

Kindergarten Handbook 2019



TOOWOOMBA
ANGLICAN SCHOOL
Est. 1911

Table of Contents

Contact Details	1
Centre Hours of Operation	1
2019 Dates for the Kindergarten Program,	2
School Contacts	3
Message from Dean of Early Years	4
Our Philosophy	5
ABOUT TOOWOOMBA ANGLICAN SCHOOL.....	6
History of the Toowoomba Anglican School.....	6
Mission Statement	6
Aims and Objectives.....	6
National Quality Framework	7
ORGANISATION	9
Routines	9
EDUCATIONAL PROGRAM	10
The Early Years Learning Framework – Belonging, Being and Becoming.....	10
The Queensland Kindergarten Learning Guidelines.....	10
The Importance of Play.....	11
The Arts, Physical Education, Languages and Christian Education	12
Library Attendance	13
Wider School Involvement	13
Individual Portfolio	13
Documenting the Curriculum	13

Transition Program: Footsteps to Foundation 14

Inclusive Philosophy 14

Cultural Diversity 14

Equity..... 14

Arrivals and Departures 14

Signing In/Out 15

Settling-in Procedures 15

Collecting Your Child 15

Absences..... 15

Uniform Requirements 16

Spare Clothing..... 16

Food Requirements 16

Rest and Relaxation Time..... 17

Treasures from Home 17

Birthdays 17

Excursions/Incursions..... 17

Communication with Families 18

Concerns, Complaints and Suggestions 18

Parent Involvement 18

Parent/Visitor Code of Conduct 19

Visitors, Children and Volunteers..... 19

Photos..... 19

Priority of Access and Non-discriminatory Access 19

Confidentiality..... 19

Delayed Entry and Exit from the Kindergarten Program..... 19

CARING FOR YOUR CHILD	20
Medication	20
Non-prescribed Medication (including alternative therapies)	20
Sun Care	20
Guiding Children’s Behaviour	20
Custody	21
Safety	21
Fire Evacuation Procedure	21
Health and Hygiene	21
Oral Hygiene	22
Illness and Injury	22
Operation of the Health Centre	22
Medical Forms and Medication	22
Allergies and Anaphylaxis	22
Personal Relationships and Pastoral Care	23
Respect for Children	23
Child Protection	23
Workplace, Health and Safety	24
Immunisation/Vaccination	24
Priority Order of Enrolment	24
Enrolment Process	24
Allocation of Places	25
Payment of Fees and Outstanding Fees	25
QLD Kindy Plus Support	26
Health Care Card Holders	26
Late and Overdue Fees	26

Cancellations and Refunds..... 27
POLICIES 28

TOOWOOMBA ANGLICAN SCHOOL KINDERGARTEN

Contact Details

ADDRESS: 2 Campbell Street, Toowoomba QLD 4350
TELEPHONE: (07) 46398111
FAX: (07) 46398100
Kindergarten: (07) 46398142
Email: reception@Toowoomba Anglican School.qld.edu.au
Website: www.Toowoomba Anglican School.qld.edu.au

Between the times of 8:00am and 3:30pm all calls are made to the School Office on 4639 8111. Calls will be transferred to the Kindergarten outside the session times or if it is a matter of urgency. In all other cases, messages will be taken by the Administrative staff and they will pass these on to the Kindergarten staff.

Centrelink Reference Number (CRN): 407306747H
Centrelink Contact Phone Number: 13 61 50
Child Care Information Service (CCIS): 1800 637 711

Centre Hours of Operation

Kindergarten Gold, Blue and Red Program Hours:

8:00am-3:00pm (Monday to Friday, School Term)

Kindergarten Red 2 Program Hours:

8:00am-3:30pm (Thursday and Friday, School Term)

4 Year Old Kindergarten	Age Level 4	Days 2 days/3 days/5 days
Kindergarten Blue	Turn 4 years of age by 30/6/2019	3-day enrolment: Monday, Tuesday, Wednesday
Kindergarten Red	Turn 4 years of age by 30/6/2019	3-day enrolment: Monday, Tuesday, Wednesday
Kindergarten Red	Turn 4 years of age by 30/6/2019	5-day enrolment: Monday-Friday
Kindergarten Red 2	Turn 4 years of age by 30/6/2019	2-day enrolment: Thursday-Friday

***The Kindergarten Blue and Kindergarten Red programs are specifically designed for children who are eligible to enter the Foundation/Preparatory Year in 2020.**

Kindergarten Gold Program	Age Level 3	Days 2 days
Kindergarten Gold	3 Years by 27/1/2019 and 4 years after 30/6/2019	2-day enrolment: Thursday, Friday

***The Kindergarten Gold program is specifically designed for children who are eligible to enter the Preparatory/Foundation Year in 2021. The children need to have turned 3 by the 31 January 2019.**

2019 Dates for the Kindergarten Program

Semester 1

- Term 1:**
- Play and Interview Sessions:**
Kindy Red and Kindy Blue: Wednesday 30 January, 2019
Kindy Gold: Thursday 31 January, 2019
- Kindy Red and Kindy Blue Commences:** Monday, 4 February, 2019
Kindy Red 2 Commences (Thursday-Friday): Thursday, 7 February, 2019
Kindy Gold Commences: Thursday, 7 February, 2019
- Kindy Red (3 days) and Kindy Blue Concludes:** Wednesday, 3 April, 2019
Kindy Red (5 days/ 2 days) and Kindy Gold Concludes: Thursday, 4 April, 2019
- Term 2:**
- Kindy Red and Kindy Blue Commences:** Tuesday, 24 April, 2019
Kindy Gold and Kindy Red 2 Commences: Friday, 26 April, 2019
- Kindy Red (3 days) and Kindy Blue Concludes:** Wednesday, 19 June, 2019
Kindy Gold and Kindy Red (5 days/2 days) Concludes: Thursday, 20 June, 2019

Semester 2

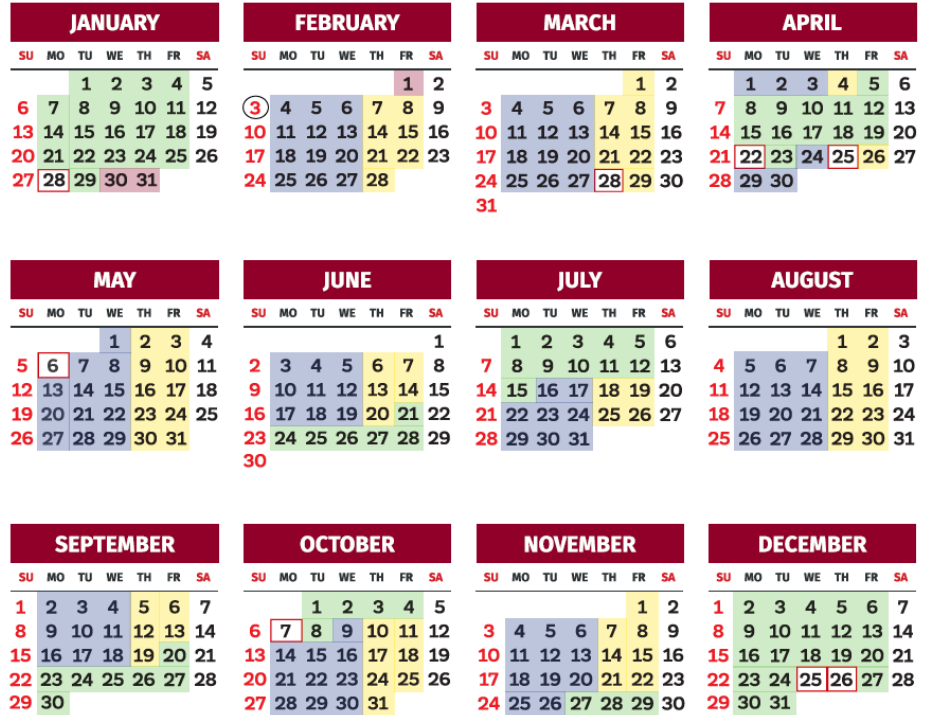
- Term 3:**
- Kindy Red and Kindy Blue Commences:** Tuesday, 16 July, 2019
Kindy Gold and Kindy Red (5 days/2 days) Commences: Thursday, 18 July, 2019
- Kindy Red (3 days) and Kindy Blue Concludes:** Wednesday, 18 September, 2019
Kindy Gold and Kindy Red 2 Concludes: Thursday, 19 September, 2019
- Term 4:**
- Kindy Red and Kindy Blue Commences:** Tuesday, 8 October, 2019
Kindy Gold and Kindy Red 2 Commences: Thursday, 10 October, 2019
Kindy Gold and Kindy Red 2 Commences: Friday, 22 November, 2019
Kindy Red and Kindy Blue Concludes: Tuesday, 26 November, 2019

