

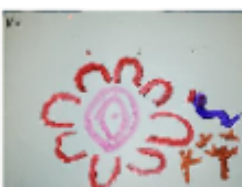


A Lady Gowrie Affiliated Service

FAMILY HANDBOOK 2025

<i>Childs Name</i>	
<i>Start Date</i>	
<i>Group</i>	

Please keep this booklet all year and refer to it as necessary



Our Mountain Home

By Lauren Napier
and the classes of
2019 with
permission of Neil
Murray

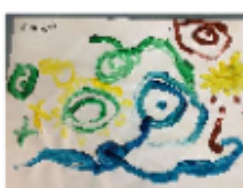
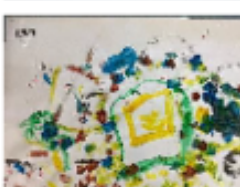
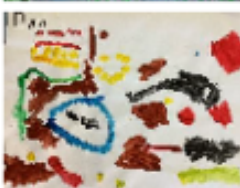
For years we've been on the mountain
Everyday we feel the mountain breeze.
We acknowledge the Wangeriburra people
Respect the land, water, flowers and the trees.

Our mountain home,
Our mountain home,
Our mountain home is waiting for me.

We come here to learn from our nature,
Beside our friends, our community.
I see frogs, brush turkeys and koalas
I see the snakes, lizards, turtles, birds and bees.

Our mountain home
Our mountain home
Our mountain home is waiting for me

Our mountain home
Our mountain home
Our mountain home is waiting for me.



General Information

We extend a warm welcome to all children and their families. We trust your association with our kindergarten will be a happy and rewarding one. We are pleased to have the opportunity to work with you during this important time in your child's life. Should you have any questions about our kindergarten, our philosophy, goals, curriculum or activities, please don't hesitate to ask us.

Staffing

Our kindergarten is staffed by qualified and experienced Early Childhood Teachers and Early Childhood Educators. We also have a Non-Contact Service Manager and an offsite Bookkeeper.

Teachers **Tamara Garvey** (A Group)
Bachelor of Education (Early Childhood), Registered Teacher (QCT)
and Educational Leader

Kirsten Pouliot (B Group)
Bachelor of Education (Early Childhood), Registered Teacher (QCT)

Educators **Tim Utz** (A Group)
Certificate III in Education Support

Haley Hanley (B Group)
Diploma in Children's Services

At times, dependent on the needs of children in the group, we also have additional support educators. Staff information is displayed at the Sign-in Area and updated, as required. A qualified Relief Teacher or Educator is employed when staff are absent.

Caroline Cooper is our Business Manager and Nominated Supervisor. Caroline works part-time and her office days are Tuesday, Wednesday and Thursday 8:30am – 3:00pm, as well as alternate Mondays. You can contact Caroline directly on admin@tmckindy.org.au.

Kerrienne Grimes as our Bookkeeper. You can contact Kerrienne directly at bookkeeper@tmckindy.org.au

Kindy Groups

Priority is given to children attending kindergarten in the 3.5 years to 4.5 years Pre-Prep age group (i.e. turning 4 by 30 June, the year enrolled in kindergarten). There is a maximum of 22 children in each group. An annual calendar is provided in your Parent Folder Handout and emailed for your convenience.

- Children in **A Group** attend two days a week - Monday and Tuesday, 8.30am- 4:00pm
You can contact Miss Garvey directly on a-group@tmckindy.org.au
- Children in **B Group** attend a five-day fortnight – Wednesday, Thursday and alternate Fridays, 8.30am-2.30pm. You can contact Mrs. P directly on b-group@tmckindy.org.au

Kindergarten Hours

Our kindergarten operation hours are as follows:

- Monday and Tuesday - 8:30am until 4:00pm
- Wednesday, Thursday and alternate Fridays - 8:30am to 2:30pm

Staff are busy preparing for the day, before 8:30am, and have administration duties at the end of the day. Parents are required to supervise children and siblings when arriving and leaving our kindergarten.

