



Welcome to Terrey  
Hills Community  
Kindergarten

Terrey Hills Community Kindergarten has been providing Early Childhood Education to the local community for over 50 years. In 2024 we are excited to welcome you into our beautiful Kindergarten.





## Hours of Operation:

- We are open Monday- Friday 8am- 4pm.
- We Operate 40 weeks of the year, during NSW School Terms and are closed during the NSW School Holiday periods.



# Starting Dates for 2024



- 2 Day Group - Tuesday 30<sup>th</sup> January
- 3 Day Group - Wednesday 31<sup>st</sup> January



- Term 1- Tuesday 30th  
January to Friday 12th  
April
- Term 2- Monday 29th  
April to Friday 5th July
- Term 3- Monday 22nd  
July to Friday 27th  
September
- Term 4- Monday 14th  
October to Thursday  
19th December



Term Dates for 2024:





# Our Kindy Groups

Our 2 Day Group has up to 29 children a day. The age of children in this group is between 3- 4 years old at the start of the year.

**Wednesday,  
Thursday and  
Friday**

**Monday and  
Tuesday**

3 Day Group has up to 29 children a day. The age of children in this group is between 4- 5 years old at the start of the year.





## A little bit about our Kindy:

We are run by a volunteer Management Committee, making up of 10 committee members. These members are parents of the Kindy and are voted in each year at our Annual General Meeting (AGM). In 2024, our AGM will be held in March and at the start of the year families will be given notice about this.

We are a not-for-profit organisation and rely on our Kindy community to help keep our costs low. This includes helping on the Kindy Garden Roster or helping with small maintenance job.



# Our Staff Team:

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## Our Staff Team are made up of 10 staff members:

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All staff members have one of the following Early Childhood qualifications:

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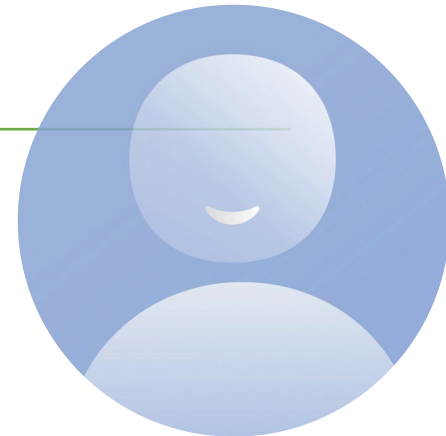
A Bachelor of Early Childhood Education or  
A Bachelor of Teaching, Early Childhood Education.

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A Diploma of Early Childhood Care and Education, or

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A Certificate 3 in Early Childhood Care and Education.



# Our Staff Team



Sue Campbell  
Office Administration  
Wednesday- Friday

Myself, Emma Collins  
I am the Director, Nominated Supervisor  
and Educational Leader.  
I have a Bachelor of Teaching, Early  
Childhood Education.  
I work Monday- Thursday

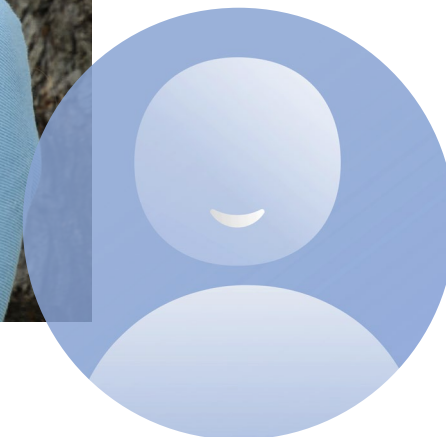






Becky Klein  
Bachelor of Early Childhood Education.

Nicola Luchetti  
Diploma of Early Childhood Care and Education.








Sophie Gould  
Bachelor of Early Childhood Education  
Wednesday- Friday



Tracey Witney  
Bachelor of Early Childhood Education.  
Thursday- Friday

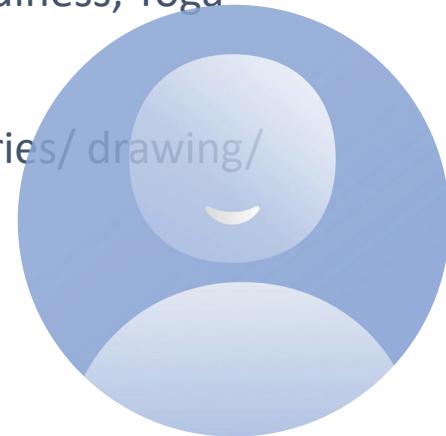




What does a typical  
Kindy Day look  
like?

Daily routines may change, based on the group of children and their needs.

- **8am- 10:15am-** Indoor and Outdoor play
- **10.15am-** Morning Welcome and a small group time
- **10.30am- 11am-** Morning tea all together
- **11am -12.45pm-** Indoor or Outdoor play
- **12.45pm-1pm-** Group experience, which may include Dancing, Music, Reading or Group Discussions
- **1pm-1.30pm-** Lunch
- **1.30pm-2.15pm-** Quiet resting, Mindfulness, Yoga
- **2.15pm-** Free play outside
- **3pm-4pm** – Fruit break and Inside stories/ drawing/ play.







## Our Philosophy

At Terrey Hills Community Kindergarten, we believe early childhood education to be the foundation for lifelong learning. Each child is a unique individual who is viewed, respected and treated as such. Each child is capable and resourceful with different interests, backgrounds, experiences and learning abilities. We believe in creating an educational, relaxed and home like setting to ensure that it is stimulating and challenging in a warm, nurturing and safe environment.

Our vision for children is to create a purposeful and challenging place of belonging where children learn to engage, grow, care, problem solve, collaborate and work to achieve their fullest potential. Children are supported through play and intentional teaching to further develop their individual personality, resilience and love of learning.

Our vision for the families is to develop respectful and rich relationships based on open communication and support. Partnerships with families provide us with invaluable information relating to cultural backgrounds and heritage. As parents are the most important people in their children's lives and have the biggest influence on their child's learning, it is our priority to work closely and collaboratively with parents and children.

Our vision as a team is to acknowledge and support the diverse strengths and experiences that each Educator brings to Terrey Hills Community Kindergarten in order to combine shared professional knowledge, understanding and skills. The team implements the Early Years Learning Framework, engaging in a lively culture of professional inquiry and reflective practice. Educators teaching is intentional, meaningful and thoughtful to ensure all children's skills, abilities and strengths are highlighted.

At Terrey Hills Community Kindergarten, we pride ourselves on our learning environment. Our bushy outdoor space invites open ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature. Our indoor learning areas are welcoming of and invite conversations between children, educators, families and the wider community, promoting opportunities for sustained shared thinking and collaborative learning.

# Our Kindy Philosophy:

Early Learning is the foundation of lifelong learning.

Children can engage, grow, care, problem solve, collaborate and work together to achieve their fullest potential.

