



FAMILY HANDBOOK

Quality Area 6: Collaborative Partnership with Families

[Welcome](#) | Our Family Handbook provides important information you need to know to ensure the best possible start to quality education and care at Terrey Hills Community Kindergarten.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how our service operates.





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. Educator's 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.

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Service Information

Our Kindy caters for children aged 3 years to 5 years (school aged). We are open from 8.00am to 4.00pm Monday to Friday, 40 weeks of the year and follow the NSW school term's. We are closed public holidays.

Throughout the week we run 2 groups:

Monday – Tuesday- 2 Day Group: Catering for children aged 3-4-year-old.

Wednesday, Thursday, and Friday – 3 Day Group: Catering for children aged 4-5-year-old.

Terrey Hills Community Kindergarten is a community-based kindergarten and is partially funded by Department of Education and NSW Government. We cater for 29 children per day between the ages of 3 years and school age. Our staff have considerable early childhood experience to provide high quality care and education within a secure, caring, warm and stimulating environment.

The early childhood years are a vital time in a child's development and the kindergarten believes that our goals need to reflect the developmental level of each child as well as the children's general needs and interests.

Throughout the program, which is based on the Early Years Framework (EYLF) the children are encouraged to develop skills for school. Our goals consider the fact that the child is part of a unique family unit which holds their own values and beliefs that need to be respected within the kindergarten.

Feeling loved and valued by his /her parents is the best foundation for a happy life for a child. It is believed that it is largely through play that a child develops skill and confidence in his/her body and mind, learns to form relationships with others, releases feelings of anxiety and frustration, learns about the world around him/her, exercises his/her imagination and creativity and is stimulated to think and solve problems.

Contact Information

Phone: 02 9450 1039

Email: enquiries@terreyhillskindy.com.au

Website: www.terreyhillskindy.com.au

Management Structure

The Kindy operates under a Management Committee which comprises of a group of parent volunteers making up the Committee. The Committee acts as the Approved Provider. The Management Committee meets at least 8 times per year. We hold an Annual General Meeting (usually held in March). All Committee members step down from their positions at the AGM and new members are elected. The Director of the Kindy is the Nominated Supervisor. Approved staff are Responsible Persons for the service. A nominated Responsible Person is always on duty at the service. An Educational Leader is appointed for the service.

Approved Provider: Terrey Hills Community Kindergarten Inc. The Approved Provider is the Management Committee which comprises of:

- President
- Vice President- and role of the WHS Officer
- Treasurer
- Vice Treasurer-- and role of the WHS Officer
- Secretary
- Vice Secretary
- 4 Committee members

Nominated Supervisor: Emma Collins

Director: Emma Collins

Educational Leader: Emma Collins

Our Commitment to Child Safety

Our Service is committed to ensuring the safety and wellbeing of children is always maintained whilst being educated and cared for by educators and staff at Terrey Hills Community Kindy. We promote a child safe environment that minimises the risk to all children in our care from all types of abuse, harm, and neglect. We understand our responsibilities and statutory duty of care to adopt and comply with the National Principles of Child Safe Organisations and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our staff carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons (Care and Protection Act 1998) and maintain up to date with knowledge of child protection law and child protection training.

Our staff are recruited through an extensive screening process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to child in addition to holding a validated Working With Children Check.

We have a zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly by management. We request that you contact our Nominated Supervisor if you have any concerns.

Code of Conduct

The Code of Conduct establishes the standards for all employees of our Service. Employees are committed to adhere to the ethical responsibilities of early childhood professionals outlined in the Early Childhood Australia's Code of Ethics. The values that underpin our work ethic include equality, respect, integrity and responsibility.

Our educators and staff

Our Service is made up of a team of high-quality professional educators who are committed to and passionate about early childhood education and care. Our staff promote the human rights, safety and wellbeing of all children and consider and respect the diverse backgrounds and needs of children. We create an environment that promotes and enables children's participation and is welcoming, culturally safe and inclusive for all children and their families.

Our educators are continually evaluating how our curriculum meets the educational needs of our children and reflecting on ways to improve children's learning and development and are supported by a team of highly qualified professionals. Our educational leader and early childhood teachers guide our educators in providing quality, research based educational programs.

Our educators take into account children's learning styles, abilities, interests, linguistic and cultural diversity and family circumstances when planning and implementing learning programs. We support and respect the history and backgrounds of Aboriginal and Torres Strait Islander people and aim to foster each child's sense of identity.

All staff are encouraged and supported to attend professional training and development to further their knowledge and skills.

All staff hold valid Working with Children Checks and all Responsible Persons (placed in charge of the day-to-day running of the service) have current ACECQA approved First Aid, Emergency Asthma and Anaphylaxis qualifications.

For further details on the qualifications of the educators, please speak with our Nominated Supervisor.

National Quality Framework

Our Service complies with the Australian Government’s National Quality Framework (NQF) which consists of the legislative framework of the Education and Care Services National Law and National Regulations, the National Quality Standard and a rigorous assessment and rating system. Our educational program and curriculum are based on the Australian Early Years Learning Framework (EYLF). We regularly self-assess our practices against the National Quality Standard and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP assists our service to identify quality aspects of care we are already providing and assists in developing future goals for further improvement. Families are welcome to provide feedback and suggestions for improvement.