Kindy Program Schedule 2019

Public Holidays
 Kindy Holidays
 Kindy Red and Kindy Blue
 Kindy Gold
 Kindy Transition Play Interviews
Kindy Red and Kindy Blue - 30/01/2017
Kindy Gold - 31/01/2017
 Picnic on Main School Close

Please Note:
Kindy Red 3 classes run 5 days per week and are a combination of the dates marked in yellow and blue.

Term Dates
Term One
30 January - 4 April
Term Two
24 April - 20 June
Term Three
16 July - 19 September
Term Four
9 October - 26 November



SCHOOL CONTACTS

Contact Details		
Reception	Mrs Lucy Sheridan	Phone: 07 4639 8111 Fax: 07 4639 8100 reception@tacaps.qld.edu.au
Head of School	Mr Simon Lees	reception@tacaps.qld.edu.au
Dean of Early Years	Mrs Michele Wright	mwright@tacaps..qld.edu.au
Registrar	Mrs Brooke Cleary	Phone: 07 4639 8105 enrolments@tacaps.qld.edu.au
Accounts Office	Ms Robyn Laundon	Phone: 07 4639 8103 accounts@tacaps.qld.edu.au
Health Centre	Sr Sue Crawford Sr Margo Whitfield	Phone: 07 4639 8120 healthcentre@tacaps.qld.edu.au
Office of Early Childhood and Care PO Box 83 Toowoomba Qld 4350		Phone: 07 46163791

MESSAGE FROM DEAN OF EARLY YEARS



Our Kindergarten provides the essential foundational years for our Primary Years (F-6). Our aim is to provide a safe and secure environment that is enriching and stimulating for every child to reach their potential by being confident and involved learners. Our children engage in quality and approved Early Years curriculum and co-curricular experiences in an atmosphere of fun and the celebration of each child's achievements. Play is at the heart of our programs and we strongly believe that "Children learn as they play. Most importantly, in play children learn how to learn." (Fred Donaldson)

The Arts, Languages and sporting programs are introduced, providing children with rich learning opportunities and effective communication skills. Technology competencies are encouraged through a variety of digital resources that the children are able to access daily. Additionally, our children develop a strong sense of identity and connectedness within the kindergarten, school and local community through our excursions/incursions, and weekly and yearly events such as our Buddy Program, sports carnivals, Under 8's Week, Mother's, Grandparents and Father's Day events and Book Week.

We invite you to be involved in the exciting and innovative frontier education that the Toowoomba Anglican School Kindergarten offers for your child.

*Mrs Michele
Wright
Dean of Early
Years*

Our Philosophy

The Toowoomba Anglican School Kindergarten aims to reflect the values of the School's community in all its diversity, and is committed to excellence in the provision of education and care programs. Our Philosophy statement includes the Kindergarten's values, beliefs and understandings about children and the ways they learn, families and the role of Educators. It guides all aspects of the Kindergarten practices and programs including the Kindergarten and the Early Years Learning Care Programs. Staff members, parents, children and community members contribute to the writing and regular review of our philosophy statement.

We believe that each child has the right to be an active member of the community in which they live, to express their opinions and have their views considered in any decision that may affect them. We believe that the best interests of the children and their right to play as well as learn and develop in a safe and nurturing environment is the primary consideration in all decision making at the Kindergarten and is visible in the actions, interactions and daily work with the children. We believe that children are unique individuals and active learners from birth and through rich, engaging environments and meaningful interactions, we can build a foundation for successful lifelong learning. We believe that as children are supported to become environmentally responsible and show respect for their environment, they will value and implement sustainable practices.

We acknowledge that parents and families are the child's primary nurturers and that respectful, collaborative relationships strengthen the capacity and efforts of families and the staff to support their children and promote each child's health and wellbeing. We believe that the intrinsic worth of all children and their families, their strengths and their right to equitable access and participation in the community is clearly visible in all aspects of the Kindergarten.

We believe that the staff's primary role is to guide, facilitate and encourage children's learning. Educators document and record the child's developmental journey throughout the year through written observations, photographs and work samples. We acknowledge that as Educators participating in intentional teaching, researching and learning together with the children and their families that those very high quality outcomes for the children and Kindergarten can be achieved. We support that the staff utilise positive behaviour guidance strategies to assist the children in developing the skills to regulate their own emotions.

Children play with a purpose.

Educators plan play with a purpose.

Children and Educators play together with a purpose.

ABOUT TOOWOOMBA ANGLICAN SCHOOL KINDERGARTEN

History of the Toowoomba Anglican School Kindergarten

The Toowoomba Anglican School was founded in 1911 as a private school for primary boys. It was acquired by the Church of England (now Anglican Church of Australia) in 1920. In 2012, the Kindergarten was established to provide an early childhood education within our school community. Today, Toowoomba Anglican School is a coeducational boarding and day school and college catering for Kindergarten to Year 12 children.

Mission Statement

The Toowoomba Anglican School Kindergarten is committed to quality learning in a caring Christian environment for each girl and boy.

Aims and Objectives

The Toowoomba Anglican School Kindergarten is committed to education that incorporates healthy childhood development, encompassing essential life qualities such as spiritual awareness, social ethics, emotional growth, independent creativity, and a healthy enjoyment of sporting activities.

Approved Provider

The Anglican Schools Commission, Diocesan Council is the Approved Provider of the Kindergarten.

Regulatory Authority

The Darling Downs South West Queensland Region Office for Early Childhood Education and Care may be contacted at the address and number below:

PO Box 38
Toowoomba Qld 4350
Telephone: (07) 4616 3791
Fax: (07) 4616 3700

Governance issues should be directed to the Dean of Early Years. A management structure is in place whereby the Dean reports to the Executive Leadership Team of the school.

National Quality Framework

To monitor the provision of a high quality Kindergarten program, the Kindergarten is assessed and rated under the National Quality Framework. The Kindergarten maintains an up to date Quality Improvement Plan.

Current National Quality Framework Rating – March 2013.

