

2024 HANDBOOK



Emily Foord Memorial Kindergarten Association Incorporated

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Lady Gowrie^{QLD}
Community
Kindergartens



AT EMILY FOORD KINDERGARTEN...



WE VALUE RELATIONSHIPS

Relationships are the foundation upon which our program is built.

The strength of connection with children, families and staff, is paramount for well-being and learning.

Educators take time to listen and watch children so that they can identify their strengths experiences and understandings of the world.

From a secure relationship, children are then able to freely explore and learn.

Partnerships with parents and families are actively built.

Parents and extended families' knowledge informs classroom experiences and planning.

An active parent committee ensures that parents are able to participate in the direction and management of the service

The Emily Ford staff are the heart and soul of our organisation.

The unique and rich environment at our Kindergarten is sustained by the staff dedication to relationships, community, understanding and seeing strengths in all children and strong educational practice. We aim to reflect the value we place on their role by providing a positive caring and rewarding workplace with ongoing professional development opportunities.

CREATIVITY & PLAY ARE ENCOURAGED

We learn through play and celebrate creativity.

Children are seen as capable and competent, with a desire to make sense of the world and construct knowledge.

We encourage every child to have control and ownership over their learning ideas and directions.

The learning outcomes of the Queensland kindergarten learning guidelines support planning and preparation for the children's learning in a dynamic complex and holistic way.

Our program is underpinned by the early years learning framework. Belonging being and becoming is embedded in every aspect of our day.

Creativity is celebrated.

Environment and experiences are presented to allow each child's unique creativity and self-expression to flourish.

Long periods of uninterrupted time to explore open-ended varied resources and materials is daily given.

COMMUNITY IS KEY

We actively engage with our local community and communities further afield.

Values of care and community are seen in the classroom and playground where children are supported to develop rich and meaningful friendships positive social skills caring dispositions and skills and a desire to make positive contributions to the world.

We intentionally and actively promote children's understanding respect and connection with indigenous Australians and other cultural groups.

We recognise Turrbal and Jagera people as traditional custodians of Meanjin, the land where we play and learn, where there is a rich and complex history. Through connecting with Elders and other Indigenous members of our community, we strive to plan and implement a program which embeds Aboriginal and Torres Strait Islander perspectives, history and culture into our program for all children and families.

NATURE IS CENTRAL

Nature play is central to our programming.

Educator's understandings of the benefits of time spent outside for children's health, wellbeing and development, ensure it is prioritised.

Time and funds continue to be invested into developing our outdoor space. Regular visits to the Kedron Brooke serve to further enrich our children's kindergarten experience.

As children's appreciation of the natural world grows, their desire to love and care for it is strengthened. Time, resource and intent is given to support children's understanding of sustainable practice both now and into the future.

INDIVIDUALITY IS RECOGNISED

We recognise the individuality of each child and family.

We engage in practices of inclusion and value diversity in our kindergarten and in the wider world.

We strive each day to provide an inclusive environment regardless of ethnicity nationality religion gender ability class or culture.

We encourage equal and respectful relationships and promote equal participation in all roles in the learning and play environment in ways that move beyond gendered expectations.

We support children to learn about diversity through real interactions with their own peers and wider community members.

'Everyone belongs'

"In a forest of a hundred thousand trees, no two leaves are alike. And no two journeys along the same path are alike"

Paulo Coelho

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Our Staff

Nominated Supervisors:

Lisa Neil, Dip T (EC) and Nadine Black, Dip T (EC) Bachelor of Ed

Educational Leaders:

Lisa Neil, Dip T (EC) and Nadine Black, Dip T (EC) Bachelor of Ed

Teachers:

Michelle Casey, BEd (EC)	Unit 1 – Group A Long days
Christina Warner, BTeach (EC)	Unit 2 – Group A Long days
Lisa Neil, Dip T (EC)	Unit 1 – Group B Short days
Nadine Black, Dip T (EC) B Ed	Unit 2 – Group B Short days

Educators:

Ali Dwyer, Bachelor of Ed (EC)	Unit 1 – Group A Long days
Yolanda Lowrie, Certificate III	Unit 2 – Group A Long days
Fiona Francis, Certificate III	Unit 1 – Group B Short days
Jade Watt, Student B Ed (EC)	Unit 2 – Group B Short days

Office Staff:

Stacey O'Brien	Administration Officer (Tuesday-Thursday)
Nicci Beardmore	Finance Officer (Friday)

To support best practice, all Staff who work directly with children hold a current First Aid Certificate. See 'First Aid Qualifications Policy'.



Welcome to Emily Foord Kindergarten

This booklet has been prepared to enable parents to understand the aims and objectives of an early childhood education. It also contains the requirements and By-Laws of the Emily Foord Memorial Kindergarten Association Incorporated. It is hoped that this will lead to a fuller appreciation of the operation of our centre and to regular participation by all parents in some area of the Centre's operation.

Our Kindergarten caters for children (aged 3½ to school age) with two units of children attending on a 2-day or 3-day per week basis. We are a community-run, non-profit organisation providing an engaging learning environment and a wealth of experiences that enhance and give meaning to children's relationships with the world and its people.

The Centre is affiliated with The Gowrie (Lady Gowrie) and supported by an Early Childhood Education and Care Coordinator (ECECC). The Gowrie (QLD) Inc. Tel (07) 3252 2667. The Emily Foord Kindergarten has Service Approval from the Department of Education and Training under the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulation 2011. The Centre must meet their requirements about activities, experiences and program, ratios of staff to children and staff member's qualifications according to the legislation. The contact telephone number for the Office for Early Childhood Education and Care is **(07) 3634 0532**.

A Lady Gowrie Affiliated Kindergarten:

- Is community governed – administered by a Management Committee who are elected by the parents.
- Has an approved constitution/set of rules
- Meets the following required standards:
 - Qualified 3 to 4 year trained Early Childhood Teachers
 - An approved ratio of staff to children
 - A building of approved design
 - An approved outdoor play area
 - Equipped with an extensive range of approved and suitable equipment and resources for both indoor and outdoor play
- Has close parent/teacher co-operation
- Is advised by an Early Childhood Education and Care Coordinator
- Receives funding through The Gowrie (QLD) Inc., on behalf of the Department of Education and Training towards the cost of running the Centre.
- Is approved under the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011.



The History of Emily Foord Kindergarten

Emily Mary Eales was born in March 1883, married Dickie Foord late in life and had one adopted daughter, Zoe. Mrs Foord was a school teacher and in 1921 started a kindergarten under a house in Khartoum Street, Gordon Park. Sometime later the kindergarten moved to a church hall.

Early pupils of the kindergarten included the Gutteridge, Kriedmann, Urquhat, Eagan and Hovey children. Many of her nieces and nephews are scattered around Brisbane today.

Following Mrs Foord's death, the parents of her pupils arranged for Mrs Carter to take over the running of the kindergarten. In 1959, for the benefit of their children and future generations, the parents decided to build a permanent kindergarten on land leased from the Brisbane City Council, where it presently stands in Hickey Park.