Respectful and rich relationships with families.

Bushy outdoor space invites open ended interactions, spontaneity and risk taking.

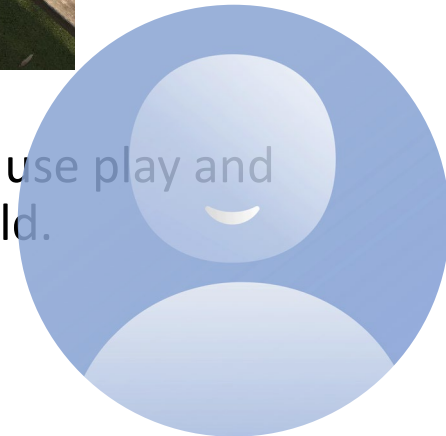
Children are supported through play.

Our service strives to provide a high quality of education and care for all children. We view children as **capable and competent.**

Our beautifully unique bush Kindergarten provides the children an amazing indoor and outdoor environment which facilitates an amazing space for children to learn through play.



***You might be thinking... What does learn through play mean?*** This means that children use play and their own ideas, abilities, strengths, and skills to make meaning and learn about the world.





# I'm sorry I got messy today but..

I've been exploring the water and learning about emptying, filling and pouring. Sometimes I might spill a little bit - the muscles in my hands are still developing.

There was flour in our messy area today. I was so interested in how it would make clouds if I threw a little into the air.

I loved the texture of the playdough, but I rested my arm on a little bit as I reached across the table. I didn't realise it would stick to my sleeve!

I was learning about what happens if I mix two colours together.. It's messy work, but the green paint on my jumper comes from the blue and yellow that I mixed!

This mark is from a pen. I'm trying really hard to learn to hold the pen and make marks on the paper.

The mud kitchen is very dirty, but it's so much fun! Playing there helps me develop my imagination and explore my understanding of the world. I watched you cook at home and I wanted to try by myself.



**Early  
Childhood  
and Family  
Service**





# Early Childhood National Quality Framework

At Terrey Hills Community Kindergarten, we are governed by The National Quality Framework (NQF) which provides a national approach to regulation, assessment, and quality improvement for Early Childhood Education. The National Quality Framework includes:

National Law and National Regulations

National Quality Standards

Assessment and Quality Rating Process

National Learning Frameworks.



NATIONAL QUALITY STANDARD			
Concept		Descriptor	
<b>QA1</b>		<b>Educational program and practice</b>	
1.1	Program	The educational program enhances each child's learning and development.	
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that provide learning opportunities for each child's learning.	
1.2	Practice	Educators facilitate and extend each child's learning and development.	
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their teaching.	
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend their learning through open-ended questions, interactions and feedback.	
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to influence events and their world.	
1.3	Assessment and planning	Educators and co-ordinators take a planned approach to assessing and planning for each child's learning and development.	
1.3.1	Assessment and planning cycle	Each child's learning and development is supported through an ongoing cycle of observation, analysis, planning, implementation and reflection.	
1.3.2	Critical reflection	Critical reflection on children's learning and development, in groups, drives program planning and implementation.	
1.3.3	Information for families	Families are informed about the program and the child's learning and development.	
<b>QA2</b>		<b>Children's health and safety</b>	
2.1	Health	Each child's health and physical activity is supported and promoted.	
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	
2.2	Safety	Each child is protected.	
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	
<b>QA3</b>		<b>Physical environment</b>	
3.1	Design	The design of the facilities is appropriate for the operation of a service.	
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their intended use.	

## National Quality Standards consist of 7 Quality Areas

Concept		Descriptor
<b>QA4</b>		<b>Staffing arrangements</b>
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
Professionalism		Management, educators and staff are collaborative, respectful and ethical.
Professional collaboration		Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards		Professional standards guide practice, interactions and relationships.
Relationships with children		<b>Relationships with children</b>
Relationships between educators		Respectful and equitable relationships are maintained with each child.
Responsive interactions		Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights		The dignity and rights of every child are maintained.
Sensitive and responsive relationships		Each child is supported to build and maintain sensitive and responsive relationships.
Collaborative partnerships with families and communities		Children are supported to collaborate, learn from and help each other.
Regulate their own behaviour		Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
Collaborative partnerships with families and communities		<b>Collaborative partnerships with families and communities</b>
Respectful relationships with families		Respectful relationships with families are developed and maintained and families are supported in their parenting role.
Families are supported		Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected		The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported		Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Collaborative partnerships		Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.
<b>QA7</b>		<b>Governance and Leadership</b>
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.



# BELONGING, BEING & BECOMING

The Early Years Learning  
Framework for Australia

Information for families



## EARLY YEARS LEARNING FRAMEWORK

A new, national early learning framework for children from birth to five years



"I want my child  
to have lots of  
opportunities  
for creative play"



### WHAT IS THIS NEW LEARNING FRAMEWORK ABOUT?

We have developed the Early Years Learning Framework to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

- **Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

### PLAY IS LEARNING

Play is very important for children. Through play babies and young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create.

When children play they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the Early Years Learning Framework.

By using this Framework educators will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.

### RELATIONSHIPS ARE KEY

It is well known that children learn best when they have secure relationships with caring adults. When children from a very early age develop trusting relationships they feel more confident and able to explore and learn.

In early childhood settings, when children feel emotionally secure they learn through play to develop the skills and understandings they need to interact positively with others and gradually learn to take responsibility.

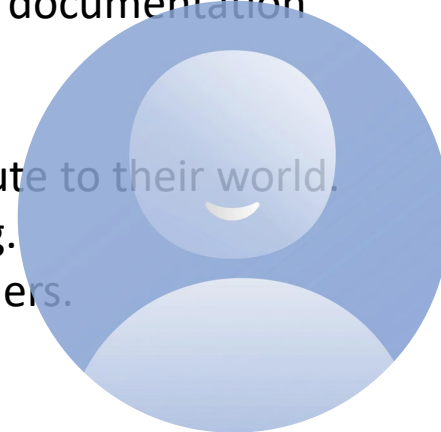
# The National Quality Standards and the Early Years Learning Framework are used to..

Ensure quality and consistence across all Early Childhood settings.

Each of these documents have a strong emphasis on play based learning and planning for the individual child.

The five learning outcomes of the Early Years Learning Framework which you will see mentioned in documentation are:

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.



# Storypark



At Terrey Hills Community Kindergarten we use Storypark! This is a secure online, private space to share with family's information and photos about your child and their day at Kindy.

Storypark takes security very seriously. It is not open for anyone to read, it is a password-protected private space for you, your child's teachers, and your family.

Families will receive photos, observations, art samples and weekly group stories about your child's Kindy day.



# What Documentation will you receive throughout your child's Kindy year:

Storypark.

At the end of term 2 you will receive a Mid Year summary of your child's learning throughout the 2 terms.