About the Tamborine Mountain Community Kindergarten

Tamborine Mountain Community Kindergarten (TMCK) is a not-for-profit association, incorporated under the Associations Incorporation Act 1991. It was established in 1981, with the assistance of the Tamborine Mountain branch of Rotary, and local volunteer labour. Tamborine Mountain Community Kindergarten is affiliated with Lady Gowrie as our Central Governing Body.

A committee of parents, and other interested community members, manages our kindergarten. The committee is elected at the Annual General Meeting, which is held in February/March each year, after our annual financial audit has been completed. Committee meetings are held each month, unless otherwise advised, and all parents and caregivers are invited to attend.

Committee positions include - President, Vice President, Treasurer, Secretary, Media Officer, Maintenance Officer, Librarian, Workplace Health and Safety Officer, and Fundraising Officer (with a Fundraising Sub-Committee).

Joining the committee is a great way to get involved with our kindergarten, be part of the decision-making process regarding the management of the kindergarten, and to keep up with what is happening. You also get to meet other parents, whilst contributing your time and enthusiasm to assist your child's early education. Nomination forms are available in your Parent Folder Handout.

You can contact our Committee President anytime at president@tmckindy.org.au

Mission Statement

Our kindergarten aims to create a safe, supportive and nurturing learning environment where young children, assisted by staff and parents, are happily engaged in developing their abilities and skills, to the fullest extent of their capabilities.

Our Philosophy

Our special place, within our local Tamborine Mountain community, has informed the following philosophy and goals for our service:

- i. At Tamborine Mountain Community Kindergarten we recognize the first Australians, Aboriginal and Torres Strait Islander Peoples as we acknowledge the land on which our service is built, the rich indigenous cultures that can inform our practice as we engage children in developing knowledge, skills and dispositions from historical perspectives as we work towards a future of reconciliation and partnership.
- ii. At Tamborine Mountain Community Kindergarten we actively embrace diversity and support inclusion of all children and families as we celebrate and empower the individual differences of our children, families, cultures and community. Our program and environment will strive to engage all children and families, considering their cultural backgrounds, prior knowledge, current interests and visions through collaborative partnerships that enhance all children's progress and engagement in their learning journey.
- iii. At Tamborine Mountain Community Kindergarten we see children as active agents who are capable and competent learners and enquirers. All children have rights as accorded by the UN Convention on the Rights of the Child (1990). Children are accorded the right to make decisions throughout the day regarding their learning, wellbeing and to have a voice that is valued and respected. Children's voices will be embedded in all aspects of the service including strategic planning, programming, assessment and reflection on the service delivery.
- iv. At Tamborine Mountain Community Kindergarten we believe a sustainable future is everyone's business. Our service will regularly review and embed sustainable practices, sustainable environments, education for sustainability and empower children to be active agents for sustainability into the future. Our program will engage external agencies and partnerships to support sustainability where possible. Deeply embedded in this, is learning about our Mother Earth and Father Sky from indigenous perspectives through history to now and into the future that make all children custodians of our Earth.
- v. At Tamborine Mountain Community Kindergarten we value kindness, gratitude and other dispositions for developing emotional Intelligence which contributes to a caring community. We embrace this in our daily relationships with children and families in our care and beyond our community as we work together for positive experiences in life for all. Seeing the positives in ourselves and others and the difference a little kindness can make for others can be rewarding and self-actualizing with a focus on being one and many.
- vi. Tamborine Mountain Community Kindergarten deeply values artistic expression and creativity as we encourage children to look for different ways of living and being in their education and life pathways.

We believe:

- children learn best in an environment that is safe and secure, warm, supportive and attractive
- children learn best in an environment that is stimulating and offers rich and varied learning experiences