With assistance from guarantors, including local identities such as the late Mr Divine, the late Mr Frazer and Mr Ray Yule, and under the guidance of the late Miss Peggy Banff from Crèche and Kindergarten Association of Queensland, the kindergarten was erected. This was by voluntary labour of parents and members of the Apex Club of Chermside.

As a tribute to Mrs Foord's dedication to the early education of children, the kindergarten was named in her honour. Various extensions and improvements have been done since that time. The first pupils started in the present building in 1961 with Mrs Carter as Director. The kindergarten became affiliated with the Crèche and Kindergarten Association of Queensland in 1975 and in May 1983 became an incorporated association. In 2011 with the State Government introduction of CGB's (Central Governing Bodies) for all Early Childhood Centres, Emily Foord proudly affiliated with The Gowrie (Lady Gowrie) as their CGB.

Quality Improvement Plan

The National Regulations require approved services to have a Quality Improvement Plan (QIP). The aim of a QIP is to help providers self-assess their performance in delivering quality education and care and to plan ongoing future improvement. The QIP also forms an essential component in the Assessment and Ratings of a service by the Regulatory Authority (in Queensland this is the Early Childhood Education and Care Office, DET). It highlights the strengths of a service and identifies goals and improvements being sought across the seven Quality Areas in the National Quality Standard.

The National Quality Standard contains Quality Areas, Standards and Elements.

There are seven Quality Areas:

- QA1 Educational Program and Practice
- QA2 Children's Health and Safety
- QA3 Physical Environment
- QA4 Staffing Arrangements
- QA5 Relationships with Children
- QA6 Collaborative Partnerships with Families and Communities
- QA7 Leadership and Service Management

In 2023 we were rated exceeding in each of the 7 areas. We want to continue to evolve and improve as a service to deliver the best programs to our children and families.

Emily Foord's Quality Improvement Plan is on display in the foyer. We would love you to have a look. We invite families to add any comments or thoughts for improvement into the notebook located next to the plan.

Strategic Plan

Our Strategic Plan is available for your perusal. Here is a small extract from the beginning of this document.

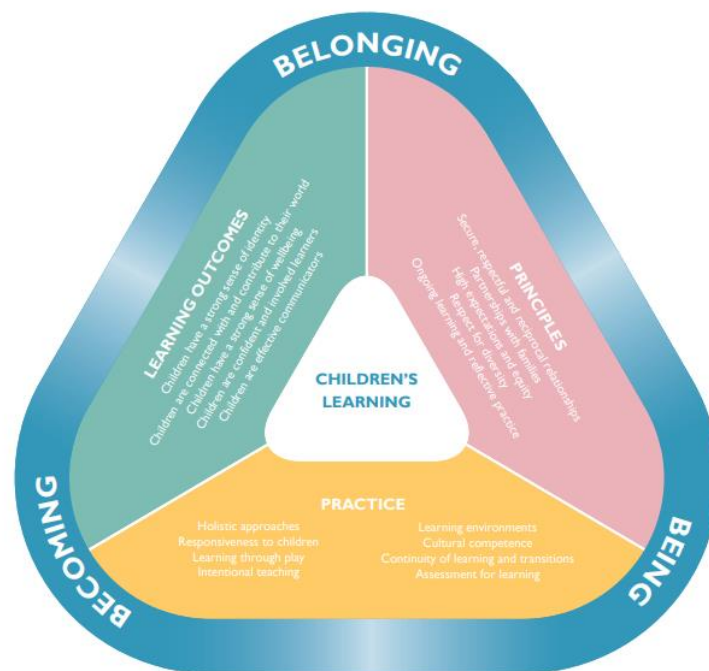
Our Vision: An innovative, inclusive, and quality services, delivered in collaboration with families, with the focus on supporting and guiding each child through their transition of being, belonging and becoming.

Our Purpose: To deliver a play-based best practice, learning framework that nurtures and encourages the wellbeing and development of each child in preparation for their schooling journey.

Educational program and curriculum

Emily Foord Memorial Kindergarten uses the **Queensland Kindergarten Learning Guideline (QKLF)**, and this guideline is based on the **Early Years Learning Framework (EYLF)**. The EYLF is a national document for children 0-5years.

Figure 1 shows the elements of the EYLF and more information on these elements will be provided once your child starts at Emily Foord.



Our curriculum has a vision that “all children experience learning that is engaging and builds success in life.” The Queensland Kindergarten Learning Guideline describes a set of five learning and development areas that relate to the five broad learning outcomes identified in the Early Years Learning Framework:

- 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

Our staff support these learning outcomes in the belief that all children achieve learning where staff:

- Hold high expectations and promote equity
- Share decision making between families and the community
- Maintain secure and respectful relationships with children
- Have a philosophy that intentional teaching extends a child's thinking.

Our flexible, child-centred, play-based curriculum consists of free periods of play in both the indoor and outdoor learning environments, where each child's ideas are recognised and extended. Group sessions occur at varying intervals throughout the day, emphasising language development, experience with literature and music and movement.

Intentional teaching is used to support planned and spontaneous experiences. We recognise that every child is an individual in terms of their skills and experiences. As a result, planning is individualised to enable each child to develop at their own pace throughout the year.

Learning experiences are incorporated into each child's play in an atmosphere of warmth and acceptance of the individual's worth. Development is continual and gradual. Each child is unique. What the rate of development is, it is right for that child.

Play

Play is the primary context through which young children learn. Kindergarten children are encouraged to engage in a variety of types of play in both indoor and outdoor learning environments. Play is a real-life engagement for children and forms an essential part of their early development. We believe children learn best through play as it allows them to:

- Have choices
- Initiate
- Engage
- Make decisions
- Meet a challenge
- Develop their social and cultural experiences
- Be motivated by other children's interests

The Centre is fully equipped with indoor and outdoor equipment which is regularly maintained and updated to facilitate engaging play experiences.



Funding received for your child's attendance

In accordance with the Queensland Kindergarten Funding Scheme (QKFS), a child is eligible for funding for only one kindergarten enrolment. You will be required to verify in the Lady Gowrie Affiliated Kindergarten Enrolment Form that Emily Foord Memorial Kindergarten is the early childhood education facility that you nominate to receive this funding. A child may be enrolled in a second placement at another kindergarten program but will only receive a funding subsidy for one enrolment.

Accessibility of information

Parents can access legislative information such as the Education and Care Services Law Act and Regulations, The Early Years Learning Framework, The Queensland Kindergarten Learning Guideline and Centre Policies, as well as community and ancillary documentation on request to staff members, through information placed in the foyer, and on the parent noticeboards. Information regarding payment of fees and levies can be referred directly to the Finance Officer. Information on general administrative matters can be referred to the Responsible Person (Teacher) or the Administration Officer.

Staff members are able to provide resources on a wide range of areas. A parent loan library is available in the foyer providing reference books on a large range of topics.