Additional information about the NQF can be found at [ACECQA/nqf/about](https://www.acecqa.gov.au/nqf/about)

Regulatory Authorities

Our Service is regulated by the national body for early education and care – the Australian Children’s Education and Care Quality Authority (ACECQA) as well as the Early Childhood Education Directorate in NSW. To contact our Regulatory Authority, please refer to the contact details below:

NEW SOUTH WALES

Early Childhood Education Directorate

NSW Department of Education phone: 1800 619 113

Locked Bag 5107 PARRAMATTA NSW 2124

www.education.nsw.gov.au/ email: ececd@det.nsw.edu.au

Educator to child ratios (NSW)

We comply with the National Regulations for educator to child ratios across our Service to ensure adequate supervision is provided for all children. Ratios are calculated across the service. This provides us with flexibility to respond to children’s interests and needs at different times during the day.

AGE OF CHILDREN:

3 years to 4 years

4 years to school age

EDUCATOR TO CHILD RATIOS:

1:10

1:10

Early Years Learning Framework (EYLF)

The Early Years Learning Framework (EYLF) was developed to ensure all children in early childhood education and care settings across Australia, experience quality teaching and learning through play-based, holistic learning. The EYLF is made up of learning outcomes, principles and practices which educators use in their documentation of children's learning and in their reflection and planning. Fundamental to the EYLF is a view of children's lives as characterised by *belonging, being and becoming*.

From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

BELONGING

Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

BECOMING

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

The framework conveys the highest expectations for children's learning from birth to five years and through transitions to school. The expectations are communicated through the five overall learning outcomes.

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

Quality Improvement Plan (QIP)

As part of the National Quality Standards all education and care services are required to have a current Quality Improvement Plan (QIP). This is available to families and staff and kept on the sign in/out table. Any feedback from families relating to this or other areas to be considered is appreciated.

Educational Program

We are committed to providing a developmental and educational program which caters for each child's individual needs, abilities and interests. Our educational program is delivered through an intentional, play-based pedagogy aligned to the Early Years Learning Framework (EYLF).

Our program continues to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices provide the children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

If we as educators have any areas of concern about your child's development, we will inform you and share our observations and advise of follow up assistance e.g. speech therapy. We understand this may be a sensitive topic and it is always your decision to follow up intervention. Educators are willing to discuss any aspect of learning and development with parents and support discussions with allied health professionals.

Additional Needs Program

Our Educators work with children with disabilities and additional needs in small groups who are under programs by speech therapists and occupational therapists or other professionals. In some cases, we can apply for Disability & Inclusion Program (DIP) funding with parental permission which helps towards the cost of staffing and implementing a program, purchasing relevant equipment & resources and professional development for Educators relevant to the needs of the children. Parents/Guardians of children who require additional programming need to keep us informed regarding their child's progress so we can all work towards assisting the child to develop to their full potential. We set up a communication book for each child which can circulate between Educators, Families and Therapists.

Goals for your child at our Service

"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being."

Maria Montessori

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9).

In collaboration with families, we will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

- mutual respect and empathy
- concern and responsibility for self and others
- a sense of self worth
- social awareness
- importance of sustainability
- self-discipline and self-regulation
- habits of initiative and persistence
- creative intelligence and imagination
- self-confidence as an independent learner
- a love of learning.

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the educator is to work in partnership with families, children's first, and most influential educators.

Documentation of Learning

Educators observe children and facilitate their learning to provide each child with personal documentation of their learning throughout the year, via an online secure app. Our educators use a variety of documentation to demonstrate learning which may include:

- your child's profile
- goals from families and educators
- observations- learning stories, captioned photos
- objectives for further development
- work samples- drawings, photos
- checklists and transition statements.

The individual child's documentation is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not used as a means of comparison between peers or stereotypes.

Policy Updates

Parents, families and staff are encouraged to be involved in the process of any policies under review or new policies relating to our service. All policies are placed in a 'reviewing policies folder' on the sign in/out table and a feedback / comment sheet available for comment. Responses can also be emailed to enquiries@terreyhillskindy.com.au for a period of 14 days then reviewed and approved by the Committee. A current Policy and Procedures folder is kept at the sign in/ out table for families. Should you require a copy of any policies, please ask a staff member so we can arrange to email or provide a copy for you.

National Quality Regulations /National Law

Copy of Education Services National Regulations 2011 and Children 's Education & Care services National law Application Act 2010 are available on the shelf at the sign in/out desk for Families and Staff.

Sign On Time/Sign Off Time Sheets

Parents and anyone picking up your child or taking them will need to sign these sheets on arrival and departure, as part of our legal and funding requirement. These sheets also act as our daily roll and are a legal document and would be used in an emergency, so it is important your child is accounted for. Educators will regularly check the sign in/out sheet to ensure all children have been signed in. If a child is in attendance and has not been signed in by the parent, an educator will highlight the child's name on the sheet and sign the child in on behalf of the parent. Upon pick up, the parent will be required to co-sign their child in for that day.