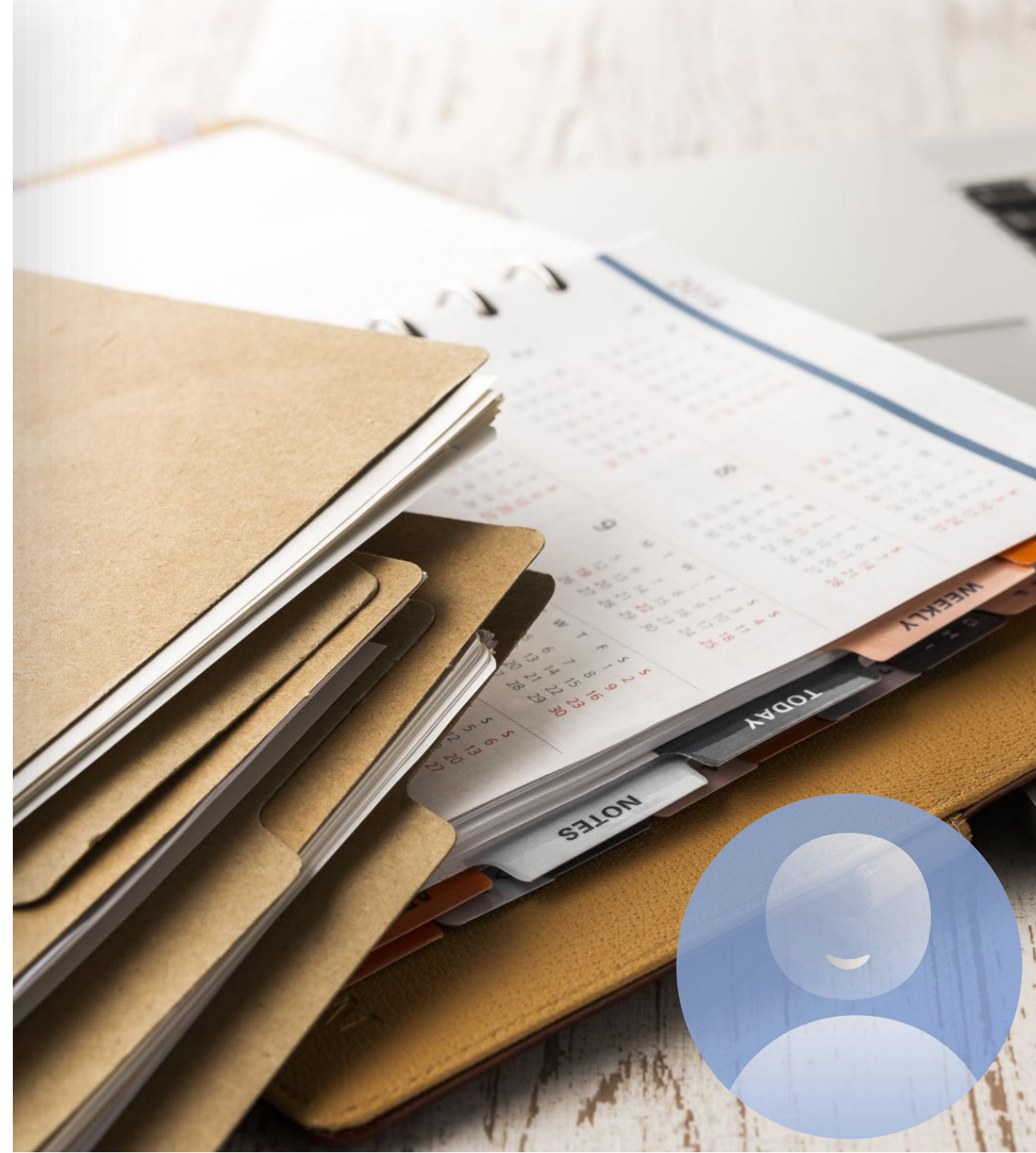
An art portfolio with children's artwork and special pictures, will be collected throughout the year and will be handed out at the end of the year, along with an End of Year Summary.





# Communication at Kindy

- You will receive an email from Sue in week 2 or 3 of each term with your Kindy fee invoice.
- Each term you will receive a newsletter with term dates and at the end of the term you will receive a Min Wrap-Up Newsletter from the term. This will include important dates for your diary for the following term.
- You can follow us on Facebook and Instagram for photos and updates throughout the year.
- You will also receive communication through Storypark Community posts.





# Wet Weather Play

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- We love to empower children to make more choices about their Kindy day, this includes the choice of indoor or outdoor play. We are allowing children to make the choice on rainy days if they would like to play outdoors in the wet weather.

Therefore, we are asking, each child to bring in a raincoat to add to our Raincoat box at the start of the year, so that on Rainy days (appropriate light rain) children are still able to enjoy being outside and exploring the Kindy garden.





At the Kindy gate we have a security code for anyone to enter.

You will need to enter the code to come inside. At the start of next year, you will be given the code. Each year for security purposes we change this code.

If you have not remembered the code, you can ring the bell on top of the gate for a staff member to let you in.



# Sign in and out

- It is a legal requirement that you sign your child in and out each day. You will find the sign in/ out sheets located at the sign in desk.