The staff are committed to informing parents of their child's progress and events that are occurring within the Centre. This information is communicated verbally, through notes in the pocket, via email, newsletters, posts via the online portal, and displayed on the parent noticeboard in the foyer area. The Management Committee is responsible for informing parents about centre policies and areas where parents can be involved. The Management Committee also provides information to parents regarding the Kindergarten Program

Compliance log book

In accordance with the Education and Care Services National Law Act 2010, and the Education and Care Services National Regulations 2011 this service has a compliance log book that logs any compliance notices received from the Early Childhood Education and Care Office (the department responsible for approving and monitoring the compliance of early childhood services in Queensland). As the parents/guardians you are able to access this log book on request.

Sustainability

The UNESCO report on The Contribution of Early Childhood Education for a Sustainable Society (2008) recognised that early childhood is a natural starting point for education for sustainability. Lifelong learning patterns and dispositions are developed in the early years and taken with children into adulthood.

The Centre actively promotes conservation and encourages children and families to appreciate and protect the environment. Native animals and insects are treated with care and respect and are allowed to remain free while appropriate observation for children's information is made. The Centre has made a conscious choice to address areas where sustainability could be improved.

Those areas include:

Energy and water conservation: The Centre has installed water tanks for play, garden, and septic use. We have also engaged consultants to undertake an energy report to outline areas where energy consumption could be improved. Solar panels have been installed thereby reducing the cost of electricity and water charges have also dropped significantly.

Recycling: One of our aims is to minimise landfill waste. This has been achieved by reducing rubbish through correct recycling and reusing clean paper products, glass, aluminium and plastic products wherever possible.

Litterless lunches: Sustainable practices in relation to children's lunch boxes have minimised wastage by decreasing the use of plastic bags, plastic wrap and individually packaged small portions of food and drink.

Gardening and outdoor environment: The planting of trees and shrubs indigenous to a particular area is carried out on a regular basis to give effective shade and to provide a habitat for birds and other wildlife. We have vegetable and herb gardens that the children can learn from and help maintain. Worm farms and composting are used to convert our food waste into organic fertilizer. There are no poisonous plants located at the Centre. An information booklet on "Plants and Fungi Poisonous to People in Queensland" is made available in the parent library.

Use of chemicals: We use environmentally friendly cleaning products.

The staff on Emily Foord Memorial Kindergarten support and model these practices through constant education and encourage families to continue to educate their children on sustainability at home.

Teacher, children and parent involvement

Communication

Emily Foord staff value strong partnerships with families to deliver an early childhood program that will deliver the best outcomes for children. Effective communication between families and staff is critical. In addition to regular communication given on your child's progress we will host an initial orientation night in term 4 prior to your commencement, an introduction to the program in term 1 and parent evenings at our kindergarten and other local centres during the course of the year.

Concerns and Grievance Policy

Parents are encouraged to discuss any education concerns with their teacher. If a lengthy discussion is necessary, an appointment may be made at a time convenient to both parties, usually after children have left in the afternoon.

Where a parent has any concern relating to the program, their child, or the waiting list, the Emily Foord Memorial Kindergarten Association Incorporated advocates that the parent make direct contact with the Nominated Supervisor. Concerns relating to fees, management or staffing should be referred to the appropriate committee member. A list of names and contact details is available in the foyer. If, in the event a parent is unhappy with the outcome and after exhausting this line of contact, they are able to contact Gowrie Queensland on 07 325 22667 or the Department of Education on 3634 0532.

Parents or guardians can ask for further information from the teacher or Nominated Supervisor regarding any of the following areas:

- A general description of Centre activities and experiences.
- The Centre's philosophy about learning and child development outcomes and how the outcomes will be achieved.

Equity and justice

The centre has an open policy on the access and enrolment of children. As per the By-Laws, enrolments are taken from the Waiting List in order of receipt of waitlist applications. The Centre recognises the individuality of each child and family and observes a policy of acceptance regardless of race, creed, gender, ability, class and culture.

Children with additional needs

All efforts are made to include children with additional needs in the program. Parents of children with additional needs are encouraged to place their child's name on the Waiting List as soon as practicable.



Injuries and insurance

Parents of an injured child will be contacted promptly. The Centre holds Liability Insurance and policies are renewed annually in July. (Current policy includes public liability insurance of \$20,000,000 in aggregate per month).

Media involvement

Emily Foord Memorial Kindergarten Association Incorporated recognises the need to protect the privacy of children and their families with regards to publicity and media involvement in the Centre. A permission statement is included in your enrolment booklet and, if given, we advise parents that children's photographs or names may be used in promotional material from time to time, e.g. in the local newspaper/website/television, or alternatively in photographic / video material taken by staff, parents of children or students at the Centre for use at home in portfolios and displays.

Parent Responsibilities

It is the parents or carers responsibility to:

- Notify the child's teacher regarding changes in information recorded about a child such as contact phone numbers
- Read all information relating to the Centre, to be familiar with policy information and abide by policies (available in front office upon request)
- Comply with relevant health and hygiene policies of the Centre
- Participate in the Centre's activities

Parents and Carers play an important role in the education of their children and we value parent participation e.g., sharing skills, cultures, and interests, attending meetings and social functions. Class roster days allow parents to spend time with their teacher and child during the kindy day. On such days this allows us to have extra support for all children in the group which in turn enriches our program.

Child Protection and Child Safety

Emily Foord Kindergarten and The Gowrie QLD, promotes the protection of all children and encourages a culture of awareness and education throughout the early childhood education and care sector in Queensland. A child safe environment is one in which all participants feel safe to make constructive suggestions and voice concerns at any time.

The Child Protection Policy is available for families' reference. A range of information supporting families, including websites and brochures are also available at the service.

Centre routines

Arrival and departure procedures

Children are to be signed in and out by the person delivering or collecting the child each day using the electronic kiosks in the foyer. To ensure the child is handed over to the authorised person, please have your children greet and farewell staff each day. When departing, the parent should come in and greet their child, ensure that staff are aware that the child is ready to leave by saying goodbye to the Educator in charge of the group and to other staff as appropriate.

Please ensure that you accompany your child from the time she/he leaves the group until you depart from the Centre. Staff must be informed if an adult other than the custodial parent is collecting and/or delivering the child. If they are not nominated in your StoryPark Manage profile you will need to add them as a nominee in your account or fill out a **'Temporary Authorisation to Collect'** form (copies are available from your teacher, or upon request from the office). You must sign your child out at the kiosk upon leaving the Centre. This is a legal requirement of the **Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011**.

Please note children are not to be left at the Centre outside the operating hours of our program (refer to Term Dates & Operating Hours Schedule). Before children arrive in the morning and after they leave in the afternoon, teachers prepare the environment, maintain their written program and administrative records, conduct staff meetings and much more. Parents' cooperation is sought in keeping to the session times. Non-compliance with this rule seriously impedes the smooth running of the Centre and the implementation of a sound education program.

Rest time

The program must incorporate a balance of activities for children including opportunities for rest and relaxation. Teachers/Educators see the rest or sleep time as one that is child-centred and positive. It is an important part of the overall learning environment.