Overall Rating – Exceeding National Quality Standards

Quality Area One – Meeting National Quality Standards

Quality Area Two – Exceeding National Quality Standards

Quality Area Three – Meeting National Quality Standards

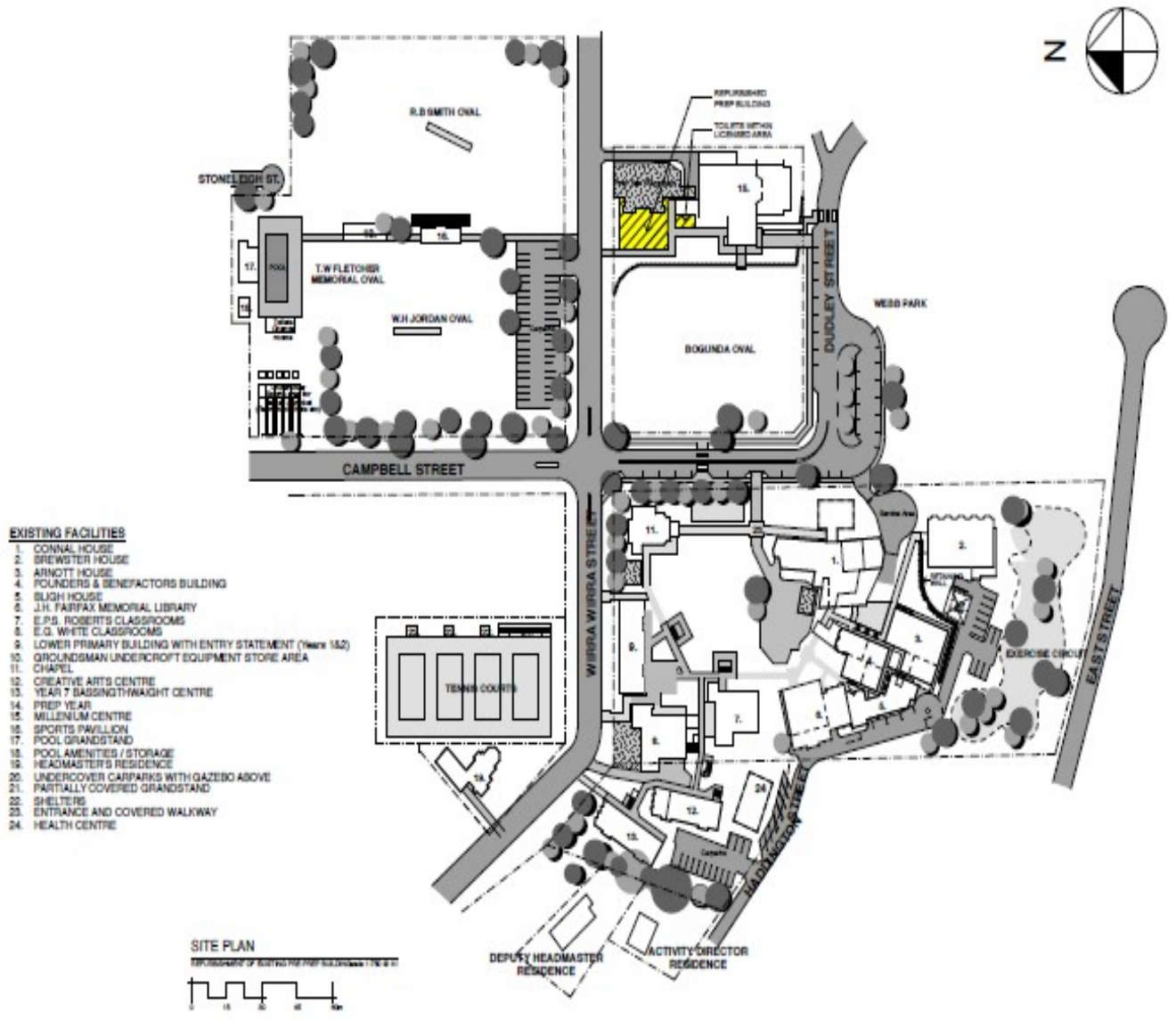
Quality Area Four – Exceeding National Quality Standards

Quality Area Five – Meeting National Quality Standards

Quality Area Six – Exceeding National Quality Standards

Quality Area Seven – Exceeding National Quality Standards

Location of the Toowoomba Anglican School Kindergarten within the School Campus



ORGANISATION

Classroom Organisation

The Kindergarten rooms each cater for twenty-two children. Each class has a qualified Bachelor of Education (Early Childhood) Teacher and a Diploma qualified Early Years Teacher Educator to provide the educational program. The classrooms contain different spaces for quiet and active play as well as access to the outdoor areas.

Hours of Operation

The Kindergarten program hours operate within school term time from 8:00am to 3:00pm on Monday to Friday and 8:00am to 3:30pm on Thursday and Friday for our Kindergarten Red 2 program. The Kindergarten is approved to operate Monday to Friday, with the exception of Public Holidays.

Routines

Kindergarten Routines

8:00am	Indoor or Outdoor/ Activities	12:15pm	Pack Away
9:00am	Group Time	12: 30pm	Transition Group Time
		12:45pm	Toileting / Wash Hands
9:30am	Indoor/Outdoor Activities	1:00pm	Lunch/ Time
10:30am	Pack Away	1:15pm	Rest and Relaxation Time
10:45am	Toileting / Wash Hands	2:00pm	Pack Away/Outdoor Activities
11:00am	Morning Tea	2:30pm	Group Time
11:00am	Group Time (e.g. Music, Drama)	3:00pm	Home
11:15am	Indoor / Outdoor Activities		

**The routine is flexible according to the children's interests and the weather.*

Educational Program

The Early Years Learning Framework and the Queensland Kindergarten Learning Guidelines inform the development of our Kindergarten programs.

The Early Years Learning Framework – Belonging, Being and Becoming

The Early Years Learning Framework is the basis of our program. It is a living and learning framework that invites children and adults to take part in a journey – a journey that requires commitment to potentials, possibilities, aspirations and inspirations. Fundamental to the framework is a view of children’s lives as characterised by ‘Belonging, Being and Becoming’.

The acknowledgement of children as competent and capable learners and the significant role that adults play in optimising and enhancing children’s living and learning experiences is evident throughout the Early Years Learning Framework. Adults and children share responsibility for the learning process through interaction, negotiation and collaboration.

Our Programs

Our Educators actively encourage all children and families to contribute to the planning of learning experiences for all our programs, based on their interests and ideas. There is continuity of learning between the programs, which provides children with quality play and leisure activities. global, national, community and school events are incorporated within our daily, weekly, term and yearly planning.

The Queensland Kindergarten Learning Guidelines

The Queensland Kindergarten Learning Principles outlined below promote continuity in children’s learning by integrating the principles and practices identified in the Early Years Learning Framework.

The guideline describes a set of five learning and development areas that relate to the five broad learning outcomes identified in the Early Years Learning Framework (EYLF).

Identity

A Kindergarten child who has a strong sense of identity:

- is building a sense of security and trust
- acts with increasing independence and perseverance
- is building a confident self-identity

Related *EYLF* learning outcome: Children have a strong sense of identity.

Connectedness

A Kindergarten child who is connected with and contributes to their world:

- is building positive relationships with others
- shows increasing respect for diversity
- shows increasing respect for environments

Related *EYLF* learning outcome: Children are connected with and contribute to their world.

Wellbeing

A Kindergarten child who has a strong sense of wellbeing:

- is building a sense of autonomy and wellbeing
- explores ways to be healthy and safe
- explores ways to promote physical wellbeing

Related *EYLF* learning outcome: Children have a strong sense of wellbeing.

Active learning

A Kindergarten child who is a confident and involved learner:

- is building positive dispositions towards learning
- showing confidence and involvement in learning
- using technologies for learning and communication

Related *EYLF* Learning outcome: Children are confident and involved learners.