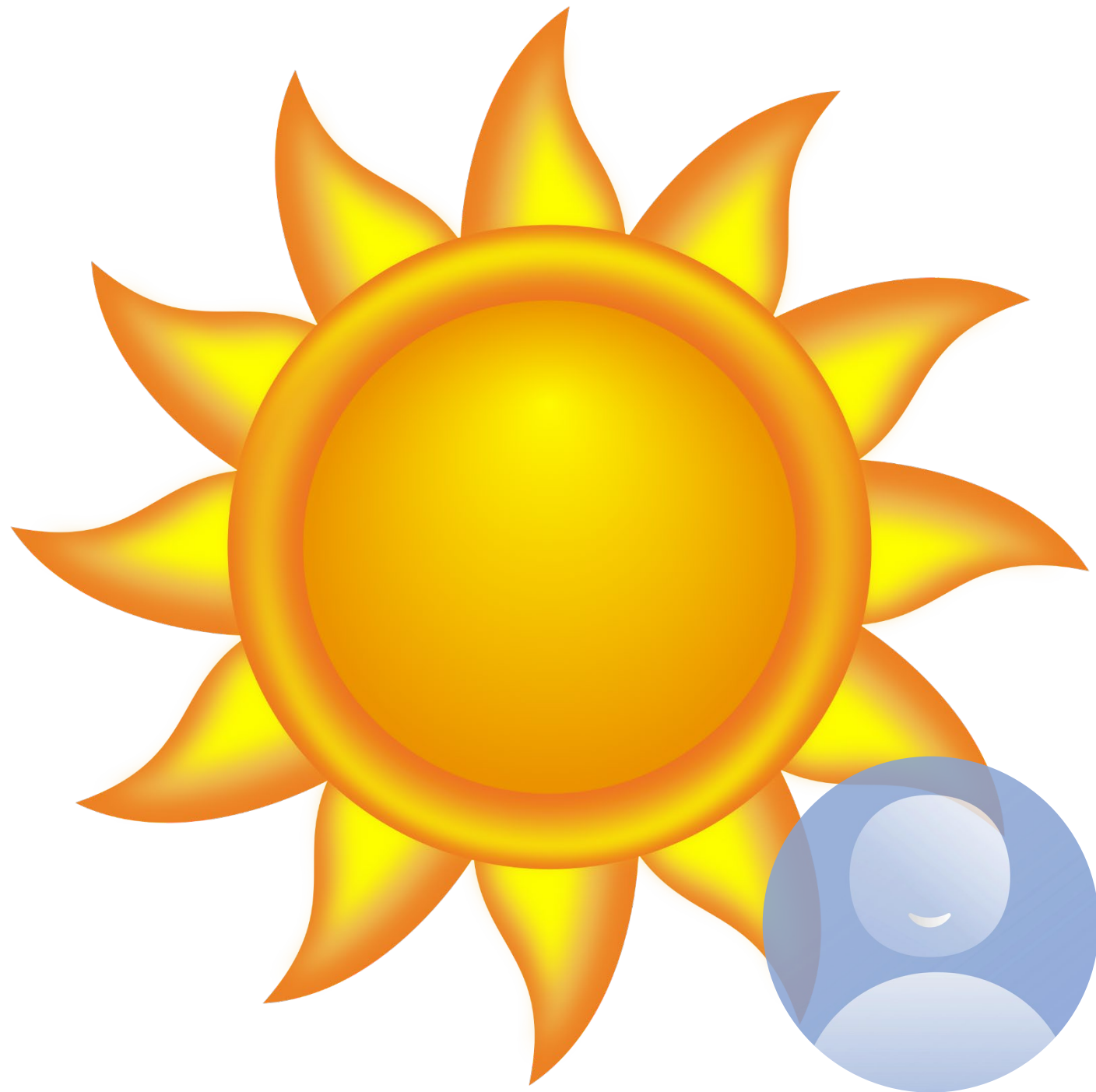
# *Sun Protection*

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Please make sure your child has sunscreen applied before or upon arrival at the Kindy. We have sunscreen available at the sign in/ out table for you to apply if required. If your child requires a sunscreen other than the one provided at Kindy, we ask that you bring in your own.

We also ask that you tick the sunscreen box on the sign in page, so that we know that you have applied it.

We will reapply sunscreen throughout the day.





# *Drop off and pick up*

Over the past couple of years, we have restricted families from coming into the classroom during drop off and pick up times. We have found this to be very beneficial for the children.

During drop off and pick up times, children whose parents have left or have not yet been collected can become worried or stressed.

With less adults in the classroom, it can limit this worry and can be less disruptive to the children's learning. We are going to continue this routine therefore; we ask that families please stay at the door of the classroom during these times. During pick up times, one of our educators will let your child know that you are there, and your child will meet you at the sign in area.

Due to safety and supervision reasons, we also ask that Kindy children and their siblings do not play in the Kindy playground during pick up times and that siblings stay with their parents at all times.

Thank you for your understanding of this.



## *Drop off and pick up*

We understand that dropping off your child that may be upset can be extremely upsetting and difficult for the adult. We do however recommend a quick drop off in the morning, to limit the amount of time your child is upset, as we generally see that as soon as a parent has left, the child will calm down and go to play.

If you have any concerns throughout the day, you can call us at any time to check in.

If your child is upset at drop off and has not calmed down, we will always let you know.



**AUTHORISATION TO COLLECT CHILD FROM KINDERGARTEN**

TO BE FILLED OUT IF A PARENT HAS GIVEN AN ADULT OTHER THAN THOSE LISTED AS ACCESS PERSONS ON ENROLMENT FORM PERMISSION TO PICK UP THEIR CHILD. FORM MUST BE COMPLETED BY PARENT OF CHILD CONCERNED ONLY.

☐ **Authorisation for specified dates only.**

☐ **Authorisation to ADD this person to my child's enrolment form for future.**

I .....give permission

For .....

of (address).....

Phone .....

Relation to Child .....

To collect my child (Name) .....

From Terrey Hills Kindergarten on .....

Parent's Name .....

Parent's Signature .....

Date .....

**PLEASE ADD NAME OF PICKUP PERSON & YOUR SIGNATURE ON SIGNON SHEET AS WELL.**

Many Thanks.

If someone other than a child's parent or guardian is picking up from Kindy, we require written notice such as an email or a Kindy Authorisation Form to be completed.

If this person is already nominated on your enrolment form as a pickup, we still require you to let staff know they will be picking up. If we have not spoken to a parent or guardian about pick up, we will not release your child to this person. We will call you to check before releasing your child.





# Sickness

- If your child is sick, please keep them at home.
- If your child is at home with a contagious infection after being at Kindy, such as vomiting, diarrhea, head lice, Covid 19 please inform the Kindy, so that we can inform other families of the illness, which their child may have been exposed too.
- If you have given your child some Panadol before their Kindy day, we assume that they are not well and therefore should not attend Kindy that day.
- Please refer to our Illness Policy on our website.



# Medications at Kindy



## ADMINISTRATION OF MEDICATION RECORD

### Authorisation of Consent

By signing this Administration of Medication Record, I give permission for educators to administer the prescribed medication in accordance with the Administration of Medication Policy and procedure. I declare that this Record has been completed in conjunction with the child's Medical Management Plan, if applicable.

- Please understand that medication will only be administered as directed by the medical practitioner and only to the child whom the medication has been prescribed for. Expired medications will not be administered.
- Medication **MUST** be in the original container with the dispensing label attached
- A separate form must be completed for each medication if more than one is required

(See Enrolment Form for detailed authorisation to administer medication. Authorisation must be provided by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication.)

Child's full name (must appear as on medication)	
Date of birth	

Administration of medication form is valid from	/ /	to	/ /
Parent/guardian's signature			
Date			

### MEDICATION DETAILS

Name of medication (as shown on packaging)	
Medical practitioner prescribing medication	
Expiry date / Use by date	
Reason for medication to be administered	
Storage instructions for medication	

## Administration of Medication details

Child's name				Date of birth			
Parent to complete							
Medication last administered		Medication to be administered		Dosage of medication to be administered	Method of administration	Parent/Carer name	Parent/Carer signature
Time	Date	Time	Date				

Educator to complete when administering medication							
Medication Administered		Dosage of medication	Method of administration	Name of person administering medication	Signature	Name of person witnessing administration	Signature
Time	Date						

Comments	Date	Parent Signature

- If your child is well and has been on antibiotics for more than 24 hours, we can administer their antibiotic to them at Kindy.