Communication

We work in partnership with you and your family. We support and encourage communication with your child's educators about your child's unique needs and their general enjoyment of their day at our Service. Everybody has a preferred time and method of communication. Sometimes, mornings and afternoons can be a little rushed, and not the best time to discuss your child's progress. You are encouraged to talk to our Nominated Supervisor to arrange to meet your child's educator at a mutually convenient time.

We have many types of communication we use for families, including:

- Storypark
- Newsletters
- Phone calls
- Emails
- Letters
- Face to face
- Daily programming books
- Developmental summaries
- Formal meetings

Enrolment Information

Prior to your child commencing at our Service, you'll be required to complete an enrolment form, provide documentation, and pay the administration fee. Children may go on the waitlist from birth. Enrolments for each forthcoming year are conducted in term 3. In November families are invited to attend orientation morning for children and their families for those starting the following year.

Enrolment Form

If you require assistance completing the enrolment form, please contact our Nominated Supervisor or our administration assistant for assistance.

We will require a copy of your child's birth certificate and immunisation history statement from the Australian Immunisation Register. This must show that your child is up to date with vaccinations for their age OR your child is on a recognised vaccine catch up schedule OR has a medical condition preventing them from being fully vaccinated.

Please note, the names written on the enrolment form must match the names on your child's birth certificate to meet legal requirements.

Family law and access

Our Service will uphold any responsibilities or obligations in relation to Family Law and access to the service. We require certified copies of any court order, parenting orders or parenting plans, relating to your child and request that if situations change, a copy of the Court Order is provided to our Service. We will only allow children to leave the Service with the written permission of the custodial parent/guardian. Without a Court Order we cannot stop a parent collecting a child.

Authorised Nominees

You will be requested to provide information about authorised nominees on your child's enrolment form. These are persons that you provide permission to:

- collect your child from the Service
- provide consent for medical treatment for your child from a medical practitioner, hospital or ambulance service
- provide consent for the transportation of your child by an ambulance service
- provide consent to go on an excursion.

Please understand that it is essential we have up-to-date information on your child's enrolment record in case of an emergency. It is important that you notify the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

- your residential address
- health of your child
- telephone/mobile numbers
- contact details for any parent or authorised nominee
- family changes (parenting orders)
- emergency contact information details etc.

Authorisations

The enrolment form will include additional authorisations for our Service to seek medical treatment and emergency transportation for your child if required. Authorisations will also be requested for application of sun cream, permission to administer emergency medication to your child in the case of an asthma or anaphylaxis emergency. (Ventolin or Epi-pen), permission for an educator with current first aid to administer paracetamol in an emergency and permission to access medical treatment and transport in case of an emergency.

Photographs, social media, promotion

As part of the enrolment process, we will also ask for your permission to take photographs and video of your child during normal activities and excursions for sharing with our parent community through social media and/or to promote our Service to the community through marketing and promotional materials. Photographs and video may also be used as part of our observation and programming process.

Excursions/ Regular Outings

Excursions are an important and valuable part of learning in early education. They expose a child to a range of different experiences and help them to observe and understand the world around them. For any excursion or regular outing in our community, we will complete comprehensive risk assessments to minimise any identified risks as part of our planning for excursions. We provide parents with information about the excursion in advance and require written authorisation for each child to participate on an excursion or regular outing.

Medical conditions- Allergies, Asthma, Diabetes or Epilepsy

It is vital that we are aware of any medical condition including diabetes, epilepsy, allergies, eczema, asthma, risks of anaphylaxis of your child including any potential triggers. Families are required to indicate any allergy or asthma on the enrolment form.

Our Service requires a Medical Management Plan or Asthma/Anaphylaxis Action Plan to be completed by your General Practitioner to assist in managing your child's needs. This needs to be provided prior

to your child's commencement at the Service. In consultation with the Nominated Supervisor, you will be asked to develop a Risk Minimisation Plan and Communication Plan to assist our educators and staff. Any prescribed medication that your child may require must be provided each day they attend our Service.

To ensure the safety and wellbeing of your child, please update your child's Medical Management Plan/ Action Plan every 12-18 months or whenever a change in their medication or treatment occurs. (Australasian Society of Clinical Immunology and Allergy) (ASCI).

Fees, rebates and attendance

Book-keeping

THCK bookkeeping is outsourced to an organisation called Community Connections Solutions Australia (Business Solutions). CCSA is a peak body for Early Childhood Education. Their business solutions division are responsible for generating fee invoicing, fee receipts financials, payroll etc. They hold details of parent's names and addresses in order to carry out this role in line with Privacy Act.

Fees

In 2023, THCK is offering our families the Affordable Preschool' NSW Government Subsidy Fee relief.

If a family chooses to use the Affordable Preschool Subsidy at THCK they will receive a fee relief of up to \$4,220 per year.

Families who choose not to use the NSW Affordable Preschool Subsidy at THCK will be charged:

Children in the 3 Day Group will be charged \$64 per day.

Children in the 2 Day Group will be charged a \$72 per day.