- children learn best when they know they are valued, respected and accepted
- each child is unique with their own culture, abilities, needs, interests and prior experiences
- children learn best when their individual development, needs, culture, interests and learning styles are recognised and responded to so that each child can maximise their learning potential
- in the strength and value of the natural environment as a learning space
- that providing a programme for each child requires consultation between family and staff, and other professionals where necessary
- in using a cycle of planning which involves observing, recording, implementing, reflection, evaluating and planning to meet learning needs
- in assessing and evaluating children's learning and behaviour and sharing this with children and families in many ways such as through their child's portfolio to ensure children are meeting the learning outcomes of the curriculum and to inform planning to be able to provide high quality support for children.
- in working from a holistic approach and see all aspects of a child's development (physical, social, emotional, cognitive and language) as being important and interrelated
- children learn best through play-based curriculum, when they are active participants in the learning process and engage in hands on concrete experiences
- children learn best when they have high self-esteem and confidence in themselves and their abilities
- the family is the first and most important influence in a child's life and this special relationship is valued and promoted
- every person, whether adult or child, should be treated warmly and with respect, and should not be denied information or opportunities because of race, culture, gender, lifestyle or individual ability
- staff benefit from participation in ongoing professional development to support their learning and skills development to best meet the learning needs of children
- in acknowledging and respecting the Yugambeh people, traditional owners of the land that the kindergarten sits upon and embedding this in our curriculum through various mediums and in consultation with Aboriginal and Torres Strait people to consider different ways of knowing and being
- in the value of relationships that we build with the community

Quality improvement Plan

The aim of a Quality Improvement Plan (QIP) is to help providers self-assess their performance in delivering quality education and care, and to plan future improvements. The QIP also helps regulatory authorities with assessing the quality of the service. There are 7 Quality areas in the National Standards. Please see below for more information, regarding *Quality Areas* and the process of *Assessment and Rating*.

We are immensely proud of our current rating of “*Exceeding*” at Tamborine Mountain Community Kindergarten. Our last *Assessment and Rating* was completed in May, 2022.



The graphic features a dark blue background. On the left, the text 'National Quality Standard' is written in large, white, sans-serif font. To the right of this text, there are three lines of white text: 'The National Quality Standard (NQS) sets a benchmark for the quality of all education and care services across Australia.', 'The NQS is made up of seven quality areas.', and 'Services are assessed and rated by their regulatory authority to determine the level of quality.' In the top left corner, there is a small logo for the Australian Children's Education & Care Quality Authority, which consists of a stylized heart shape made of colorful segments.

Australian Children's Education & Care Quality Authority

National Quality Standard

The National Quality Standard (NQS) sets a benchmark for the quality of all education and care services across Australia.

The NQS is made up of seven quality areas.

Services are assessed and rated by their regulatory authority to determine the level of quality.

seven quality areas

1 Educational program and practice

2 Children's health and safety

3 Physical environment

4 Staffing arrangements

5 Relationships with children

6 Collaborative partnerships with families and communities

7 Governance and leadership

quality ratings

Service promotes **exceptional** education and care, demonstrates sector leadership, and is committed to continually improving.



Service **goes beyond** the requirements of the National Quality Standard in at least four of the seven quality areas.



Service **meets** the National Quality Standard. Service provides quality education and care in all seven quality areas.



Service provides a **safe** education and care program, but there are one or more areas identified for improvement.



There is an identified significant risk to the safety, health and wellbeing of children. Immediate action will be taken to address issues.