- We ask that you :

Bring in the medication in its original packaging and give it to a staff member, who will get you to fill out a Kindy Medication Form.

The medication will need to be clearly labeled with your child's name, the prescribing Doctor's name and the dosage amount.

# Does your child suffer from Asthma or Anaphylaxis's?

**ascia**  
australian society of clinical immunology and allergy  
www.allergy.org.au

**ACTION PLAN FOR Anaphylaxis**

For use with EpiPen® adrenaline (epinephrine) autoinjectors

Name: \_\_\_\_\_  
Date of birth: \_\_\_\_\_

Confirmed allergens: \_\_\_\_\_

Family/emergency contact name(s):  
1. \_\_\_\_\_  
Mobile Ph: \_\_\_\_\_  
2. \_\_\_\_\_  
Mobile Ph: \_\_\_\_\_  
Plan prepared by doctor or nurse practitioner (np): \_\_\_\_\_

The treating doctor or np hereby authorises medications specified on this plan to be given according to the plan, as consented by the patient or parent/guardian.

Whilst this plan does not expire, review is recommended by DD/MM/YY

Signed: \_\_\_\_\_  
Date: \_\_\_\_\_

**How to give EpiPen®**

1. Form fist around EpiPen® and PULL OFF BLUE SAFETY RELEASE

2. Hold leg still and PLACE ORANGE END against outer mid-thigh (with or without clothing)

3. PUSH DOWN HARD until a click is heard or felt and hold in place for 5 seconds REMOVE EpiPen®

EpiPen® is prescribed as follows:  
• EpiPen® Jr (150 mcg) for children 7.5-20kg

**SIGNS OF MILD TO MODERATE ALLERGIC REACTION**

- Swelling of lips, face, eyes
- Tingling mouth
- Hives or welts
- Abdominal pain, vomiting - these are signs of anaphylaxis for insect allergy

**ACTION FOR MILD TO MODERATE ALLERGIC REACTION**

- For insect allergy - flick out sting if visible
- For tick allergy ☐ seek medical help or ☐ freeze tick and let it drop off
- Stay with person, call for help and locate adrenaline autoinjector
- Give antihistamine (if prescribed)
- Phone family/emergency contact

**Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis**

**WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)**

- Difficult or noisy breathing
- Swelling of tongue
- Swelling or tightness in throat
- Wheeze or persistent cough
- Difficulty talking or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

**ACTION FOR ANAPHYLAXIS**

- 1 LAY PERSON FLAT - do NOT allow them to stand or walk
- If unconscious or pregnant, place in recovery position - on left side if pregnant, as shown below
- If breathing is difficult allow them to sit with legs outstretched
- Hold young children flat, not upright

**2 GIVE ADRENALINE AUTOINJECTOR**

**3 Phone ambulance - 000 (AU) or 111 (NZ)**

**4 Phone family/emergency contact**

**5 Further adrenaline may be given if no response after 5 minutes**

**6 Transfer person to hospital for at least 4 hours of observation**

**IF IN DOUBT GIVE ADRENALINE AUTOINJECTOR**

Commence CPR at any time if person is unresponsive and not breathing normally

**ALWAYS GIVE ADRENALINE AUTOINJECTOR FIRST, and then asthma reliever puffer** if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

Asthma reliever medication prescribed: ☐ Y ☐ N

**ASTHMA ACTION PLAN**

Take this ASTHMA ACTION PLAN with you when you visit your doctor

NAME \_\_\_\_\_ DOCTOR'S CONTACT DETAILS \_\_\_\_\_ EMERGENCY CONTACT DETAILS \_\_\_\_\_  
DATE \_\_\_\_\_ Name \_\_\_\_\_  
NEXT ASTHMA CHECK-UP DUE \_\_\_\_\_ Phone \_\_\_\_\_  
Relationship \_\_\_\_\_

**WHEN WELL** Asthma under control (almost no symptoms) ALWAYS CARRY YOUR RELIEVER WITH YOU

Peak flow\* (if used) above \_\_\_\_\_

Your preventer is: \_\_\_\_\_ (NAME & STRENGTH) \_\_\_\_\_  
Take \_\_\_\_\_ puffs/tablets \_\_\_\_\_ times every day  
☐ Use a spacer with your inhaler

Your reliever is: \_\_\_\_\_ (NAME) \_\_\_\_\_  
Take \_\_\_\_\_ puffs \_\_\_\_\_  
When: You have symptoms like wheezing, coughing or shortness of breath  
☐ Use a spacer with your inhaler

OTHER INSTRUCTIONS (e.g. other medicines, trigger avoidance, what to do before exercise)

**WHEN NOT WELL** Asthma getting worse (needing more reliever e.g. more than 3 times per week, waking up with asthma, more symptoms than usual, asthma is interfering with usual activities)

Keep taking preventer: \_\_\_\_\_ (NAME & STRENGTH) \_\_\_\_\_  
Take \_\_\_\_\_ puffs/tablets \_\_\_\_\_ times every day  
☐ Use a spacer with your inhaler

Your reliever is: \_\_\_\_\_ (NAME) \_\_\_\_\_  
Take \_\_\_\_\_ puffs \_\_\_\_\_  
☐ Use a spacer with your inhaler

OTHER INSTRUCTIONS (e.g. other medicines, when to stop taking extra medicines) ☐ Contact your doctor

**IF SYMPTOMS GET WORSE** Asthma is severe (needing reliever again within 3 hours, increasing difficulty breathing, waking often at night with asthma symptoms)

Keep taking preventer: \_\_\_\_\_ (NAME & STRENGTH) \_\_\_\_\_  
Take \_\_\_\_\_ puffs/tablets \_\_\_\_\_ times every day  
☐ Use a spacer with your inhaler

Your reliever is: \_\_\_\_\_ (NAME) \_\_\_\_\_  
Take \_\_\_\_\_ puffs \_\_\_\_\_  
☐ Use a spacer with your inhaler

OTHER INSTRUCTIONS (e.g. other medicines, when to stop taking extra medicines) ☒ Contact your doctor today  
Prednisolone/prednisone: \_\_\_\_\_  
Take \_\_\_\_\_ each morning for \_\_\_\_\_ days

**DANGER SIGNS** Asthma emergency (severe breathing problems, symptoms get worse very quickly, reliever has little or no effect)

**DIAL 000 FOR AMBULANCE**

Call an ambulance immediately  
Say that this is an asthma emergency  
Keep taking reliever as often as needed

Peak flow\* (if used) below \_\_\_\_\_

National Asthma Council Australia  
Leading the attack against asthma  
www.nationalasthma.org.au

- You will need to make sure you have informed Emma about your child's medical condition.
- You will need to provide an ACTION PLAN from your GP.
- A RISK MANAGEMENT PLAN will be done in consultation with Emma.
- You will need to provide your child's medication. If this medication is not at Kindy, your child will not be able to be attended until you have provided the correct medication.