Communicating

A Kindergarten child who is an effective communicator:

- exploring and expanding language
- exploring literacy in personally meaningful ways
- exploring numeracy in personally meaningful ways

Related *EYLF* learning outcome: Children are effective communicators.

The Importance of Play

The Toowoomba Anglican School Kindergarten recognises the value and richness of play as a stimulus for children's learning and their ongoing engagement in meaningful experiences. As children play they approach new and revisited experiences with interest, ownership, empowerment and possibility. The pedagogical spaces are designed as open plan learning environments, enabling children to independently make their own choices and decisions about their play. We believe that children learn effectively when exploring their own interests, engaging in hands-on experiences and having the time to revisit aspects of their play under the guidance and support of the teaching staff.

Through play at Kindergarten your child is:

- learning about and engaging in the community in which they live and building an understanding and respect for their own and others' social and cultural heritage.
- learning early literacy skills, including listening to, and being involved with, fiction and non-fiction texts. Gaining an awareness of the alphabet, initial sounds and rhyming words.
- learning early numeracy skills through working with a range of manipulative materials to count, represent, order, sequence, solve problems and follow directions
- exploring and interacting with different forms of technology including interactive e-boards, iPads and computers.
- exploring, interacting and appreciating the world around them through exploring and creating with various art media; exploring nature and the joys of the outdoors; playing and investigating sand, water and other sensory materials. Experiencing music, rhyme and rhythm through intentional and play experiences.
- actively engaged in negotiating and creating their play environments.
- building personal and emotional resilience, independence and self-confidence.
- developing increased control of their physical skills, and learning about personal health and hygiene. This includes developing gross and fine motor skills and being involved in movement and brain gym exercises.
- exploring relationships and developing friendships and listening to and appreciating the ideas and thoughts of others. This includes discussing areas of interest with adults and children and learning to share their knowledge and ideas with others through engagement and enjoyment in the learning process.
- recognised as competent and capable.

The Arts, Physical Education, Languages and Christian Education

Music and French

Children will participate in weekly music and French lessons with the specialist teachers. The children will be given the opportunity to learn and be introduced to simple melody, beat, rhythm and rhyme and a range of instruments during Music lessons. French lessons will include fun experiences to learn simple French words, colours, songs and rhymes.

Sporting Programs

Our Kindergarten indoor and outdoor program enables the children to be active and develop a wide range of gross motor skills. In addition, they are given the opportunity to participate in the early childhood Ginger Soccer program, Dance, All Stars Gymnastics program, Cross Country and Athletics Carnivals. These activities support the Kindergarten's promotion of active and healthy lifestyles.

Religious Education

As an Anglican School, we value the Christian Faith and encourage the children to live and value kindness, truth, honesty, integrity, respect and love. The children will experience Bible stories and prayers.

Buddy Program

The Kindergarten Red and Blue classes are allocated a Year 5 Buddy class with individual buddies to participate in reading and technology sessions.

Library Attendance

The children participate in weekly visits to the library. This enables them to foster a love of books, literacy, technology and their sense of belonging in the wider school community.

Wider School Involvement

The children will be involved in annual school events, including sport carnivals, Art in the Cloisters, Grandparents' Day, Easter Extravaganza, Fathers' and Mothers' evenings, Book Week and our annual Carol Service.

Individual Portfolios

The Kindergarten's qualified staff captures your child's learning and thinking in our unique 'My Learning Journey'. These portfolios are more than a memory or keepsake of your child's time. Not only do they provide an insight into your child's learning, they also make the quality of our teaching practice visible to you. These portfolios are a collaborative effort and are available to families and children. They provide children with an opportunity to revisit and reflect on past experiences; record their learning, including their emerging literacy and numeracy skills, and provide our teachers with the knowledge they need to ensure your child's time with us is full of wonder and possibility. You are encouraged to be a participant in three-way communication (i.e. child, parent and Educator) and contribute photos, stories, art works or any memorabilia that tells a story about your child's life and their learning journey.

Documenting the Curriculum

Through careful observation, documentation and critical reflection, teachers gather information to determine the ideas and potential experiences that may emerge throughout your child's day. Our Educators adopt a reflective approach to planning with open-ended, retrospective and shared templates that are flexible and open to possibility. Planning is a continuous and collaborative process occurring within the program as children and adults together create opportunities for living and learning through the spontaneous and unpredictable encounters that occur in the here and now of every context.

Our Educators will support children to be involved in what is interesting and meaningful to them. Parents and guardians are invited to discuss the activities and experiences provided as part of our learning programs and the goals to be achieved through our curriculum. Please ask your class Teacher for more detailed information about your child's learning and development and how we collaborate to foster your child's learning opportunities.

We use an Early Years Learning Management System called QKeYLM. Parents receive a username and password in order to access documentation linked to their child through an online portal called 'My Family Lounge'. It is accessible through the 'My Family Lounge' app and at <https://www.qkenhanced.com.au/Enhanced.Eylm/Account/LogOn>. This includes photographs, observations, planning and feedback in regards to your child.

Transition Program: Footsteps to Foundation

We offer a comprehensive transition program in preparation for your child's future Foundation/Preparatory Year class. All children participate in our weekly and regular activities at the School campus, including visits to the library, music room, art room, Millennium Centre and Chapel. Throughout the second semester, time in our Foundation (Prep Year) playground and classrooms occur in a more formal way with planned Transition Play Times in our Footsteps to Foundation Program. Towards the end of the year a planned interview occurs between the child's future Foundation Class teacher, Parent and child. Your child's individual Transition Statement is provided to families and an additional copy for their upcoming teacher or school. If your child is transitioning to a new school setting we are available for interviews with their future teacher.

Inclusive Philosophy

The Toowoomba Anglican School Kindergarten respects and encourages individuality and interdependence of all children, including those from culturally and linguistically diverse backgrounds and children with a disability or an additional need. Our inclusive environment and program aims to meet the different and diverse needs of all children and their families. Following an interview with the parent, child and the Dean of Early Years, a collaborative and consultation process occurs to discuss possible program plans and modifications where appropriate. 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.

Cultural Diversity

The Kindergarten recognises and celebrates the multicultural nature of our community and aims to provide an environment and curriculum of acceptance towards all people. We value each child and family's culture and beliefs. All parents are encouraged to communicate any concerns or considerations with staff upon enrolment and on a daily basis. Transition services are available for all nationalities.

Equity

The Kindergarten is committed to and firmly believes that experiences in the early childhood period have a significant impact on later childhood and adult life. We provide a learning environment in which all children are encouraged to engage in a range of experiences which will promote their optimal development, and the opportunity to reach their individual potential for living a contributing and fulfilling life.

Arrivals and Departures

The Regulations state that each child must be delivered to the Kindergarten and collected by an adult over 18 years of age. For this purpose, an adult is defined as a person accompanying a child arriving at or leaving a Kindergarten, including the child's parent. Alternative arrangements can be made by the parents, however, these must be in writing and indicate who else may deliver and/or collect their child from the Kindergarten.

Signing In/Out

The Regulations state that our Sign In/Out procedure requires the following information: parent's/guardian's name, sign and specify the time of arrival and name, sign and specify the time of departure of their child/ren each day. We currently use the Qikkids Kiosk program for our sign in and sign out procedures. More information will be provided to all families at the beginning of the year.