A discount of 25% for 2 or more children in one family is available on the fees for the 2nd and each subsequent child attending the kindergarten at the same time.

The NSW Dept of Education provides funding to assist families with the cost of reducing preschool with families on a low income. Parents with a valid low-income health care card, child from an Aboriginal background or single parent family can apply.

Please ask the Director or Admin assistant for further information.

Statement of fees

Fees are due each term and invoices go out at the beginning of each term. Please check these statements to ensure all details are correct and accurate. If there is any discrepancy, please contact the Nominated Supervisor or administration assistant as soon as possible.

Payment methods

There are 2 payment options:

Option 1: Paid in full by Week 3 of the term

or

Option 2: 1st Instalment (half of term fees) paid by end of Week 3 of term and 2nd Instalment paid by end of Week 8 of term.

There are 3 options for how to pay:

Option 1: Electronic funds transfer direct into Kindy bank account

BSB: 032123

Account No:419481

Bank: Westpac

Branch: Frenchs Forest

Account Name: Terrey Hills Community Kindergarten Inc.

Reference: Your child's Surname & Initial.

OR

Option 3: Pay by credit card during fee weeks only (Mastercard or Visa)

Credit Card payments incur a 1.9% fee. We can process your Credit Card payment directly if office is attended by Sue Campbell or the Director.

Funding

The NSW Government is committed to ensuring that all children in New South Wales can participate in 600 hours of quality preschool education in the year before school, no matter where they live or what their circumstances are. The Start Strong program provides funding for approved community and mobile preschools services across NSW. Children need to be:

- at least 3 years old on or before 31 July in that preschool year
- attending an early childhood education program
- not enrolled or registered at a school.

Fundraising Levy

Each family pays an amount of \$64 towards a Fundraising Levy (GST inclusive). This is payable each term with the fees. The Committee may organize a social event during the year for parents/ families. Committee members may also organise an activity which raises some extra funds. Your involvement is voluntary and there is no pressure to participate.

\$15 Incursion Fee

Each term, Families are charged a \$15 Incursion Fee added onto your invoice. This is used for special incursions/ visitors to come into the Kindy. This may include shows and performances such as, Plastic Pollution Solution, Reptile Show, Christmas Pantomimes.

Member of the THCK Incorporated

Each parent/ guardian automatically becomes a member of the THCK Incorporation when they enrol their child. Each parent pays a \$5 membership (\$10 per family) and is payable with Term 1 fees each year.

Waitlist Application Fee and Administration Fee

There is a \$30 fee payable when placing your child's name on the Kindy waitlist. This is non-refundable and there is no guarantee that your child will be offered a place at the time you require one. This is subject to availability and movement along the current waitlist.

A \$200 administration fee is payable upon acceptance of an offer at THCK. Please note that there is a time limit to accept an offered place before it is offered to another family.

Absences

We encourage families to notify the Service as soon as possible if your child will be absent for any days from the Kindy. It is recommended that absences are notified to the Service by email or a phone call.

Withdrawal from care/Reducing Enrolment Days

We require 4 weeks written notice to withdraw your child/ren from the service. Please see the Nominated Supervisor if you wish to withdraw your child from the service.

Service Closing Time and Late Collection Fees

Please be aware our Service and program closes at 4:00pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 4:00pm. A late fee is incurred for children collected after 4.00pm.

The fee is \$15 per child for every 15 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the Service until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, we may need to contact the Police or other authorities to take responsibility of your child.

Priority of Access

Our Service aims to assist families who are most in need and may prioritise filling vacancies with children who are:

- at risk of serious abuse or neglect
- children who are at least 4 years of age on or before 31st July in that preschool year
- children who are at least 3 years of age on or before 31st July in that preschool year and from low income or Aboriginal families.

Service Policies and Procedures

You will find a copy of our Service policies and procedures upon the sign in out table. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and National Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to the needs of our families and meet required regulations. Your involvement helps us to improve our Service and may lead us to change our policies and procedures.

Orientation-Preparing for your child's first day

Orientation is an important start for your child and family to connect to our Service. We encourage each child to attend our Service in the company of a family member before they start their first day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to put your child's belongings, provide educators with additional information about your child and how we can best support their transition and settling in period. The Nominated Supervisor will contact you to arrange suitable times and days for visits.

If your child is reluctant to attend, please discuss this with their assigned educator so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child in our environment to show and discuss at home with them.

Arrival and Departure

Each day, you must sign your child in upon arrival and sign out upon departure and note the date and times. We are required by legislation to maintain our attendance record at all times. This record may be used in the event of an emergency situation at the Service.

Our staff have a duty of care to your child and will only allow your child to be released into the care of either a parent, guardian or an authorised nominee as listed on your child's enrolment record. If your child needs to be collected by another person for some reason, an authority to collect form must be provided in writing to the Nominated Supervisor. Our staff may ask to view photo identification of the adult collecting your child from care to confirm their identity.

Release Of Children from The Kindergarten

Children may only be collected by parents/guardian of the child and authorised access persons that the parent/guardian has nominated on the enrolment form. If anyone other than parents/guardian are picking up your child, you need to let staff know verbally as well as note it on the 'sign in' sheet and sign even if it is an authorised access person.