Rest time provides a quiet opportunity for the child to unwind, think, plan and relive experiences. It is a time to learn to relax. Sleep is not compulsory, but the opportunity to sleep, if necessary, is available. Establishing patterns of rest and relaxation, like healthy eating habits, are benefits that a child can carry into later life. A small blanket can be sent in the colder months for use at rest time.

Excursions and outings

Excursions may be undertaken as part of the children's program. The service will seek written permission from caregivers to cover walks into the immediate neighbourhood and other visits into the local community such as visiting Stafford State School.

In the case that an excursion is planned which requires the use of a bus (fitted with seat belts) an additional, site-specific permission will be sought from caregivers outlining relevant information.

Visiting entertainers

Visits to our Centre from community groups and professional entertainers are offered throughout the year to enhance the children's interests, knowledge and experiences.

Fire drill and lock down

Drills are regularly carried out according to regulations. Evacuation plans are displayed in each room and in each kitchen.

Students, work experience and volunteers

During the year, students from surrounding high schools may complete work experience time at the Centre and students in teacher training complete practice teaching blocks as required by the Universities or TAFE Colleges. All students are accountable to the Nominated Supervisor.

All university/TAFE and school students (over the age of 18) and volunteers are required to hold a current positive suitability notice (Blue Card) from the Commission for Children and Young People and Child Guardian prior to commencement of their practicum/volunteer work in an Early Childhood Centre. The employer is responsible for ensuring students comply with the Commission for Children and Young People and Child Guardian Act (2000).

A parent / guardian of a child to whom early childhood services are regularly provided by the service or, other person will be prohibited from becoming a volunteer if they have been issued with a negative notice from the Commission for Young People and Child Guardian or, have a prior conviction for an offence involving children (including without limitation, a sex-related offence).

Handy hints

Settling your child into Kindergarten

Before your child's first day, talk about all the fun they will have at our Kindergarten. Make it casual. Walk past the Centre when the children are playing outside or take a ride along the bike track during the holidays. Practise having kindy morning tea and lunch at home, ensuring your child can open their lunchbox and drink bottle. Details of items including sheets bottles and lunchbox sizes are provided in the section "What to bring to Kindergarten".

Plan your first morning so you don't have to rush to and from the Centre. The first month (or longer) can seem rather overwhelming at first for children and parents alike. Your child may be hesitant and tearful when saying goodbye to you and this may continue for some weeks. Do not despair! This is quite natural, especially if your child is not used to being away from you. You can help your child settle more easily by following the advice given by your child's teacher.

Both teachers and educators are there to help you and your child to separate both in the morning and reconnect in the afternoon. We welcome a conversation with you if you or your child are experiencing any difficulties during the settling in period or at any time during the year. Once children have settled into the familiar routines they look forward to their 'kindy' days to come around each week.

Toys

Whilst we discourage children bringing toys and other precious items to kindergarten in case they are broken or lost, we understand the need for some children to bring a connection from home to help whilst settling and promote a sense of security. Please discuss this need with your teacher. Some children find a small soft toy at rest time comforting. These may be left in your child's kindy bag until rest time.

Lost property

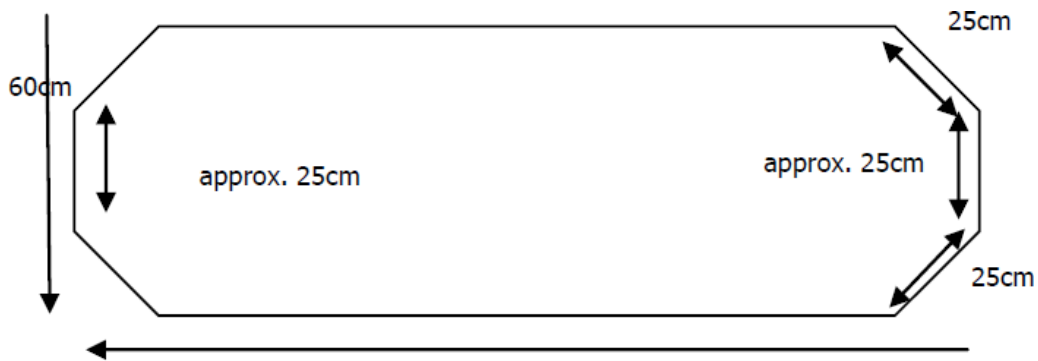
Lost property can be located in the 'Lost Property' box located near the children's lockers. Please name all children's articles Property that is named will be put back into your child's locker with their belongings.

What to bring to Kindergarten

It is necessary to NAME all your child's possessions clearly including socks, shoes and sheets.

Sheet bag with top and bottom sheets

- Sheet bag should be approximately 46cm square with drawstring on the top – not elastic
- Top sheet is flat and should measure 80cm (wide) and 150cm (long)
- Bottom sheet should have all corners cut at an angle measuring 25cm. Elastic measuring 30cm should be attached to each of these corners to enable the sheet to fit comfortably over the edges of the stretcher. The finished bottom sheet should measure 60cm (wide) and 135cm (long).
- Please note that there will be new and pre-loved sheets available for sale at the Kindergarten.



Drink bottle

- One drink bottle (approximately 750ml)
- Fill this at home each morning
- Bottles that allow children to see the water level are preferred.

Bag/Backpack

REASONABLE size to fit lunch, sheets, paintings etc. – **not too small** - small bags do not encourage children to be independent as they are unable to fit all their gear into the bag.

Sun hat

- A broad brim or legionnaire's style hat is required.
- Children must wear a hat when playing outdoors.

Health & wellbeing

Food

Nut-Free

We are a nut-free kindergarten. Please ensure any food brought to the kindergarten is NUT Free (eg. No Nutella, peanut paste, pesto or energy / muesli bars/protein balls with nuts).

Healthy lifestyle choices

As a service we promote and encourage healthy lifestyle choices. For your child's morning tea and lunch please include a wide variety of foods, as outlined in the Australian Dietary Guidelines. In keeping with the centre's policy on sustainability, we discourage packaged food. This usually includes highly processed foods that are high in sugar, saturated fats, salt and additives. Examples of good choices could include:

Morning tea: Fresh fruit, vegetables, cheese, yoghurt, sandwiches or crispbreads.

Lunch: Salads, fresh fruit, vegetables, cheese, yoghurt, sandwiches, crispbreads.

Birthday and shared food

Children's birthdays are celebrated and you might like to bring a cake or cupcakes to share with the group. Please discuss with your child's teacher before bringing any foods to share with the group in case there are dietary requirements in your group to consider.

Clothing

We ask parents to dress children in comfortable and easily washed clothes. Our days can be very messy and sometimes glue or paint may not wash out. It is important that children wear clothes that enable freedom of movement; expel the fear of becoming dirty; and can easily be removed for toileting (encourages independence) e.g. No overalls, long dresses or pants with belts/difficult clips.