Settling-in Procedures

When entering a new environment, the parent and child need time to adjust. To enable a smooth transition into Kindergarten, parents are encouraged to stay with their child in the mornings until they feel they are settled. If work commitments prevent this, parents need to settle their child with a staff member before they leave. When parents are ready to leave, you are asked to talk to the staff members so that your child can be supported if necessary. To assist with a smooth introduction into the Kindergarten, the following suggestions are offered:

- **Visiting:** After visiting the Kindergarten for your interview, your child will have gained various impressions. Talk about these together so that your child feels informed about his/her new surroundings. Try to visit the Kindergarten again before your official starting date. We have organised Transition Play times during the week before the Kindergarten Program commences. This will enable your child to become more familiar with the environment and staff.
- **First day:** Each child is unique and will cope with the first day in his/her own way. When you feel that your child is comfortable and you are ready to leave, let the staff know so that they can offer support to your child. Say goodbye and tell your child when you will be back. **Do not prolong the farewell as this may cause greater distress for your child.** Please call the Kindergarten to ensure your child has settled well once you have left. If you are anxious about your child, phone the Kindergarten for an update of his/her wellbeing.
- **Collection:** Try to return on time as a few minutes can be a long time for a child. The staff will give you feedback on how the day proceeded. Showing your enthusiasm about what your child tells or shows you can really help with the settling-in process.

Collecting your child

We ask for your cooperation by collecting your child by 3.00pm (3.30pm for Kindy Red 2) from the Kindergarten program. If there is contact with the school please phone the Kindergarten directly on 07 4639 8142.

Absences

Should your child be unwell at the beginning of the day, he/she should not be sent to the Kindergarten. Please contact the Kindergarten to notify us of your child's absence. If your child is likely to be away for some time, excluding illness, you are asked to notify the Dean of Early Years.

Uniform Requirements

All children attending the Kindergarten are expected to wear the correct and complete uniform for daily attendance. The uniform requirements are available from our uniform shop, C@PS. The children are expected to have neat, tidy hair with girls wearing their hair tied back if it is below collar length. School coloured ribbons and clips are to be worn and may be purchased from C@PS.

Spare Clothing

It is advisable that parents pack one set of extra clothes, including underwear, should they be required. At times, children may get wet from water play, dirty from sand play or have a toileting accident which necessitates changing. Children feel more comfortable in their own clothing and this allows staff to ensure that a child's needs are met with minimal fuss or stress. Please ensure all clothes including socks and shoes are clearly labelled.

A note will be placed in your child's locker to inform you if such an incident has occurred throughout the day. Soiled or wet clothing will be available in the Change Area in a clear bucket with your child's name on the front.

Food Requirements

Parents are required to provide Morning Tea and Lunch in a named lunchbox. Microwaving of food is not permissible under the relevant regulations.

Morning Tea

Please provide your child with fruit for Morning Tea. This will be our 'Fruit Break' time. Additional items like yoghurt, muffins and crackers are also encouraged.

Lunch

A nourishing, wholesome lunch of fresh food is also desirable – sandwiches, baked beans, chicken, ham, tuna, salad, cheese, crackers, fruit salad, fresh fruit and yoghurt are good options. We recommend that children drink water during this time rather than cordial and juice. Please always send a named water bottle for your child.

To encourage healthy nutritional habits, *please do not send chips, lollies, soft drinks, roll ups, juice or chocolate products in your child's lunch box. They are 'at home' foods and will be sent back home for your child to enjoy for Afternoon Tea.*

Allergies

Due to children with allergies enrolled in the school, we ask *parents to not send any food containing nuts.*

Recycling

We encourage parents to send children's food in small containers or compartments inside their lunchbox to limit the use of plastic wrap and rubbish, as we are an environmentally conscious centre. The children will learn how to recycle their food scraps and packaging, such as yoghurt containers. Our worm farm love fruit and vegetable scraps. Fruit and vegetable scraps from home are welcome at Kindy too.

Rest and Relaxation Time

Each child's comfort is provided for and there is a range of opportunities for both individuals and groups that effectively meet each child's need for sleep, rest and relaxation (National Quality Framework, 2.1.2). Staff will be sensitive to the needs of your child and will provide activities to ensure children's rest periods are positive and according to your wishes. Our children's sense of agency is supported as they are able to choose rest and relaxation activities. Information will be displayed to indicate your child's rest and relaxation choices. If your child sleeps they require a Sleep Mat.

- The Sleep Mat will be sent home at the end of each week to be washed.
- Children may also like to bring a small cushion and one small cuddly toy.
- Please ensure that the Sleep Mat is clearly labelled.

Treasures from Home

We would greatly appreciate that if toys brought from home are ones which are not valuable. Toys or jewelry can often get lost or broken when brought to Kindy, so it saves anxiety if these are kept safely at home. Your child is encouraged to bring any type of interesting specimens or objects – rocks, shells, insects, for example, to enrich the program, or special photos of family members and events. Plastic containers are safer than glass.

Birthdays

A birthday is a very special time for every child. On this special occasion you are welcome to bring along a cake, preferably cupcakes for your child to share with their class. Children whose birthdays fall in the holidays may share their birthday before or after the holidays. If your child has a food allergy, we would appreciate you providing appropriate cakes to be stored in our freezer for use during these occasions.

It is important that birthday invitations are only distributed at Kindy when every child from the program is invited. Your child's Teacher will be more than happy to provide you with a full listing of first names of the children in the program. A sense of belonging within our community is very important.

Excursions/Incursions

On occasions, the children will be taken on excursions to complement the curriculum. At other times, visitors will be invited to the centre to offer the children an extension of their current program. Excursions provide children with opportunities outside the Kindergarten to expand learning and transfer expectations into a new setting. They present opportunities both at the school and in the wider community to support a seamless transition into school life. Children develop a sense of responsibility in relation to organising themselves for this day including library bags and drink bottles.

The children are involved in weekly regular excursions to the Main School. This includes visits to the library, Bogunda Oval and Transition to Foundation Year play times in Term Four. Parents are required to sign a Regular Excursion Form at the commencement of the year.

Parents will be notified of forthcoming excursions/incursions through letters and signs within the Kindergarten. We ensure that we have a sufficient adult: child ratio when we go outside the Kindergarten area. Parents will be invited to share these valuable learning experiences. All excursions and transport arrangements are carefully planned so parents can assist by indicating well in advance whether they intend to participate in these excursions. Permission and Risk Management Plan documents will be issued for incursions/excursions and must be signed by parent(s) prior to departure.

Communication with Families

Open, supportive communication between Kindy and home is very important if children are to receive the optimal benefits from their education. The Kindergarten views itself as a community of children, teachers and parents where the emphasis is placed upon effective communication. When parents wish to discuss their child, the class teacher is the first point of contact in any matter concerning their child's educational well-being. Please feel free to discuss your child's day to day issues with the class teacher and educators. If you wish to speak about your child's progress or any concerns, please arrange a mutually agreeable meeting time outside of sessions.

We communicate with you as a family in a number of ways. Throughout the Kindergarten and classroom you will find creative displays of the children's work and photos of special activities. These include, emails, newsletters, Term Calendars, upcoming event flyers and our QK Kiosk messages.

Concerns, Complaints and Suggestions

We have an open door policy and sincerely welcome any compliments and constructive feedback. Having a procedure to follow when submitting suggestions or concerns, encourages and allows issues to be dealt with thoroughly, comprehensively and with sensitivity towards all concerned. Please follow these guidelines should you have any queries or concerns. All enquiries regarding the program or individual children should be directed towards the Teacher/Educator concerned in the first instance and then the Dean of Early Years.