If parents /guardian wish for another person to pick up their child who is not listed on the enrolment form they must put it in writing in an email or by filling in the "Authorisation to collect Child from Kindergarten" form at the front desk including the date, person collecting child and sign.

This must be given to the Director as well as noted on the "Sign on sheet" and signed by the parent. Staff are given discretion to ask for further details of Authorised Pickup person, if need be, for the safety of all children.

In an emergency, the Parent/ Guardian may phone the kindergarten and speak to the Nominated Supervisor /Responsible Person/Staff member giving verbal permission for authorised persons to pick up the child. This is recorded by that person on the sign on/off sheet. Authorised persons must be 18 years or older & again are only people with written authorisation by Parent/Guardian.

If an unauthorised person comes to collect a child (without prior permission of Parents /Guardians) the Nominated Supervisor/Responsible Person must not allow child to leave with that person. Please ensure that this situation does not arise as it can make it difficult for all concerned.

If a child is left at the kindergarten after a considerable period after closing time and Parents/Guardian are not contactable, then the kindergarten is required to call the police station.

The first day/week

The first day in a new service is a big step for you and your child. Please don't be alarmed if your child experiences some separation anxiety. This is normal and our experienced educators will assist you and your child through this transition period. We encourage parents to stay as long as they like during the morning drop off to help your child settle into an activity. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.

Saying goodbye

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the educator, who is reassuring your child about their day and when you will return. Rest assured, we'll contact you if your child becomes distressed.

What you need to bring

BACKPACK

For independence, we work towards all children being able to recognise and open their own bag. You can help by allowing them to be involved in selecting their bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled.

SPARE CLOTHING

Every now and then, accidents occur, and it may be necessary for your child to get changed into a fresh set of clothes. Please include a complete change of clothes every day which can stay in your child's bag...just in case!

DRINK BOTTLE

A labelled drink bottle is required every day for water. Children are able to refill their drink bottle when necessary throughout the day. A drink bottle is a great start to school readiness.

SUN HAT

A protective sun hat (either broad brimmed or legionnaire hat) must be worn every day when playing outside for protection against the sun. Please make sure to include it in your child's bag every day regardless of the weather conditions.

BED SHEETS

Bed sheets are available for purchase from the Kindy for \$30. The sheets fit the beds used at Kindy. Parents are welcome to bring their own sheets from home if they prefer. Please ensure the sheets and sheet bags are brought to Kindy each week and placed in the children's bathroom on the hooks provided.

ARTWORK

Your child will be encouraged to participate in a range of activities including craft but some children while they are settling choose other activities whilst other children find it comforting to paint. We will often keep artwork and craft to decorate the room and it will eventually come to your house!

MORNING TEA AND LUNCH

Morning tea can be sent in a small container, **clearly labelled with their name**. Children are asked to bring their lunch in a plastic/metal lunch box with a lid that they can open. As all lunches must be placed into the fridge, please do not send it in a cooler bag, as these are not effective in the fridges. We ask you clearly mark your child's name on the bottom of the box and lid. We also ask that you think about your child's ability to unwrap their lunch and open such things as muesli bars. Educators can provide tips to make this easier for your child.

We try to encourage healthy food choices at the Service and request that you provide sandwiches or wraps with nutritious fillings. Sprinkles & chocolate spreads are discouraged. Celery and carrot sticks or a salad are good additions to your child's lunch. See the following Information on the nutrition requirements recommended for 0-5year old children.

Please bring in a piece of fruit for the week and place it in the fruit basket on the drink bottle trolley. The fruit is used at the end of the day as a little snack for the children.

TOILET TRAINING

Children are encouraged to be toilet trained before starting at Kindy. Toileting and washing hands are part of our normal routine and program and is routinely carried out at certain times of the day.

What food to pack your child for a busy day at our Service

RECOMMENDED DAILY INTAKES

It is expected that your child's lunch box supports them consume 50% of the RDI at our Service.

Recommended average number of standard serves per day in accordance with Nutrition Australia.

CHILDREN	Vegetables & legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
GIRLS 4-8 YEARS	4.5	1.5	4	1.5	1.5	0-1
GIRLS 9-11 YEARS	5	2	4	2.5	3	0-3
BOYS 4-8 YEARS	4.5	1.5	4	1.5	2	0-2.5
BOYS 9-11 YEARS	5	2	5	2.5	2.5	0-3

Reference: Nutrition Australia

<http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes>

LUNCH BOX EXAMPLE

For lunchbox examples, please see the **Get Up and Grow** brochure in your enrolment pack or the link here <https://www.health.gov.au/sites/default/files/documents/2020/10/lunchbox-ideas-meals-for-early-childhood-settings-get-up-and-grow-lunchbox-ideas-meals-for-early-childhood-settings.pdf>

Please do not send chips, lollies/chocolates, highly processed foods, chocolate custards or desserts, pizzas, sausage rolls, pies, flavoured milk, roll ups or other high sugar bars, biscuits or cakes.