Layered clothing will accommodate a range of temperatures and clothing should be sun smart, i.e. cover shoulders and upper arms. Hats should cover the face, ears and back of neck. Please ensure all clothing is named and provide a spare set of labelled clothes in your child's bag every day (either in a pocket or in a fabric bag, please note no plastic bags should be accessible to the children)

Shoes

It is the recommendation of the Centre that all children remove their shoes and socks for music and outdoor play. Our program and equipment are designed for children's safety, growth and the development of sensory awareness. Shoes are a hazard in outdoor play areas. Bare feet can grip climbing equipment and promote effective balance and control, e.g. during music or when climbing.

Sun care and sunscreen

Please apply 30 + sunscreen to your child prior to their Kindy day and tick that you have done so on the sign in sheet. Sunscreen will be provided at the centre. When your child's class is outside for the 2nd session it will be reapplied. If your child needs a specific cream please send a named roll on bottle along.

Hygiene

"We promote effective hand hygiene as the single most important strategy against the spread of infection within the Kindergarten Service" (Hand hygiene and Infection Control Policy). We ask all families, children, staff and visitors to the centre to wash their hands on arrival and departure to the Centre. Hand washing procedures are maintained in the bathrooms. Posters, songs and finger plays are used to reinforce proper hand washing procedures Please either take your child to the bathroom and wash their hands on arrival and departures or use the antibacterial dispensers located at the sign-in area.

Illness

Parents are reminded of the undesirable effects of children attending kindergarten with colds and other infectious diseases. Children with colds or any infectious disease should be kept at home to prevent the illness being spread to the other children. The Nominated Supervisor/Responsible Person has the right to refuse the attendance of any child who has an infection or is considered to be contagious. Please refer to our section on Communicable Childhood Diseases. Parents are requested to advise the Nominated Supervisor / Responsible Person if their child is suffering from any contagious illness.

The decision to exclude or re-admit a child who has been sick will be the sole responsibility of the Nominated Supervisor / Responsible Person and based on the best interests of the child and in the interests of the other children in the programs.

In the event of a child becoming ill at the Centre, the parent will be contacted; therefore, it is imperative that the parent ensures that current phone numbers are held at the service at all times. In the event of a parent or contact not being available, the Nominated Supervisor/Responsible Person will take whatever steps are considered necessary to ensure the child's wellbeing.

Immunisation

Emily Foord Memorial Kindergarten Association Incorporated strongly encourages that all children are fully immunised against diphtheria, whooping cough, tetanus, poliomyelitis, measles, mumps, hepatitis and chicken pox. Immunisation is our protection against epidemics of highly infectious

Medication

It is important to strictly monitor the administration of prescribed and non-prescribed medication to ensure children's safety and wellbeing. To administer medication is a responsibility that must be taken seriously due to potential health risks that may arise as a result of incorrect administration.

Information for parents

- Medication is given to treat a condition and one cannot be sure what reaction a child may have to a medication that the child has not taken previously. Parents are asked not to bring their child to the Centre until at least 3 doses of any new medication (they have not taken previously) have been administered.
- Whenever possible, medication will be administered by parents at home.
- Parents will consider whether children requiring medication are well enough to be at the Centre.
- Where a child is receiving medication at home but not at the Centre, parents will provide staff with details of the medication and its purpose and of any possible side effects.
- Where medication for long term conditions is required, parents will provide the Service with a letter / Action Plan / Management Plan from the child's doctor or specialist providing details of the medical condition, correct dosage (as prescribed) and how the condition is to be managed. (See Administration of Medication Policy and Medical Conditions Allergy/Anaphylaxis, Asthma and Diabetes Management Policies).

Prescribed medicine labels

In the interest of children's safety and wellbeing, medication will only be administered if it is prescribed by a doctor, is in its original container with the original pharmacist's dispensing label with details of:

- Child's name
- Name of medication
- Dosage Frequency
- How it is to be administered
- Date of dispensing
- Expiry date

Prescribed medication administration

Medication will only be administered if the parent/guardian has completed and signed a Medication Form.

- Children with allergies require a letter of confirmation from their doctor advising what the child's reaction may be and what actions staff should take if an allergic reaction occurs.
- Medication is required to be handed to a staff member so that it can be stored securely (out of children's access) and at the recommended temperature. Medication is not to be left in children's bags.
- Staff members are to note the time required for the administration of medication and ensure it is administered at the prescribed intervals.
- The staff member who administers the medication, together with a second teacher/educator must check all details are correct including expiry date, name on label, dosage and frequency of medication. In the case of the label stating "three times a day" this is to be taken as an 8 hour interval and the Nominated Supervisor/Responsible Person is to be informed if the medication request contradicts this.
- All medication must be checked by two staff members before being administered to children. After administration of the medication, staff members are to complete the details on the form and inform parents on their arrival, that the medication has been administered. This form is then filed with the child's paperwork.
- If staff have any questions relative to the administration of medication, they are to seek the advice of the Nominated Supervisor who will make decisions in consideration of the policy and contact families to gain clarification regarding any information.
- If medication is administered incorrectly, the Nominated Supervisor is to be advised immediately and advice is to be sought from The Poison's Information Service (13 11 26). The child's parents are to be informed and the Management Committee President is to be contacted.
- Any medication that is unused or has reached expiry date is to be returned to the family for disposal. If the family is no longer with the Centre, this medication is to be handed to the Nominated Supervisor who will dispose of it appropriately. Medication is not to be disposed of in rubbish bins where children are cared for.

Exceptions to prescribed medication

Un-prescribed medications include herbal and homeopathic mixtures, nappy creams, teething gel etc.

Herbal and homeopathic medication

In the interest of children's safety and wellbeing, medication will only be administered if it is in its original container with the original pharmacist's/naturopath's dispensing label with details of:

- Child's name
- Name of medication
- Dosage frequency
- How it is to be administered
- Date of dispensing
- Expiry date

Summary

- Medication will only be administered if the parent/guardian has completed and signed a Medication Form.
- Medication is required to be handed to a staff member, so that it can be stored securely (out of children's access) and at the recommended temperature. Medication is not be left in children's bags.
- Administration of this medication is to follow the same guidelines as listed in Prescribed Medications.
- Continued administration of the medication will only be permitted if the parent obtains a letter from the child's Health Practitioner confirming that the un-prescribed medication can continue to be administered for a specified length of time.

Communicable childhood diseases

It is vitally important that if your child suffers from one of these or any other contagious illness during the year that you advise the Responsible Person

Chicken Pox

- Symptoms: Slight fever, malaise, and rapidly progressing papulovesiculopustular skin eruption, in all stages of development, first appearing on the trunk and scalp.
- Incubation period: 10 to 21 days
- Exclusion: Until fully recovered or at least 5 days after eruption appears.

German Measles (Rubella)

- Symptoms: Rose coloured macular rash occurring first on face, then on all body parts, enlargement and tenderness of lymph nodes, mild fever.
- Incubation period: 14 to 21 days
- Exclusion: For at least 4 days from appearance of rash.