Accident/Injury/ Illness at Kindy:

If your child has an accident at Kindy or becomes ill during the day, staff will fill out a form for you to read and sign.

Incident, injury, trauma and illness record

Details of person completing this record

Name:

Position/role:

Date and time record was made: / /

Signature:

Child details

Child's full name:

Date of birth: / /

Age:

Gender : ☐ Male ☐ Female

Incident details

Incident date: / /

Time: am/pm

Location:

Name of witness:

Witness signature:

Date: / /

General activity at the time of incident/injury/trauma/illness:

Cause of injury/trauma:

Circumstances surrounding any illness, including apparent symptoms:

Circumstances if child appeared to be missing or otherwise unaccounted for (incl duration, who found child etc):

Circumstances if child appeared to have been taken or removed from service or was locked in/out of service (incl who took the child, duration):

1

Nature of injury/trauma/illness:

Indicate on diagram the part of body affected

☐ Abrasion / Scrape

☐ Allergic reaction (not anaphylaxis)

☐ Amputation

☐ Anaphylaxis

☐ Asthma / respiratory

☐ Bite wound

☐ Bruise

☐ Broken bone / fracture / dislocation

☐ Burn / sunburn

☐ Choking

☐ Concussion

☐ Crush / jam

☐ Cut / open wound

☐ Drowning (non-fatal)

☐ Electric shock

☐ Eye injury

☐ Infectious disease (incl gastrointestinal)

☐ High temperature

☐ Ingestion / inhalation / insertion

☐ Internal injury / infection

☐ Poisoning

☐ Rash

☐ Respiratory

☐ Seizure /unconscious/ convulsion

☐ Sprain / swelling

☐ Stabbing / piercing

☐ Tooth

☐ Venomous bite/sting

☐ Other (please specify)

Action Taken

Details of action taken (including first aid, administration of medication etc):

Did emergency services attend?: Yes / No

Was medical attention sought from a registered practitioner / hospital?: Yes / No

If yes to either of the above, provide details:

Have any steps been taken to prevent, or minimise this type of incident in the future?:

2

Notifications (including attempted notifications)

Parent/guardian:

Time: am/pm

Date: / /

Director/educator/coordinator:

Time: am/pm

Date: / /

Other agency (if applicable):

Time: am/pm

Date: / /

Regulatory authority (if applicable):

Time: am/pm

Date: / /

Parental acknowledgement:

I (name of parent/guardian) have been notified of my child's incident/injury/trauma/illness. (Please circle)

Signature:

Date: / /

Additional notes:

3



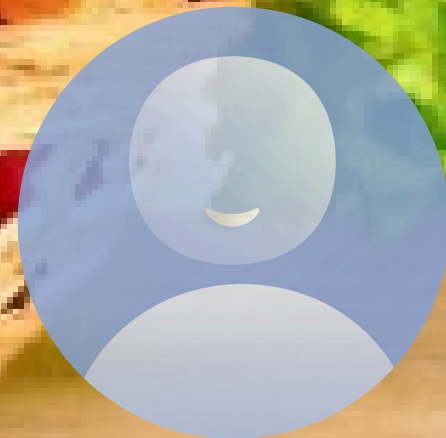


# What do you need to bring into Kindy each day?

- A sun hat
- A drink bottle
- Seasonally appropriate changes of clothes
- A morning tea box
- A separate lunch box (Insulation bags are not needed as we refrigerate all the lunches)
- And....



- 1 piece of fruit or vegetable each week to go into the sharing basket for a shared morning or afternoon snack.





# Kindy Hats / Sheets

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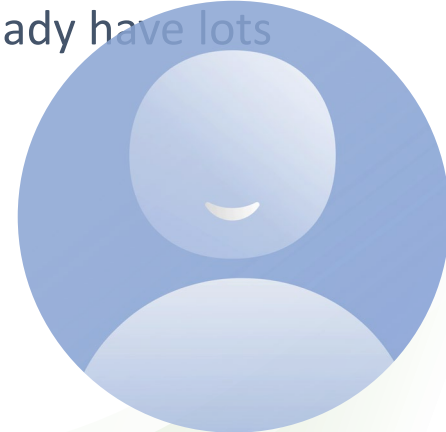
- We sell Terrey Hills Kindy Hats for \$15 each. (these will be for sale at the start of the year)
- We also sell Kindy sheets, which fit onto our Kindy beds if required for \$30.





# What to wear to Kindy

- Well fitted shoes with good grip for running, climbing and balancing.
- T-shirts with covered shoulders (No shoestring straps please)
- Elastic waisted bottoms are easy and quick to pull down and up- these are great for children who are busy playing and leave the bathroom until the last minute.
- Clothes that can get dirt, paint and water on.
- We ask that you don't send your children in superhero or princess dress ups. Not only can these be hard for children to independently use the toilet, they also can cause distress for the other children, and we already have lots of dress ups at Kindy.



# We are a NUT FREE Service. Please *do not* bring any NUTS or food products which contain NUTS into Kindy.

- Our Service recognises the importance of healthy eating for the growth, development, and wellbeing of young children and is committed to promoting and supporting healthy food and drink choices for children in our care.

At Kindy we:

- Encourage children to eat the more nutritious foods provided in their lunchbox, such as sandwiches, fruit, cheese, and yoghurt, before eating any less nutritious food provided.
- Food items that should not be brought to the service include confectionary such as lollies, sweets, and chocolate and sugary drinks such as cordial, or soft drinks.
- We ask that you practice with your child, opening and closing their lunch boxes before they start at Kindy.





# Morning Tea and Lunch Ideas

You will find a handout on your seat tonight with some lunch box suggestions.

Yoghurt

Fruit and veggies

Pasta

Sandwiches

Dip and crackers

Sushi





# Rest Time

- After lunch the children will have a quiet rest/ mindfulness time. This may be some quiet reading, relaxation or yoga. We value this time, in being an important time in the children's busy day. It is a time for them to be still and recharge. We ask that you bring in a clearly labelled bag with a small pillow or pillow pet ,also labelled for this time for your child to rest their head on.
- Children who would like a sleep at this time, will be given a bed. We ask families to please provide sheets for this time. You can purchase a sheet set at the office- just ask Emma or Sue for more information.





# Birthday Celebrations

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We love celebrating birthdays and special events at Kindy.

To celebrate, children can bring in cup cakes, ice- blocks, or special treats to share with their friend's.





## Tea Towels, Pictureplates, Kindy Photos , Open Day!

- Throughout the year, we offer families the chance to participate in a range of different activities, such as ***Pictureplates, Tea Towels, Kindy Photos and more***. You will be given notice when these are happening throughout the year, and you will be able to choose if you would like to participate.