These items will remain in your child's lunch box for home time. A healthy lunch box environment is a group effort by all families and staff.

Clothing

It is helpful to your child if they are dressed in non- restrictive, serviceable and easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop and jump as well as being easy for the child to take off and put on by themselves. Joggers are appropriate shoes to wear.

Thongs, slippers and gumboots are not suitable, and we prefer that these are NOT worn to the Service. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves (no mid-drift tops) and hats that are broad brimmed are essential for effective sun safety.

Toys

The Service has an abundance of toys, and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on educators to track numerous toys throughout the day.

Behaviour Guidance

We encourage children to engage in cooperative and pro-social behaviour. We give children the opportunity to self-regulate their behaviours during play to develop their confidence and self-esteem. Educators follow a *Behaviour Guidance Policy* that extends across the whole Service giving consistency of expectation in the Kindy. We use a positive approach to guiding children's behaviour to help them develop a respect for others, for property and respect for self. If you require further information on this policy, please ask educators and refer to our Policy manual.

Wellbeing

Wellbeing is more than just feeling happy, it is about our overall health- physical, social, emotional and mental. We provide opportunities for your child to develop a strong sense of wellbeing through dance, movement, yoga, mindfulness, music and relaxation.

Physical Play

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

- develop strong bones and muscles
- improve strength and balance
- develop Flexibility and coordination
- develop Fundamental Movement Skills
- develop spatial awareness
- develop mathematical concepts
- be confident as they learn to control their bodies and understand their limits
- learn to cooperate and share with others
- promote healthy growth and development

Rest and Sleep

Rest and sleep routines vary according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide beds for children who would like a bed and play soft music in the background. Your child may wish to bring a security item to have at rest time. Children who do not want to sleep will be asked to bring in a small pillow to rest on during quiet time and may read books or listen to stories.

Sustainability

Our Service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching.

In order to empower our sustainability program, we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.

Birthdays

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday it is recommended that cupcakes be provided as this reduces the major allergy risks associated with most other cakes and helps us to provide a hygienic celebration with only the birthday child blowing out the candles on their cake. Families are asked to discuss cake/ birthday celebration options with educators prior to the celebration as we monitor food and treats to ensure the safety of all children and staff.

Sun Safety

Our Service implements a combination of sun protection measures to ensure the health and safety of your child at all times. We monitor the UV index levels daily and schedule outdoor activities when levels are safe. Our outdoor environment provides shade for play experiences, and we conduct regular risk assessments to ensure the play space and equipment is safe for children.

Children and educators must wear hats and appropriate clothing when outside. Educators will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer's recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application. Consent to apply sunscreen is included in our enrolment form.

Parent Participation and Feedback

Our Service has an Open-Door Policy and actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills and experiences that the children and the program will benefit from and providing feedback.

We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's educator at a time that suits you throughout the year and offer email, Newsletters, Day Book Journals and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a *Grievance Policy* that supports all stakeholders in our community and like all

policies, is available for families to consult and implement at any time. Copies of our policies are available. You are welcome to take a copy home and review at your leisure.

Family involvement

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

Your occupation or hobby

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

Your home cultures

We aim to foster relationships among families and community and invite you to share aspects of your culture, history, language and celebrations with our Service. Your involvement greatly assists us to enrich the lives of all our families and children.

Reading

Children love to be read to. If you or your parents have the time, please contact the Kindy to arrange a suitable time. We love grandparents visiting our Service!

Recyclable items

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

Special events

Our Service organises special events throughout the year. We will communicate these to families in a timely manner. We encourage parent input in all aspects of these events. Some of these include fundraising, celebrations and information sessions.

Suggestions

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service, please let us know.

If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns.

Community Information

We have a communication notice board at the entry to our Service. This board is used to display relevant programs, notices, updates and reminders for children and families. Please ensure you check this on a regular basis.

Our staff can also provide information for families about a range of topics including early intervention and supported playgroups.

Health and Hygiene

Our Service has effective and systematic risk management systems in place to identify any possible risk of hazards to our learning environment and practices. All staff diligently practice and model personal hygiene measures such as hand washing, cough and sneeze etiquette and disposal of tissues. We request that all children and visitors to our service wash their hands or use the alcohol-based hand sanitiser upon arrival.

Our educators teach and model correct hand washing techniques to children and regularly clean and disinfect high touch objects throughout the service to reduce the spread of infection.

When should I **not** send my child to the Service?

Our Service is a busy and demanding day for the bodies and minds of our children. We are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

To minimise the spread of infections and diseases, and maintain a healthy environment for all children, educators and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC)- *Staying Healthy in Childcare*. Our policies and procedures for *Sick Children* and the *Control of Infectious Diseases* are available for all families to view.

Please monitor your child’s health and do not bring your child to the Service if they are suffering from an infectious disease/illness or are generally unwell.

If your child becomes ill whilst at the Service, we will contact you or an authorised nominee to collect your child. If your child is unable to be collected, educators will contact the child’s emergency contact for collection. When your child is collected, you will be provided with an *Injury, Incident, Trauma and Illness Record* completed by the educator which includes information about your child’s illness, their symptoms, general behaviour and any action taken. You will be requested to sign and acknowledge the details in this record.