Measles

- Symptoms: Catarrhal symptoms, like a common cold, conjunctivitis, and photophobia. Fever followed by macular, blotchy rash involving entire body. Eruption on mucous membrane of mouth diagnostic. Possible serious complications include pneumonia, otitis media, conjunctivitis and encephalitis.
- Incubation period: Approximately 10 days
- Exclusion: For at least 4 days from appearance of rash.

Mumps

- Symptoms: Tender swelling, chiefly of parotid glands, in front of and below ear. Headaches, moderate fever, pain on swallowing.
- Incubation period: 14 to 21 days
- Exclusion: For at least 9 days from onset of symptoms.

Streptococcal Infections

- Symptoms: Depends on manifestations. Septic sore throat, severe pharyngitis and fever. Scarlet fever; pharyngitis, fevers and fine reddish rash and strawberry tongue.
- Incubation period: 1 to 3 days
- Exclusion: Until at least 24 hours after antibiotic treatment and child feels well.

Whooping Cough

- Symptoms: Early symptoms resemble typical common cold. Cough worsens and may become violent and paroxysmal. Vomiting may be caused by coughing or nervous system irritation; cough may linger after convalescence.
- Incubation period: 5 to 21 days (usually within 10 days)
- Exclusion: Until at least 5 days after starting antibiotic treatment.

Poliomyelitis

- Symptoms: Fever, headache, sore throat, vomiting or diarrhoea. There is often irritability and occasional drowsiness.
- Incubation period: 14 days
- Exclusion: for at least 14 days from onset. Re-admit on medical certificate.

Diphtheria

- Symptoms: Acute fever, sore throat and may be spread by droplet infection or recently contaminated towels, spoons, cups, hands etc.
- Incubation period: after at least 2 negative swabs have been obtained at intervals of not less than 48 hours, with the first swab to be taken 72 hours after cessation of administration of chemotherapy or antibiotic agents.
- Exclusion: Re-admission as per medical certificate.

Hepatitis A

- Exclude until receipt of medical certificate of recovery, not before 7 days after onset of jaundice (1 to 3 days)
- Incubation period: 9 to 10 days (usually within 10 days)
- Exclusion: until at least 5 days after starting antibiotic treatment. Should be excluded for 21 days from the onset of symptoms.
- Incubation period: 28 to 30 days
- Exclusion: Exclude until receipt of medical certificate of recovery, not before 7 days after onset of jaundice.

Tetanus

- Symptoms: Irritability, rigidity, painful muscle spasms and inability to open mouth. Exhaustion and respiratory difficulty.
- Incubation period: 3 to 21 days
- Exclusion: No person-to-person transmission. Return once feeling well.

Fungal Infections (Ringworm, Tinea and Athletes Foot)

Symptoms: Spreading ring shaped lesion. The periphery is usually reddish and often contains fluid, but may also be dry and scaly, or moist and crusted. The centre of the patch may appear to be healing.

Incubation period: unknown.

Exclusion: until treatment has commenced. Lesions must be covered.

Scabies

Symptoms: Intense itching often on forearms, chest and neck.

Exclusion: Until treatment has commenced, killing mite and eggs.

Head Lice

Symptoms: Itching of head, grey/white specks (eggs) glued to hair within 6mm from scalp. Lice are less than 3mm long, translucent or tan in colour and they move.

Exclusion: Until after first treatment.

Conjunctivitis

Symptoms: Redness in the whites of eyes. A discharge may be present, causing the eyelids to stick together first thing in the morning.

Exclusion: Until discharge from the eyes has ceased.

School Sores

Symptoms: A flat, yellow, crusty or moist patch on the skin.

Incubation period: 1 to 3 days

Exclusion: until treatment has commenced and sores are covered.

Behaviour management

The dignity and the rights of the child are respected at all times. Positive guidance is used to assist a child to learn to manage and regulate their emotions. The Behaviour Management policy is available on request from staff.

Staff professional development

All staff regularly attend seminars and conferences to keep up to date with current educational trends. Teachers must meet the Queensland College of Teachers professional development requirements. Staff development is encouraged by the Management Committee.

Child-free preparation times

We recognise the value of child-free time outside the hours of our daily program (refer Term Dates and Centre Operating Hours). During this time staff prepare the indoor and outdoor environment, maintain written programs and administration, and conduct staff meetings and parent interviews. These duties serve to enhance the quality of the program offered to parents and children.

Management of the Kindergarten

The Centre is run by the Management Committee that is elected by the members of the Association at the Annual General Meeting. Parents are requested to attend the Annual General Meeting, which is usually held in November.

It is important that our Committee roles are filled. Parents are also welcome to attend the Management Committee Meetings (generally held monthly) but are not eligible to vote on resolutions unless they are an elected committee member.

It assists the committee in the running of the Centre if parents have input into the meetings. Please remember that committee members are parents just like you and if a concern or query arises about the management of the Centre, please do not hesitate to approach them. Contact details are available in the foyer.

Funding and expenditure

With the introduction of Free Kindy in 2024, our 15-hour programs are fully funded by the Qld State Government. Families with children attending the 18-hour programs will pay an “additional hours levy” to cover the unfunded portion of their program. Fundraising activity during the year will ensure that our grounds, educational resources, and programs are maintained at our high standard.

Position specifications (abridged versions)

Management Committee

President

- Speaks for and represents the Centre in dealings with the community.
- Acts as Chairperson for Management Committee meetings.
- Works together with the Committee, Director and staff members, and Lady Gowrie to decide upon and deliver any important decisions that affect the Centre.
- Works with the Director, Treasurer and Committee to ensure the Kindergarten is fully resourced and the long-term fiscal stability of the Kindergarten is provided for.

Vice President

- Supports the role of President and adopts the President's role in their absence.
- Accepts the delegation for special projects as determined by the Committee.

Secretary

- Collects correspondence weekly from office.
- Prepares the agenda for meetings in consultation with the Committee Executive a week prior to meeting.
- Records and distributes meeting minutes.
- Records all incoming correspondence in a register and presents actual correspondence to the meeting.
- Responds to correspondence in accordance with committee instructions.
- Maintains the Centre correspondence files.

Treasurer

- Becomes familiar with and follows The Gowrie regulations and the Rules of the Association in regard to all financial matters.
- Oversees the accounting function of the Centre including record keeping, business taxation and superannuation reporting lodgements.
- Acts as one of the signatories on the Centre's bank account and approves payment of expenditure in accordance with the Rules of the Association.
- Prepares the monthly financial statements and reports expenditure and financial position to the management committee.
- Prepares the annual budget in consultation with Director and Management Committee.
- Ensures accounting records are audited annually and lodged with the Office of Fair Trading.

