| Item and purpose | Cost/frequency | Tax deductible Y/N |
|--|---|--------------------|
| Enrolment fee (paid on acceptance of offer) | \$100 per annum | No |
| Fee rebate scheme (refundable on completion of 3 x maintenance work / participation in working bees – approx. 6 hours) – Per Family | \$150 per term | No |
| Contributions can also be made towards the Kindergarten's Building Fund (the Kindergarten is a registered charity and so donations are tax deductible). | Voluntary | Yes |
| Late payment fee: applicable to late payment of fees after the issue of two reminder notices / or 14 days past payment due date. | \$40 applicable to late payment of fees | No |
| Please note the Kindergarten Committee reserves the right to change fees in line with operational costs, we endeavour to give at least four (4) weeks' notice of fee increases. QKFS unfunded children will be subject to fee increase in line with annual QKFS funding increases. | | |

Provider information does not represent the official position of the Queensland Government.

Approved Kindergarten Program Providers

As an approved provider, this service holds a current Queensland service approval for a centre based service, under the Education and Care Services National Law (National Law) or the Education and Care Services Act 2013, and an appropriate public liability insurance of at least \$10 million. To be eligible to receive funding the service must provide a kindergarten program:

- To children who are at least 4 years of age by 30 June in their kindergarten year
- Delivered by a qualified early childhood teacher
- Aligned with the Queensland Kindergarten Learning Guideline, or other education program approved by the Queensland Curriculum and Assessment Authority
- For at least 15 hours a week, 40 weeks a year or a minimum of 600 hours over 37 weeks for services operated by non-state schools.

The Australian and Queensland Governments provide subsidies to support the delivery of kindergarten programs. For more information, visit www.det.qld.gov.au/earlychildhood.