Your child should not attend the Service if they have had paracetamol within 24 hours for a temperature. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been vomiting or had diarrhoea, they will be excluded for 48 hours. For certain illnesses, a medical clearance certificate may be required before your child returns.

Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding minimum exclusion period for children from an early childhood education and care service. Please inform staff if your child has any of the following so that we can notify the Public Health Unit and other families of any infectious disease/illness. (Confidentiality is always maintained).

Recommended exclusion periods- Poster *Staying Healthy: Preventing Infectious diseases in early childhood education and care services*

CONDITION	EXCLUSION
COVID 19	5 days of isolation and no symptoms.
Hand, foot and mouth disease	Until all blisters have dried
HIB	Exclude until medical certificate of recovery is received
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness
Herpes- Cold sores	Young children unable to comply with good hygiene practices should be excluded while the lesion is

	weeping. Lesions to be covered by dressing, where possible
Influenzas and flu-like illnesses	Exclude until well
Measles	Exclude for at least 4 days after onset of rash
Meningitis (Bacterial)	Exclude until well
Meningococcal Infection	Exclude until adequate carrier eradication therapy has been completed
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)
Pertussis (Whooping Cough)	Exclude the child for 5 days after starting antibiotic treatment
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash
Salmonella	Exclude until diarrhoea ceases
Streptococcal Infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received
Worms (intestinal)	Exclude if diarrhoea present

If your child is unimmunised according to our records, then they will be excluded until the threat has passed and upon advice of the Public Health Unit

Immunisation

The Public Health Act 2010 requires all families to provide an Immunisation History Statement from the Australian Immunisation Register (AIR) for their child prior to enrolment in an early childhood education and care service. The immunisation history statement must show that each enrolled child is up to date with immunisations for their age.

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Immunisation Register (AIR).

The only unimmunised children who can be enrolled in child care (after 1 January 2018) are those who are on a recognised catch-up schedule or those who are unimmunised due to medical reasons as described in the Australian Immunisation Handbook. Parents must provide an AIR Immunisation History Form or an AIR Immunisation Medical Exemption Form upon enrolment.

In the case of an outbreak of any vaccine preventable disease, management will contact families as soon as possible. We ask that families immediately inform our Service if someone in their family is diagnosed with an infectious disease to help minimise the risk to other children, families and educators.

We are legally required to notify the Public Health Unit of any cases of vaccine preventable diseases occurring at our Service. For an up to date immunisation schedule, please refer to your enrolment pack.

Medication

If your child requires medication whilst at our Service, you must complete an *Administration of Medication Record* to give your consent for an educator to administer prescribed medication to your child. Medication must be given directly to an educator for appropriate safe storage.

Educators can only administer medication that is:

- prescribed by a registered medical practitioner (with instructions attached to the medication or in written form from the medical practitioner)
- in its original packaging and have the original label clearly showing your child's name
- before the expiry/use by date.

Upon collection of your child at the end of the day, you or an authorised person will be requested to sign the *Administration of Medication Form*.

Incidents, injury or trauma

We aim to minimise the risk of accidents and injury as much as possible however, through play, exploration and adventure, children sometimes have accidents. We always have an educator with a First Aid, emergency asthma, anaphylaxis management and CPR qualification on shift at all times we provide education and care to children. First Aid kits are located throughout the Service.

In the event of a minor injury, first aid will be provided as required. An *Incident, Injury, Trauma and Illness Record* will be completed and when you collect your child, you will be notified about the injury and asked to acknowledge and sign the record. If your child injures their head, even if it is a small bump, you will be contacted to advise you of the injury. Our educators will continue to monitor your child closely and advise if you should come and collect them.

If an injury or incident is serious and we believe urgent medical attention is required, the Nominated Supervisor will contact you immediately. If we cannot contact a parent or guardian, we will attempt to contact an authorised nominee for consent. Where you or your authorised nominee cannot be contacted, we may call an ambulance. If you are unable to meet the ambulance at the Service, we will send one of our educators/staff members to accompany your child in the ambulance.

Please note that Ambulance cover is the responsibility of each family.

An *Incident, Injury, Trauma and Illness Record* will be completed, and a parent will be required to acknowledge and sign this record. A copy of any documentation from the hospital or treating doctor will also be requested. Our Service will also be required to notify the Regulatory Authority in the event

of any serious incident or injury. In these circumstances, you may be contacted by our Approved Provider and the Regulatory Authority to follow up the incident and actions taken by our Service.

Safety in our Service

Emergency and evacuation procedures

Our Service conducts risk assessments regularly and develops emergency management plans for a range of possible hazards. Throughout the year we follow our policies and procedures to carry out emergency and evacuation drills. These may occur at any given time throughout the day and week to ensure all children know what to do in case of an emergency. Emergency and evacuation drills are carried out in a well-organised and orderly manner and will simulate a range of possible emergency situations such as fire (bush fire), lock down or flood. Under regulations, we are required to practice emergency and evacuation drills every three months.