Nominated Supervisor

General responsibilities of the Nominated Supervisor:

- To carry out the policies for the Centre as laid down by the committee/employer.
- To work closely with the committee; give guidance and advice on professional matters; attend monthly meetings in a consultative (non-voting) capacity; provide a report, and in all ways, assist the committee in the promotion of the Centre.
- To plan for and maintain high standards of Centre administration.
- To keep a written curriculum and child developmental records.
- To plan for and maintain close communication with staff and parents.
- To maintain confidentiality in matters relating to parents, staff and children.
- To maintain the Centre in an orderly and safe condition; immediately notify committee of any potential dangers; and record and notify committee of equipment and maintenance needs.
- To take whatever action is necessary to ensure children's supervision, health and safety (e.g. keep emergency numbers clearly displayed near the telephone; check equipment daily for worn parts; organise fire drills; keep first aid cabinet stocked; be competent in using first aid and exclude children with infectious diseases).
- Organise and keep records of fire drills.
- To be prepared (and prepare staff) for unusual events that could occur in relation to child safety (e.g. suspected child abuse; child being left at the Centre, or attempted unauthorised removal of a child from the Centre).
- To participate in professional development courses in accordance with applicable employment agreement or employment contract.

Teacher

General responsibilities of the teacher

- To carry out the policies for the Centre as laid down by the committee/employer.
- To provide professional support and cooperate with the Nominated Supervisor in maintaining high standards in administrative and educational programs.
- To attend staff meetings and take whatever role in these as requested by the Nominated Supervisor. To be available for professional development courses (ie during vacation periods and/or own time), as per applicable employment agreement or employment contract
- To keep a written curriculum and child development records. . In collaboration with the Educational Leader deliver a high quality, inclusive early childhood educational program based on the Early Years Learning Framework (EYLF) and Queensland Kindergarten Learning Guideline (QKLG).
- To take main responsibility for planning for and supervising a group/unit under the direction of the Nominated Supervisor.

- To cooperate with the Nominated Supervisor in taking whatever action is necessary to ensure children's supervision, good health and safety (e.g. be aware of emergency phone list; check equipment daily for worn parts; help organise fire drill; know what is in the first aid cupboard; be competent in using first aid; and exclude children with infectious diseases).
- To build strong trusting relationships between children, families and staff and to contribute to a strong and cohesive professional team

Educator

Responsibilities of the Educator:

- To take direction from the Nominated Supervisor for the preparation and supervision of activities and in all other matters pertaining to the program of the Centre.
- To be communicative, supportive and use initiative, and to be aware of the importance of modelling good speech and attitudes.
- To be flexible in following the changing interests and needs of the children.
- To be alert to potentially dangerous and disruptive situations and be vigilant about supervision, and most especially, at those times when the Nominated Supervisor/Educator might be momentarily and otherwise engaged.
- To be clear about action to be taken in cases of emergencies (e.g. accidents; fire; suspected child abuse; and attempted unauthorised removal of a child from the centre).
- To regard information learned about children or families in the Centre as strictly confidential and not to be discussed with anyone other than the Nominated Supervisor/Certified Supervisor.
- To refer parents, who might express a concern, to the Nominated Supervisor/Certified Supervisor who has sole responsibility for communicating with parents on matters of concern.
- To attend staff meetings called by the Nominated Supervisor and to contribute to these meetings through sharing observations on children; clarifying roles and responsibilities; taking actions in cases of emergencies; and sharing new ideas.
- To fulfil housekeeping duties directly related to the curriculum during child contact hours and complete other duties outside those.

Inclusion Educator

Responsibilities of the Inclusion Educator:

- To assist the Nominated/Certified Supervisor by preparing and maintaining equipment, materials and the environment as required.'
- To provide a safe and hygienic environment for young children.
- To support the Nominated Supervisor/Certified Supervisor by providing any feedback, information and issues of concern that will contribute to the ongoing improvement of the program.
- To provide unobtrusive support to the child with additional needs in all areas of development where required.
- To assist the Nominated Supervisor/Certified Supervisor in the delivery of a high quality, inclusive and educational program and provide children with a secure nurturing environment.
- To liaise with other agencies, where required, to gain further specialist information and/or resources.
- To work cohesively with the Nominated Supervisor/Certified Supervisor to provide a program for, evaluate and note observations of the child with special needs.
- To develop a good rapport with families through open and regular communication.
- To communicate with the family about the child's involvement in activities each day, under the direction of the teacher.
- To actively participate in parent meetings and other centre events where possible.
- To develop and maintain effective teamwork relationships with all team members, students and volunteers.

Responsible person

The National Law requires that approved providers must have a responsible person present at all times an education and care service is educating and caring for children.

- A responsible person is defined in the Education and Care Services National Law Act 2010 as
- The Approved Provider—if the approved provider is an individual—in any other case, a person with management or control of the service
- The Nominated Supervisor of the service
- A certified supervisor who has been placed in day-to-day charge of the service.

Policies available for your perusal

Please ask a staff member for the policy folder for the policy/policies you wish to view.

A

Access, Orientation and Communication (Families and Children) Policy
Administration of Medication Policy
Affiliated Services Application for Amendment of Gowrie Policy and Procedures
Arrivals and Departures Policy
Asbestos Management Policy

B

Behaviour Guidance Policy
Bullying and Cyberbullying Policy

C

Chemical Usage, Storage and Handling Policy
Child Protection Policy
Children's Immunisation Policy
Children's Record Keeping Policy
Cleaning and Sanitisation Policy (including Pest and Weed Management)
Clothing for Children Policy
Clothing for Staff/Students/Volunteers Policy

D

Dental Health and Ear Care Policy

E

Emergency Procedures and Evacuation Policy
Environmental Hazards and Critical Incident Policy
Exclusion and Recording of Illness and Infectious Diseases Policy
Excursion Policy

F

Family and Community Participation Policy
Fees and Payment of Fees Policy
First Aid Administration Policy
Food Preparation, Handling and Storage Policy

G

Grievance for Families Policy
Governance Policy

H-I

Hand Hygiene and Infection Prevention Policy
High Temperature Management Policy
Incidents, Injury and Trauma Policy
Inclusion and Anti-Bias Policy
Interactions with Children Policy

J-L

M

Medical Conditions Policy
Medical Conditions–Allergy/Anaphylaxis Management Policy
Medical Conditions–Asthma Management Policy
Medical Conditions–Diabetes Management Policy
Missing Child Response Policy

N

National Quality Framework- Quality Improvement Plan (QIP) Policy
Nutrition Policy–Food brought from home

O

P-Q

Pets and Animals in Children’s Services Policy
Privacy and Confidentiality Policy
Professional Development/Training Policy
Program Planning and Development Policy

R

Responsible Person and Staffing Arrangements Policy

S

Safety and Supervision Policy (Including Water Safety)

Sleep and Rest Time Policy

Staff Code of Conduct Policy

Staff Communication Policy (incorporating Committee Members)