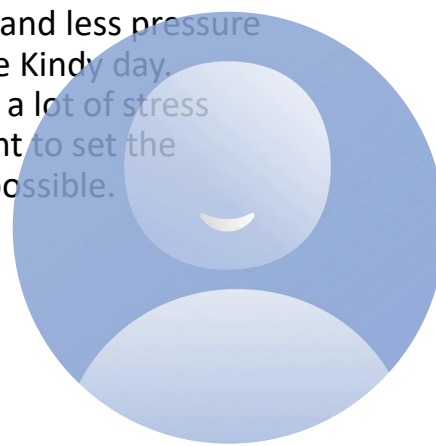
A group of children and adults are dancing on a colorful striped mat in a garden. The children are holding hands and moving in a circle. The adults are also holding hands and moving in a circle. The background shows a large tree, a green fence, and a blue sky with clouds. The text "SPECIAL EVENTS" is overlaid on the right side of the image.

# SPECIAL EVENTS

Throughout the year, we invite families into the service for special events, this can include Grandparents' and Special Friends' Mornings, Mother's and Father's Day Celebrations and End of Year Christmas Concerts.

We try our best to fit in with all families and their busy schedules, as these events will be during work hours.

We want to make sure that these special events are successful for the children, and we have found that mornings or during the day is better for all children. It means that they are not too tired and less pressure on all children if it is done during the Kindy day. Special Events and Concerts can put a lot of stress and anxiety on children, and we want to set the children up for as much success as possible.

A blue circular graphic with a white crescent moon.

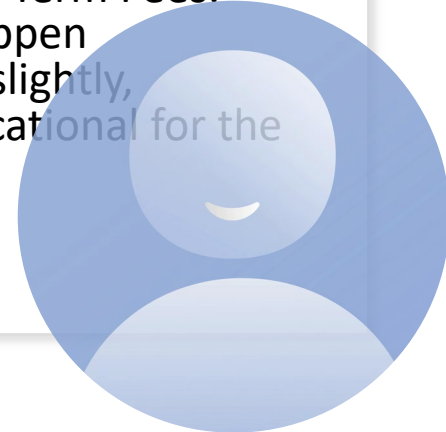




## Incursions

Each term families are charged a \$15 Incursion Fee on their Term Fees. This is to help cover the cost of special incursions which happen throughout the year. Each year our Incursions may change slightly, although they are always based on something fun and educational for the children.

This year the children have enjoyed.....







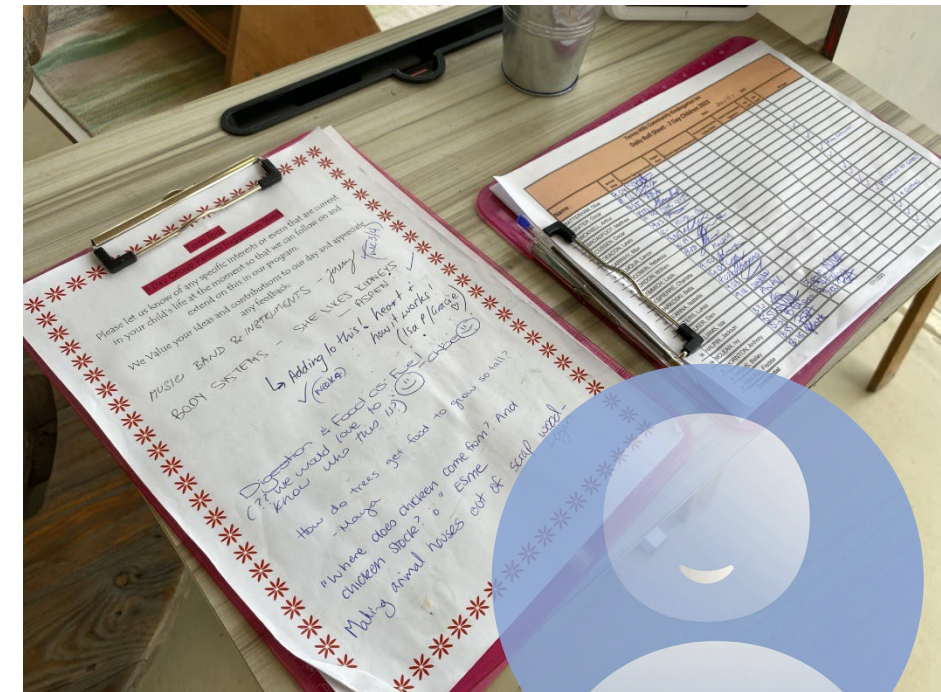
# Parent Involvement

We encourage Family involvement throughout our Kindy days. We would love for you to come in and share with the children an interest, your profession, play an instrument, read a story or do a cooking experience.

We also love grandparents and other family members to be involved also.



At our sign in area, we also have a parent suggestion sheet for parents to contribute to. This can be used as a way of communication, if your child has done something exciting on the weekend that we may be able to extend or talk about or a general topic that your child has shown an interest in.





# Gardening and Washing Roster

Each term a garden roster will be sent out to all families which will outline which weekend, each family will be on the Kindy Gardening Roster!

Each family should be on the Gardening Roster once in the year.

If it is your weekend on the roster, we ask that you help by weeding, sweeping, and tidying the Kindy gardens. We are very grateful and would not be able to have the yard we do without your amazing contribution.

Each week we also send home the Kindy washing. Again, this may be only once or twice a year and it is very much appreciated.





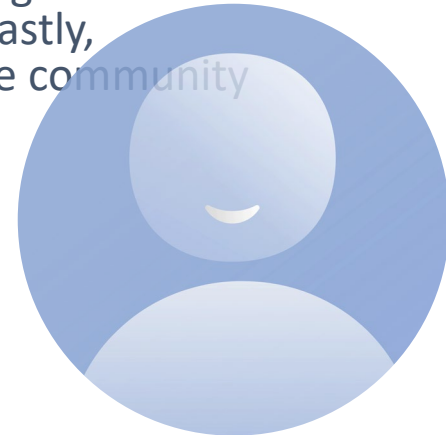
# Our Community Street Library



As part of our sustainable practices, we have implemented a Community Street Library for our Kindy children and families to use as well as the local community.

This is used to share and take books.

Make sure you and your child stop by and have a look in, you can take a book or bring in some books from home to donate. And lastly, remember to tell your friends in the community to drop in for a book.





## Preschool fee relief in community and mobile preschools

Fee relief funding at eligible community and mobile preschools reduces fees by up to \$4,220 per year.

It is available to children in the year (or in some services 2 years) before they start school through the 2024 Start Strong for Community Preschools program.

The fee relief will be passed on to you by your community or mobile preschool service as a reduction to your fees.

Services will let you know a fee relief reduction has been made to your fees, such as via a regular invoice, statement from the service, or other means.

You will still need to pay any remaining fees and/or levies after the fee relief has been applied.