Parent Involvement

Parent participation is fostered and welcomed throughout the Kindergarten programs. We value parent volunteer involvement with excursions, special events, assistance with cleaning and contributions of their talents and interests. If you have suggestions, please share them with us. Remember, you are always welcome in the Kindergarten at any time.

Parent/Visitor Code of Conduct

Our Parent/Guardian and Visitor Code of Conduct states that upon entry to the Kindergarten you will abide by the following:

- Demonstrate honest, fair and respectful interactions with all staff, children and other parents.
- Support staff in maintaining a safe learning environment for all children.
- Cooperate with the school to achieve the best outcomes for your child.
- Initiate and maintain constructive communication and relationships with staff regarding your child.

Visitors, Children and Volunteers

The Kindergarten believes it has a responsibility to the development of tomorrow's teachers. From time to time, Universities and TAFE colleges request the placement of student teachers as part of their training process. The acceptance of these placements is based on the children's needs and the program during the period of placement. Children are always under the supervision of the teacher in charge of the class. Volunteers are welcome in the Kindergarten. However, these volunteers must comply to the laws governing volunteers working with children in the community and our Volunteer Policy and Procedures.

Photos

On occasion your child may be photographed participating in the day to day activities we provide at Kindergarten. During the enrolment process, parents are consulted and required to give written permission for these photos to be used **within** the service as part of our programming process. The children take great pride in having their day to day lives documented in this way. If photos are taken at any other time or for use in any other project, such as marketing material or if we have a student teacher, who wants to conduct a child profile as part of their studies, parents will be consulted.

Priority of Access and Non-Discriminatory Access

When children enter an early childhood setting, they bring with them a rich variety of cultural and social backgrounds and experiences. The Toowoomba Anglican School recognises the individuality of each child and family and observes a policy of acceptance regardless of race, creed, gender, disability, class or culture. Our policy is to provide non-discriminatory access to children.

Confidentiality

All personal records will be stored securely and kept confidential. All information will be strictly limited to use by the school as outlined in the Privacy and Confidentiality Policy. You may access your child's records at any time if you are the authorised guardian, who has enrolled the child. Please see the Head of School about accessing these records.

Delayed Entry and Exit from the Kindergarten Program

Consideration of delayed entry to or delayed exit from our Kindergarten programs may be initiated by either the parent and/or the Kindergarten Teacher. Enrolment decisions should be informed by a child's developmental abilities, prior experiences and social emotional capabilities. Please refer to our Delayed Entry and Exit Procedure and Policies for further information and our documentation on the website.

CARING FOR YOUR CHILD

Medication

In the event that a child is required to take prescriptive medication during his/her attendance at Kindergarten, instructions from the child's Medical Practitioner or the attached pharmaceutical label must contain the following information: name of the child, name of the medication, dosage to be taken, frequency of dosage, prescribing doctor's name and date issued. If this information is not on the label **we will not** administer the medication. Parents are asked to enter the details of medication to be given on the 'Medication Form'. The dosage and time to be given must be entered on the form by the parent. Staff **will not** administer medication unless specific time/dosage is indicated by the parent. The medication must be given to a staff member on arrival. Staff will place the medication in a storage bag that is inaccessible to all children.

Non-prescribed Medication (including alternative therapies)

Non-prescribed medication (i.e. over the counter medications and alternative therapies) will not be given to any child unless prior written permission and instructions from your child's doctor have been provided to the Teacher.

Sun Care

As part of our sun-safe policy and our requirements as a Sun Smart Centre, we require **children and adults** to wear hats outdoors. We request that parents apply sunscreen to their child's skin before or when they arrive each day, which will be provided by the Kindergarten. We ask that **parents sign the Sunscreen log on the Sign In/Out Form** stating that sunscreen has been applied. We will re-apply sunscreen during the day if children are to be in the sun for prolonged periods. Should your child have sensitive skin and you would prefer your child to have their own sunscreen, please provide sunscreen that is clearly labelled with your child's name. We also ask that when parents or family members assist us with outdoor activities that they too wear a sun smart hat whilst visiting at the Kindergarten.

Guiding Children's Behaviour

In order to guide children's behaviour, the staff utilise a number of strategies such as directional language, guidance strategies and behaviour teaching processes as part of our everyday program to encourage children to choose appropriate behaviour. This enables the child to develop self-respect, self-responsibility and self-control.

Underlying our guidance practices are the following assumptions:

- We respect and look after each other
- We respect and look after our environment
- We use our words to help solve problems

To support children's behaviour, we believe that open and honest communication between all parties is essential. Teachers will liaise with family members to work together to support your child's behaviour and their needs.

Custody

Parents/guardians who have custodial rights that do not allow the other parent/guardian to have contact with their child/ren must provide a current copy of the custodial papers to the School Office.

Whilst every care will be taken to prevent a child being taken by an unauthorised person, there may be instances in which we cannot prevent this from happening. Our staff cannot expose themselves or the other children to an unacceptable risk of personal harm. If a child is taken, the police will be called immediately.

Safety

An evacuation procedure and plans are situated within both Kindergarten rooms. We ask all staff, parents and children to familiarise themselves with the procedures. Fire, evacuation and lock down drills are practiced regularly. If you are on site during a drill, please participate. Regular evacuation procedures give the children an opportunity to become familiar with the routine and planned evacuation/lock down procedure. All fire-fighting equipment is serviced every twelve months. Maintenance safety checks are carried out regularly. All chemicals used in the centre are 'child friendly' and non-toxic.

Fire Evacuation Procedure

1. On sound of alarm, Educator and the Assistant are responsible for the removal of their group of children from the Kindergarten to Bogunda oval.
2. The Educator takes the roll and marks it outside.
3. The Dean of Early Years checks the building including the bathroom and outdoor area.

Health and Hygiene

We have a high standard of hygiene practices including:

- Hand washing procedures for staff, upon arrival, after wiping children's noses, before handling food, administering medication and after cleaning.
- Daily/weekly washing of equipment used by children.
- Each child uses separate sheets, beds and eating utensils.
- Children's bathrooms are cleaned regularly throughout the day.

Parents are asked to support our health and hygiene policy, which includes the above hygiene practices.

Staff may refuse admittance to any child showing symptoms of an infection that may affect the health of the rest of the group. Children should be kept at home for at least twenty-four hours following vomiting, diarrhea or fever/high temperature, to allow the child time to recover and lessen the possibility of passing it on to others. Please ensure that all staff are notified of any allergies your child may have. All staff hold a current First Aid Certificate and Asthma and Anaphylaxis training. Your child's physical safety is important to us.

Oral Hygiene

The importance of regular teeth brushing will be discussed within our program as well as the role healthy foods play in maintaining our health. After each meal, the children will be encouraged to drink water to aid dental hygiene whilst at the Kindergarten.

Illness and Injury

The Kindergarten actively strives to avoid injuries occurring and to minimise the impact of injuries and illnesses by responding appropriately and as quickly as possible. The rights and responsibilities of parents with respect to injuries and illnesses of their children are acknowledged and will be taken into account in administering all procedures.

Children with a Notifiable Infectious disease will be excluded from the Kindergarten. This is for the safety and well-being of the other children and staff as well as your child. Re-inclusion of your child will be considered after appropriate recommendations have been taken from your General Practitioner.

The school will promptly telephone a parent/guardian if a child has been involved in a serious accident/head injury or becomes ill. Qualified staff will administer basic First Aid as deemed necessary and the school nurse will assist if parents have given prior permission. If contact cannot be made and it is necessary to seek medical attention immediately, an ambulance will be called and the child will be taken to hospital. Any costs incurred are the parent/guardian's responsibility. Please ensure emergency contacts are kept updated.