Staff Immunisation Policy

Staff Qualifications, Monitoring Procedures and Professional Development Policy

Student and Volunteer Policy

Sun Protection Policy

Sustainability Policy

T

Tobacco, Drug and Alcohol Free Environment Policy

Toileting and Nappy Changing Policy

Transportation of Children Policy

U-V

Use of Technology and Interactive Media with Children Policy

W-Z

Workplace Health and Safety Policy



By-Laws of Emily Foord Memorial Kindergarten Association Incorporated

1. These by-laws may be cited as the Emily Foord Memorial Kindergarten Association Incorporated By- Laws.
2. The fees set forth in Schedule 1 to the By-Laws shall be the prescribed fees with respect to the purpose and circumstances set out in these By-Laws.
3. In these By-Laws, unless the contrary intention appears:
 - Association means the Emily Foord Memorial Kindergarten Association Incorporated.
 - Management Committee means the Committee constituted under Clause 14 of the Rules of the Association.
 - Rules of the Association means the rules approved by the Office of Fair Trading.
4. **Kindergarten year:** shall be from January to December in any one year or any part thereof.
5. **Hours:** The Centre operates Monday to Friday within the term and operation hours listed in the handbook. The Centre will close for school holiday periods, public holidays and adopts pupil free days as specified in the annual attendance calendar.
6. The Nominated Supervisor and staff shall be responsible for the conduct, management and wellbeing of the children during kindergarten hours whilst they are within the Centre grounds and on arranged excursions.
7. **Health:** The Nominated Supervisor is authorised by the Management Committee to refuse admittance to the Centre of a child showing symptoms of a cold or other infections/illnesses that may affect the health of other children.
8. **Absences:** In the event of a child being absent from the Centre, the parents shall notify the Nominated Supervisor as soon as possible.
9. **Daily parent roster:** Parents are encouraged to roster themselves on for a morning in the classroom. A parent/guardian of a child in the Centre will be prohibited from rostering themselves if they have been issued with a negative notice from the Commission for Children and Child Guardian or have a prior conviction or an offence involving children (including without limitation a sex -related offence). A parent in this situation is obligated to advise the Centre. For safety and insurance reasons, Centre Volunteers must be aged between 18-80 years.
10. **Membership:**
 - Ordinary Members shall be parents, guardian or guardians of any child or children attending the kindergarten, subject to the provisions of Clauses 5, 6, and 7 of the Rules of the Association. An Ordinary Member shall be entitled to vote at any Annual General Meeting and any General Meeting of the Association. The number of Ordinary Members shall be limited to 200.
 - Associate Members shall be any person wishing to be involved with the Association and for any sufficient reason, as elected such by special resolution by the Association.
 - Life Members shall be such persons, as, having rendered outstanding service to the Association, or for any other sufficient reasons, are elected such by a special resolution by the Association.

11. Where it is intended to remove a child from the Centre, 14 days written notice shall be given, or 2 weeks fees paid in lieu.
12. **Petty cash and Accounts:** Petty Cash shall be dealt with in accordance with Rule 32(6) of the Rules of Association. Petty cash shall be defined to include: teaching aids, equipment, printing and stationery, kitchen and toiletries and minor repairs and maintenance.
13. In accordance with Rule 32 (4) of the Rules of the Association, unless otherwise approved by a member of the Executive, any payments in excess of \$100 must be made by electronic funds transfer (EFT/BPAY), or by cheque, to be authorised by any two of the President, Vice President, Secretary, Treasurer, or other member ratified by the Committee for that purpose. Pursuant to Rule 32 (7) of the Rules of Association, expenditure shall be approved or ratified at a Management Committee meeting.
14. Management Committee members shall attend all scheduled meetings. If they are unable to attend three consecutive meets, the Management Committee may pass a resolution to retire that member from the Committee.
15. In accordance with regulatory requirements, an Enrolment Form is to be completed by the parents in conjunction with the Nominated Supervisor.
16. **Enrolment Form:** Children will not be enrolled until their Parents or Guardians have completed the online Enrolment Form in full.
17. **Waiting list policy:** Parents or Guardians wishing to enrol their child in Kindergarten at Emily Foord may place their child's name on the waiting list from birth. A waitlist application may be completed online via the Emily Foord website. A waitlist application will be considered processed upon the Centre's receipt of both the completed application form and the non-refundable fee as prescribed in Schedule 1. At the time of placing name on the waiting list, proof of age of the child may be required.



Schedule 1 – Fees

Enrolment and membership fee: \$150 per child per year:

The fee is payable on acceptance of an offer of enrolment and guarantees a child's place at our Centre. The fee is non-refundable unless approved otherwise by the Nominated Supervisor. Where a family has multiple children attending the Centre in the same year, the Enrolment and Membership Fee will be \$150 for the first child and \$50 for each additional child attending the Centre in that same year.

Term fee:

Qld Government funding covers a 15-hour program for eligible children. Children are considered eligible if they turn 4 by 30 June in their kindergarten year and have nominated Emily Foord to receive their funding. Families attending the 18-hour program pay an “additional hours levy” for the unfunded portion of their program.

There will be no refund of term fees for missed days/non-attendance or missed events.

Payment of fees and late payment penalties

Invoices for the additional hours levy will be issued within the first two weeks of each term. If fees remain unpaid by the end of week 6, the family will be requested to enter into a payment plan. Children of families not meeting payment plan arrangements will be restricted from attending Kindy until such time that fees are paid unless alternative arrangements have been made with the Treasurer.

Waitlist fee

Non-refundable \$22 including GST.

Fundraising

We fundraise each year to support the kindy environment and program.



Code of Conduct

In the operation of the Service, the Management Committee and others involved in management agree to provide the Emily Foord Memorial Kindergarten service honestly and ethically:

- With diligence and at all times in a professional and courteous manner.
- With the best interest of the child being the paramount concern.
- With the utmost respect for the child in care and the child's family.
- With the utmost respect for any authorised officer/s, staff and other adults involved in the Service.
- With a commitment to quality and continuous improvement in service provision.
- With respect for cultural, social, and religious diversity, differences, and perspectives.
- With respect for the partnership with the child's family.
- Without harassment or abuse (including physical, sexual, or verbal abuse, intimidation, humiliation, exclusion or any behaviour regarded as offensive or degrading) of a child in care, the staff or other adults involved in the Service.
- Without discrimination, bias, fear, or favour.
- In accordance with the Agreement Standards, Policy and Procedures relating to the Service.

Term dates and Kindergarten opening hours

Opening hours during terms:

Our Centre operating hours are from 8.30am to 2.30pm for those attending a 3-day week and 8.30am to 4.00pm for those attending a 2-day week.

Children arrive in the morning between 8.30am and 8.45am and are to be collected in the afternoon from:

- 2.15pm and before 2.30pm for the short day attendees
- 3.45pm and before 4.00pm for the long day attendees.

There is no facility for children to be left at the centre outside these times.

Term dates for 2024

The Centre will close for term holiday periods and public holidays. Term dates are currently confirmed as follows and, in the Centre's annual calendar:

Term dates 2024		
	Dates	Length
Term 1	22 January - 28 March	10 weeks
Term 2	15 April - 21 June	10 weeks
Term 3	8 July - 13 September	10 weeks
Term 4	30 September - 6 December	10 weeks