Educators are trained to use the fire extinguishers that are in the Service. An emergency evacuation plan and lock down procedure are displayed in the room and exit locations are clearly indicated.

Drop off and pick up time

Early childhood education and care services are busy places especially during the morning drop off and afternoon pickup. We ask that parents be extremely mindful of danger when arriving and departing from our Service.

- Please always hold your child's hand in the carpark area
- Be alert of reversing drivers in the car park as it is very difficult to see small children
- Never leave a child or infant in the car unattended
- Never leave the front entry door/gate open
- Always do a visual check around your vehicle before driving

Workplace Health and Safety

We are committed in providing an environment that is safe and healthy for every employee, volunteer, child, family and visitor. We have made every reasonable effort to minimise the risk of serious injury and request all persons to our Service to adhere to our policies regarding Workplace Health and Safety.

Each morning, our educators conduct daily safety checks of the indoor and outdoor environment and will alert management of any potential risk or hazard to children to ensure this is rectified before children use the equipment or area.

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general work health and safety issues, please contact the Nominated Supervisor immediately.

Social Media

We use social media to communicate, share information and celebrate what is happening in our Service with enrolled families and our service community.

We promote safety and wellbeing of all children and are committed to ensure safe online environments when engaging in digital technology including social media. Our social media accounts are managed by the Nominated Supervisor, and we set the highest level of privacy and security settings on the accounts. Content is regularly scanned, and any offensive language or comments removed immediately, and these users blocked.

Photographs of your child will only be added if written authorisation has been provided on the enrolment form.

We maintain appropriate privacy of families, children and educators by not publishing any personal information online.

Privacy and Confidentiality

We are committed to protecting the privacy and confidentiality of children, individuals and families and have policies in place to ensure strict confidentiality is maintained.

To plan programs for your child/ren, we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file.

Our *Privacy and Confidentiality Policy* is available to view at any time. This policy sets out how we ensure our Service acts in accordance with the requirements of the Australian Privacy Principles and the Privacy Act 1988. We ensure all personal information is protected, records and documents are maintained and stored in accordance with Education and Care Services National Regulations and that all staff understand the requirements of the Notifiable Data Breaches (NDB) scheme. Any Privacy complaints will be managed promptly and in a consistent manner as outlined in our *Grievance Policy*.

Our Service is required to keep and maintain detailed records about children, parents and staff in accordance with relative legislation contained in the National Law and Regulations. We ensure all records are stored in a secure and locked location. We must keep records for the prescribed periods of times as legislated related to child enrolment, attendance, medication records, incident, injury, trauma and illness records, child assessments and any relevant legal information/documents. Full details about record keeping is available in our *Record Keeping and Retention Policy*.

Kindy Notes, Newsletters and Receipts

Most of the Kindy Newsletters, Kindy Calendar, notes and letters will be emailed to your preferred email address. Fee Invoices and receipts will be emailed. Please check notes/ reminders etc. which are placed on the communication whiteboard near the front gate for any other communication.\

Our Daily Program

Our Daily Program is placed on the display table each afternoon for families to read. We attach photos of experiences for the day. The program follows the Principles of The Early Years Learning Framework (EYLF) and comprises of experiences, input from families, children and educators, educator recording experiences, references to children with evaluations and follow-ups. All educators use reflective practice as part of the planning & programming processes.

THCK Instagram and Facebook Page

We have a Kindy Instagram and Facebook page and often post pictures of current activities and children's interests.

There are NO pictures of children used on the Face book page.

PLEASE LIKE OUR PAGES! Sharing our pages also helps to promote our Kindy.

Many thanks.

Garden Roster

Each family has one turn per year, and you may nominate your own weekend. It usually takes 1-2 hours. We have a few tasks to complete such as blowing leaves, and gardening. It keeps our grounds looking fabulous and your efforts are much appreciated.

Laundry Roster

A couple of times throughout the year, you may have the honour of what is traditionally known at the Kindy as "Winning the Washing". We ask families to take turns to wash the hand towels and a few other items each week.

Final Note

Parents/Families and friends are invited to participate in many special occasions held throughout the year e.g. Morning teas, Grandparents & Grand friends' day, Dads night, Mums morning tea, Disco, Concerts etc.

As a non-profit making Community Preschool, from time to time we email families to ask for some help with repairs or some sewing. We like to keep our Kindy well maintained and thanks to the families and staff we can! The contributions from our families have been enormous and we are always grateful for your time and efforts.

We look forward to having your child and your family as part of our Kindy. Your child's wellbeing and happiness is our main concern. We share with the families the responsibility for promoting sound growth and learning in a period of a child's life when growth is rapid and significant.

Welcome to Terrey Hills Community Kindergarten 😊

Parent Acknowledgement

I/We have read this handbook carefully. I/We understand the commitment that you are undertaking providing education and care for our child, and our responsibilities to the Service.

I/we have completed the enrolment form at the Service and provided the required documentation for our child. I/We have read and agree to comply with the requirements set out in this handbook and in the Service's policies.

Family name	
Parent Name	
Child/ren's Name	
Parent/Guardian signature	