Operation of the Health Centre

If a child becomes ill and the need arises for him/her to go home during the school day, every endeavour is made by the Educators or Registered Nurse on duty to contact the parents. It is therefore of the utmost importance that parents notify the Kindergarten if there are changes to phone numbers.

Medical Conditions

We request that all parents complete our Kindergarten Medical Form to communicate your child's medical needs and situation. A current Medical Management Action/Care plan by a registered doctor/specialist is to be provided for the appropriate care of the said child/children. These forms are to be updated each year and the appropriate medication is to be in date, clearly labelled and stored in a belt bag in the Kindergarten. Forms are to be signed by your Medical Practitioner. A Risk Minimisation Plan will be collaboratively developed with the parents/carers and class teachers prior to the commencement to the Kindergarten year. This applies to all Allergy, Anaphylaxis, Eczema and diagnosed medical conditions. For further information, please refer to our Medical Conditions Policy and Procedures.

Allergies and Anaphylaxis

All staff attend regular Asthma and Anaphylaxis training by a registered provider. There are a number of children who have Anaphylaxis (severe and sudden allergic reaction). Anaphylaxis occurs when a person is exposed to an allergen to which they are sensitive. The most common

allergens are foods, medications and insect bites. To help minimise children's risk of exposure to a potential allergen, we ask that parents/caregivers do not provide sweets, lollies, soft drinks and peanut products. We will notify you of any other risk factors arising from the enrolment of children.

Personal Relationships and Pastoral Care

- Foster appropriate relationships between teachers and children, with the teacher as a role model, to encourage both teachers and children to initiate positive interactions.
- Encourage honesty within the community.
- Develop mutual trust, respect and discipline.
- Ensure each student is individually known and valued.

Respect for Children

The best interests of the child are our paramount concern at the Kindergarten. Our service endeavours to provide care that respects the child's dignity and privacy at all times and that considers children as unique, valued individuals. Children are to be considered and, as far as possible, involved in the ongoing development of the program, rules of behaviour and the physical and aesthetic environment.

Child Protection

The Toowoomba Anglican School Kindergarten regards as the utmost importance, its role in the protection of children in its care. This includes moral and legal duties to care for children associated with the Kindergarten programs whilst not in the care of their parents or primary carers. All staff receive specific professional development and follow the Anglican Schools Commission Child Protection Policy and Procedures. The Policies and Procedures are available for families to view, which are located in the foyer or on the Toowoomba Anglican School website.

From 1 July 2017, early childhood education and care (ECEC) professionals are mandated by law to report child safety concerns to the Department of Communities, Child Safety and Disability Services, where there is a reasonable suspicion that the child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse, and there is not a parent willing and able to protect the child from harm. For more information, please visit the [Department of Communities, Child Safety and Disability Services website](#).

All relevant staff and regular volunteers are required to be registered through the Queensland Blue Card system and their records are kept at the Kindergarten. It is a requirement that our Kindergarten reviews its Child Risk management Strategy annually. It is available in our Kindergarten Foyer and on our Kindergarten website page.

Workplace Health and 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, injury, trauma and illness report form.
- training staff on accident and emergency procedures.
- ensuring that safety devices are installed.
- requiring all permanent staff to hold a current senior first aid certificate.

Should you have a concern about any safety issue please see the Dean of Early Years.

Immunisation/Vaccination

The Queensland Government amendment to the *Public Health Act 2005* (from 1 January 2016) gives early childhood education and care services (ECEC services) the power to exercise discretion regarding enrolment and attendance of children who are not up-to-date with their immunisations. The amendment gives ECEC services the option to refuse, cancel or place a condition on enrolment or attendance of children whose immunisation status is not up-to-date.

Our Kindergarten will accept children who are not up-to-date with their immunisations if:

- The family can provide a letter from their GP explaining the reasons – health, conscientious objection etc – for not being up-to-date with immunisations
- The family can provide a health plan from their GP, explaining the action to take in the event of a breakout of infectious disease.

Priority Order of Enrolment

Names taken for enrolment will be strictly in accordance with the child's date of placement on the waiting list. Priority placement will only occur in the following situations and after completing an application for admission and paying the relevant application fee:

- Children who have or have had siblings in the school
- Children whose parents are on staff
- Children whose parents, grandparents, or great-grandparents are alumni of the school.

Enrolment Process

Prospective children and parents are invited to experience the Kindergarten program before or after submitting an Application for Admission Form. All prospective children, together with their families, are encouraged to attend Open Days or a tour of the school with the Registrar or Dean of Early years.

Allocation of Places

The enrolment procedure is as follows:

1. Application of Admission / Enrolment Form submitted, with application fee of \$150 and a copy of the student's Birth Certificate.
2. An interview is arranged with the Dean of Early Years.
3. Additional information may be required before the process can continue
4. A formal offer is made, which may take the form of:
 - a. A definite place at the Kindergarten;
 - b. A place on our waiting lists.
5. A signed Enrolment Contract and an Enrolment Confirmation Fee (\$500) must be returned by the family by the date indicated in the letter of offer.

If you intend your child to progress to the Primary Years at Toowoomba Anglican School; no re-enrolment fee is required.

Payment of Fees and Outstanding Fees

All invoices are posted to each family in the holidays prior to the term commencing and are expected to be paid by the first day of each term. The yearly General Purpose Levy and Digital Levy fee include portfolios, incursions, excursions, events, Ginger Soccer and digital portfolios.

2019 Kindergarten Fee Schedule

	Two Day Week Program (Kindy Gold and Kindy Red 2)	Three Day Week Program (Kindy Blue, Kindy Red)	Five Day Week Program (Kindy Red)
Term Rate	TBC	TBC	TBC
Annual Rate	TBC	TBC	TBC

A Guide to Other Costs

Application Fee:	\$150 (per student – payable on Application – non-refundable)
Enrolment Fee:	\$500 (per student – payable on acceptance on enrolment non-refundable)
Confirmation of Enrolment	
General Purpose Levy:	To be confirmed
Digital Levy:	To be confirmed

QLD Kindy Plus Support

To be eligible for QKFS Plus Kindy Support a family must meet one of the criteria below:

- The family (including foster families), or the child, must present one of the following (calculated per term):
- A current Australian Government Health Care Card (HCC). The HCC should be sighted each term and a copy kept by the service. The HCC must name the enrolled child, whether it is the child's own card or a card belonging to their parent/guardian; or
- Current Australian Government Pensioner Concession Card (automatic HCC entitlements); or Department of Veterans' Affairs Gold Card or White Card; or
- Formal communication, such as a letter, from the relevant agency stating the intent to issue a HCC; or
- The child identifies as being Aboriginal or Torres Strait Islander and the family chooses to identify them as such on their enrolment form (calculated per semester); or
- The family has three or more children, of the same age, enrolled in the same year. QKFS Plus Kindy Support is available for each child enrolled in a program (calculated per semester).

Kindergartens claiming QKFS Plus Kindy Support are required to maintain appropriate records and make them available for inspection by the Department when requested.

Health Care Card holders

Kindergartens need to keep a copy of the family's current Health Care Card, Veterans Affairs Card, Pension Card with Health Care Card entitlement or other government document confirming eligibility.

Note the expiry date of the card and adjust payments accordingly. The family must update the service on any change to their eligibility for the Health Care Card entitlement.

In some instances, a family may cease to hold a current Health Care Card during their child's kindergarten year and as a result no longer be eligible for QKFS Plus Kindy Support.