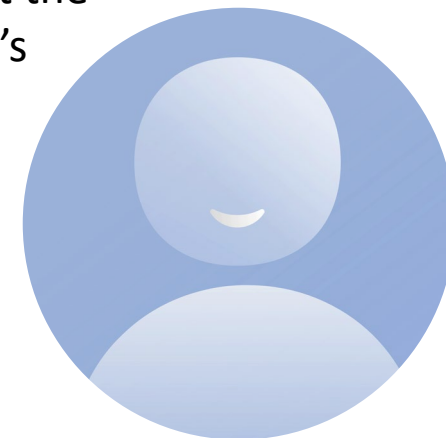
### How is my fee relief calculated?

Fee relief funding is scaled by hours of enrolment to encourage 600 hours per year of early childhood education for children in preschools.

If your child attends a community or mobile preschool, the fee relief will be calculated based on the number of hours your child is enrolled (up to 600 hours per year), as outlined in the table on the next page.

# Affordable Preschool Subsidy

- In 2023 the NSW Government introduced a new subsidy for families attending Community Preschools.
- This is called the Affordable Preschool Fee Relief and if chosen to use at our service, can reduce your fees by \$4200 each year.
- Families can use this subsidy at only one Early Learning Service and the subsidy will be taken off your Kindy fees throughout the year.
- To use the subsidy, families need to fill out the 'Fee Relief Declaration Form' in your child's Enrolment folder.





# Fees for 2024

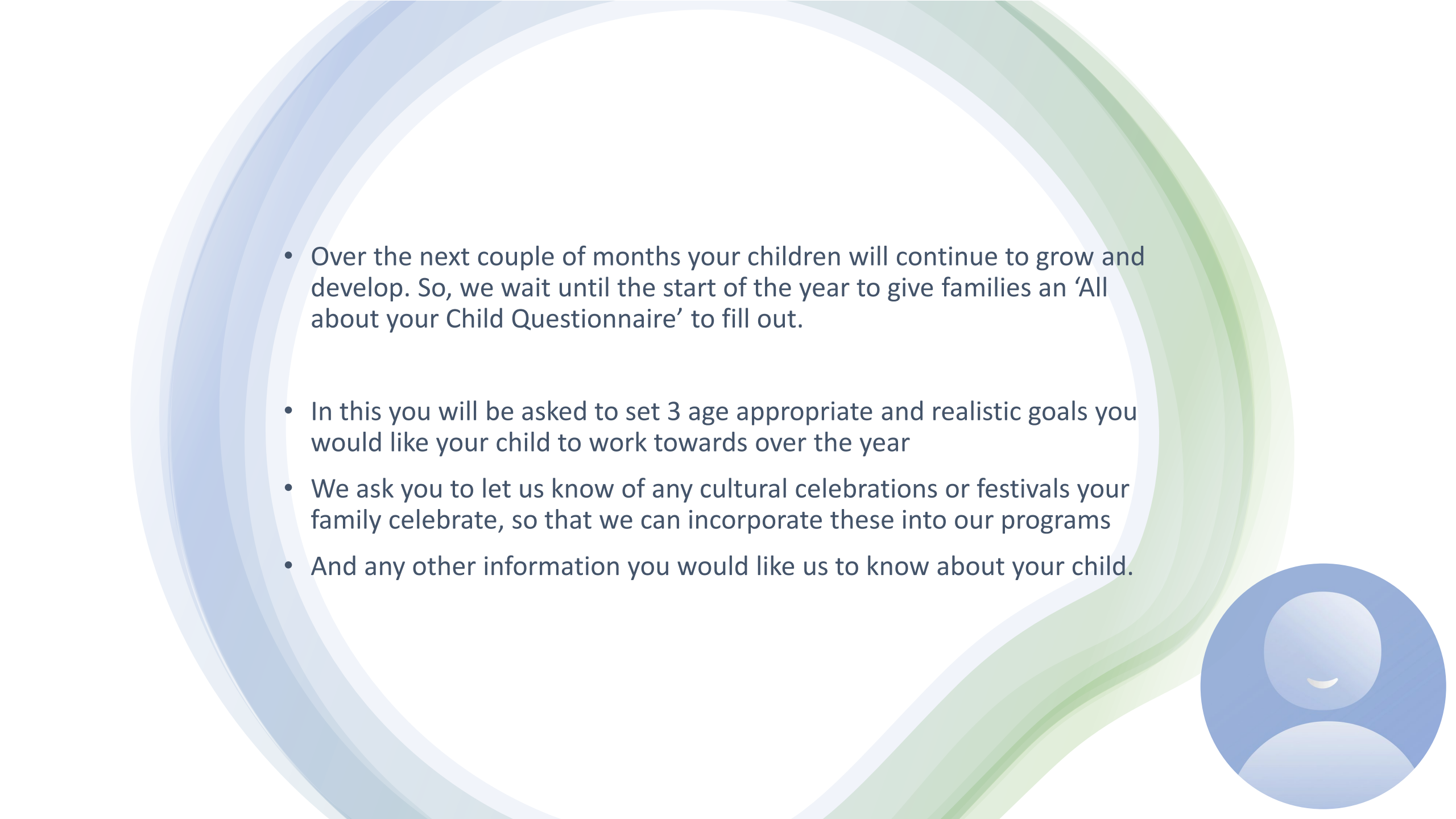
- Our 2024 Fees are in the process of being set by our Board of Management. You will receive our 2024 Fee Structure as soon as they are set.

As a guide, this year our 2 Day Group Fees using the Affordable Preschool Subsidy were charged \$38.50 per week and

Our 3 Day group have been charged \$87 per week using the Relief Subsidy.

Each term families are also charged a \$64 Resource Contribution Fee and a \$15 Incursion Fee.



- 
- Over the next couple of months your children will continue to grow and develop. So, we wait until the start of the year to give families an 'All about your Child Questionnaire' to fill out.
  - In this you will be asked to set 3 age appropriate and realistic goals you would like your child to work towards over the year
  - We ask you to let us know of any cultural celebrations or festivals your family celebrate, so that we can incorporate these into our programs
  - And any other information you would like us to know about your child.

- 

\_\_\_\_\_



## ENROLMENT FORM



# And lastly, remember to read your child our Kindy Social Story to help prepare them for their new Kindy experience.

TERREY HILLS  
Community  
Kindergarten

My new Kindy



I take a lunch box and water bottle to Kindy. When I'm thirsty, I get myself a drink of water.



I have a hat to wear at Kindy. I wear it when I play outside to protect me from the sun.



When I play outside, I like to run and climb up high on the equipment or play in sandpit. I might also like to help care for the Kindy Garden.



At the end of the Kindy Day, all the children have a grown-up who comes to pick them up.



As I leave, I smile and say goodbye to the grown-ups and my friends. I say, "Thanks for playing, see you next time." When everyone has left, my kindy closes.