QKFS Plus Kindy Support can only be claimed once per child regardless of how many of the above criteria they meet.

Procedure:

- a) The Accounts department will notify parents that they are eligible for QKFS Plus Kindy Support.
- b) Student accounts will be credited each semester when the school receives the funding.

Late and Overdue Fees

If there are outstanding fees, or where no payment has been made in at least month:-

- in the first instance, the Accounts administrator will remind the parent verbally (via telephone) and record when the parent has agreed to pay the account;
- if no payment has been received when agreed, written notification by School Management will be sent;
- if no arrangements have been made the parent will be contacted by School Management

where the terms of payment are discussed and parents are informed that continued enrolment is dependent on the payment of the fees outstanding;

- a debt collection agency may be used if payment of fees have not been received;
- School Management may, in its discretion, exclude the child temporarily or permanently from further attending the Centre if the parents have not met the requirements as advised to them by School Management under the previous paragraph.

Cancellations and Refunds

There shall be no refunds given for cancellation unless School Management decides otherwise, with the sole and absolute discretion of the Head of School in particular circumstances.

Cancellations of bookings will be made in accordance with the Bookings and Cancellations Policy and will incur any relevant fees and charges according to such policy.

POLICIES

Policies and Procedures

The Toowoomba Anglican School Kindergarten has an extensive Policy and Procedures manual which reflects the Philosophy and Goals of our service. The Policies and Procedures below are available for families to view, and are located in the foyer.

Policy Name	Development Date	Date Ratified	Next Review
Anaphylaxis Management Policy	1 October 2013	8 October 2013	31 January 2019
Approval Requirements Under Legislation Policy	1 October 2013	8 October 2013	31 January 2019
Arrivals and Departures of Children Policy	1 October 2013	8 October 2013	31 January 2019
Asthma Policy	1 October 2013	8 October 2013	31 January 2019
Behaviour Management Policy	1 January 2012	9 January 2012	31 January 2019
Bicycle Track Excursions	1 August 2017	8 August 2017	31 January 2019
Children's Property and Belongings Policy	1 October 2013	8 October 2013	31 January 2019
Children's Toileting Policy	1 October 2013	8 October 2013	31 January 2019
Cleaning and Sanitising Policy	1 October 2013	8 October 2013	31 January 2019
Communications with Community Policy	1 October 2013	8 October 2013	31 January 2019
Communication with Families Policy	1 October 2013	8 October 2013	31 January 2019
Court Orders and Children in Care Policy	1 October 2013	8 October 2013	31 January 2019
Creative and Expressive Arts Policy	1 October 2013	8 October 2013	31 January 2019
Delayed Entry and Delayed Exit Enrolment Procedure	1 November 2013	8 November 2013	31 August 2019
Determining the Responsible Person Policy	1 January 2018	8 January 2018	31 January 2019
Education Practice Policy	1 October 2013	8 October 2013	31 January 2019
Educational Leader Policy	1 October 2013	8 October 2013	31 January 2019
Educational Program Planning Policy	1 October 2013	8 October 2013	31 January 2019

Policy Name	Development Date	Date Ratified	Next Review
Educator Ratio Policy	1 October 2013	8 October 2013	31 January 2019
Emergency Equipment and Facilities Policy	1 October 2013	8 October 2013	31 January 2019
Emergency Health and Medical Procedure Management Policy	1 October 2013	8 October 2013	31 January 2019
Employee Code of Conduct	1 October 2013	8 October 2013	2 February 2019
Enrolment Policy	1 October 2013	8 October 2013	31 January 2019
Evacuation Policy	1 October 2013	8 October 2013	31 January 2019
Excursions Policy	1 October 2013	8 October 2013	31 January 2019
Fees Policy	1 October 2013	8 October 2013	31 January 2019
First Aid Waste Management Policy	1 October 2013	8 October 2013	31 January 2019
Food Act Compliance Policy	1 October 2013	8 October 2013	31 January 2019
Food and Nutrition Policy	1 October 2013	8 October 2013	31 January 2019
Food Handling and Storage Policy	1 October 2013	8 October 2013	31 January 2019
General Health and Safety Policy	1 October 2013	8 October 2013	31 January 2019
Grievance and Complaints Policy	1 October 2013	8 October 2013	31 January 2019
Health Care Card Rebate Policy	1 October 2013	8 October 2013	31 January 2019
Hygiene Policy	1 October 2013	8 October 2013	31 January 2019
Illness and Injury Policy	1 October 2013	8 October 2013	31 January 2019
Including Children with Special/Additional Needs Policy	1 October 2013	8 October 2013	31 January 2019
Inclusion and Anti-bias Policy	1 October 2013	8 October 2013	31 January 2019
Infectious Diseases Policy	1 October 2013	8 October 2013	31 January 2019
Information Handling (Privacy and Confidentiality) Policy	1 October 2013	8 October 2013	31 January 2019

Policy Name	Date of Development	Date Ratified	Next Review
Intellectual Property and Copyright Policy	1 October 2013	8 October 2013	31 January 2019
Management Code of Conduct Policy	1 October 2013	8 October 2013	2 February 2019
Management of Poisonous Plants and Fungi Policy	1 October 2013	8 October 2013	31 January 2019
Managing Compliance Policy	1 October 2013	8 October 2013	31 January 2019
Medical Conditions Policy	1 October 2013	8 October 2013	31 January 2019
Medication Policy	1 October 2013	8 October 2013	31 January 2019
Monitoring Persons Entering and Leaving the Premises	1 October 2013	8 October 2013	31 January 2019
Non Smoking Policy	1 October 2013	8 October 2013	31 January 2019
Observational Recording Policy	1 October 2013	8 October 2013	31 January 2019
Parent and Community Participation Policy	1 October 2013	8 October 2013	31 January 2019
Parent Conduct Policy	1 October 2013	8 October 2013	31 January 2019
Physical Activity Policy	1 October 2013	8 October 2013	31 January 2019
Policy Development, Sourcing and Review Policy	1 October 2013	8 October 2013	31 January 2019
Preventative Health and Wellbeing Policy	1 October 2013	8 October 2013	31 January 2019
Program and Documentation Evaluation Policy	1 October 2013	8 October 2013	31 January 2019
Provision of Resources and Equipment Policy	1 October 2013	8 October 2013	31 January 2019
Quality Compliance Policy	1 October 2013	8 October 2013	31 January 2019
Record Back Up and Off Site Information Handling Policy	1 October 2013	8 October 2013	31 January 2019
Recruitment and Employment of Educators Policy	1 October 2013	8 October 2013	31 January 2019
Relief Staff and Release of Staff Policy	1 October 2013	8 October 2013	31 January 2019
Respect for Children Policy	1 October 2013	8 October 2013	31 January 2019

Policy Name	Development Date	Date Ratified	Next Review
Risk Management and Compliance Policy	1 October 2013	8 October 2013	31 January 2019
Security, Gates Policy	1 October 2013	8 October 2013	31 January 2019
Sleep Rest and Relaxation Policy	1 October 2013	8 October 2013	5 November 2018
Space and Facilities Requirements Policy	1 October 2013	8 October 2013	31 January 2019
Statement of Commitment to the Safety and Wellbeing of Children	1 October 2013	8 October 2013	31 January 2019
Strategic Planning Policy	1 October 2013	8 October 2013	31 January 2019
Sun Protection Policy	1 October 2013	8 October 2013	31 January 2019
Use of Photographic and Video Images of Children Policy	1 October 2013	8 October 2013	31 January 2019
Vehicle Restraint Policy	1 October 2013	8 October 2013	31 January 2019