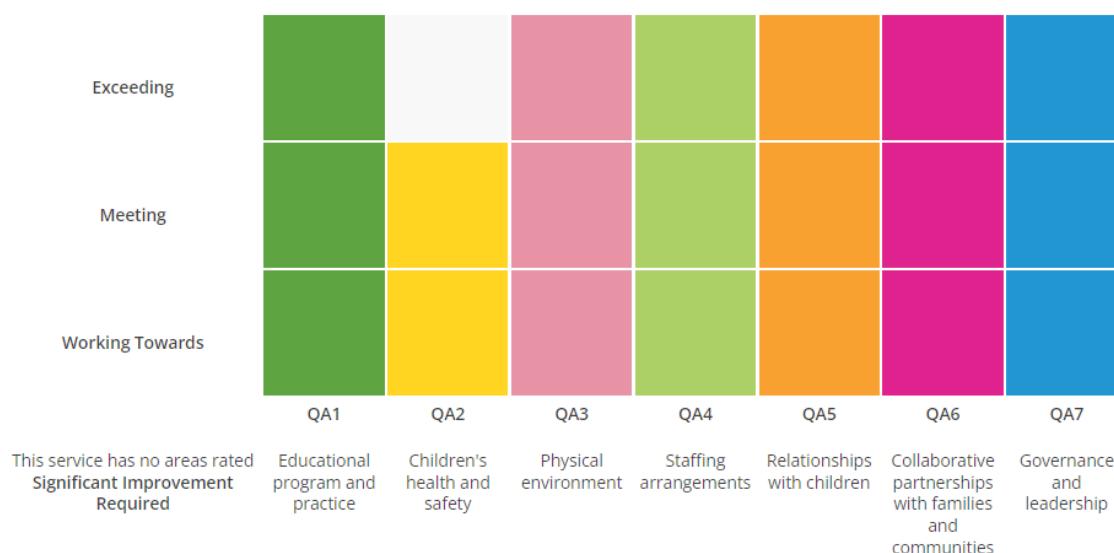


Our Quality Improvement Plan is located next to the Sign-In Desk, and we value input and feedback from families, communities, children, educators, and our committee. You can view our QIP at any time and, if you would like to contribute, please see our Business Manager or your child's Teacher.



Tamborine Mountain Community Kindergarten

Overall Rating: Exceeding NQS



This ratings chart displays how our service is improving quality for your child. All services across Australia will be assessed and rated against the National Quality Standard to improve quality and outcomes for children. More information about how our service is improving in each quality area is available from our staff members.

Reconciliation Action Plan

Reconciliation Action Plans (RAPs) have enabled organisations to sustainably and strategically take meaningful action to advance reconciliation.

Based around the core pillars of relationships, respect and opportunities, RAPs provide tangible and substantive benefits for Aboriginal and Torres Strait Islander peoples, increasing economic equity and supporting First Nations self-determination.

Our RAP is located at the Sign-in area for all families and community to view. If you have any ideas or would love to contribute, please speak to your child's Teacher or our Business Manager.

Enrolment Procedures

Enrolment Applications are made via our Waiting List Form, available on our website.
www.tmckindy.org.au.

Completed forms can be emailed to staff@tmckindy.org.au or by post to 23 Coleman Square, Tamborine Mountain Qld 4272.

Names will be entered on a Waiting List in order of the date that the application is received. Places are offered according to the Waiting List Order and the Offer of Places procedure. Priority is given to eligible-aged children and current siblings enrolled in the service (i.e. children who turn 4 by June 30 on the year they attend). Enrolment is confirmed when a completed *Acceptance Offer* is returned/emailed and Enrolment Fee paid (*If Applicable*). Parents will be asked to update enrolment details, every six months, using the XAP online portal.

Our kindergarten holds *Orientation Mornings* each year for children who will be attending the following year. These mornings provide an opportunity for children to familiarise themselves with the environment. These orientation sessions are followed by Parent Interview/s and/or Parent Information Evening, where details about the kindy program and operations are discussed and there is opportunity to have any questions answered.

Please refer to our Siblings Priority Policy, Unfunded Enrolments Policy and the Kindy Funding Essentials Guidelines.

Withdrawal from Kindergarten Program

If you find you must withdraw your child from our kindergarten, you are required to give two weeks' notice. This will allow time for the next child on the Waiting List to be contacted and become familiar with the kindergarten, before commencing.

Please note: Your account will be charged two weeks fees in lieu of notice. (*Applicable to unfunded positions at the service*).

Absence

Please notify your child's Teacher if they will be absent from kindergarten, to help us plan for the day and offer casual positions to enrolled children. Unexplained absences of more than two weeks can result in your child's place being offered to the next child on the Waiting List. Absences can also be notified using the XAP Portal online, XAP Smile APP or emailed.

Fees

Kindergarten is FREE, From 1 January 2024.

In Queensland, from 1 January 2024, Kindy (the year before Prep) will be free for eligible-aged children who attend a government-approved program. Kindy is 15 hours per week, 40 weeks per year. For children to be eligible for this FREE Kindy Program, they must turn 4 prior to June 30, the year they attend.

Unfunded Children (Early-Entry children or children accessing a second program) Fees are \$5400 per Annum, as no government subsidies are available. A on-time discount of 10% is offered to families whose fees are paid prior to Week 8 of the Term. Discount is also offered to families who volunteer their time at one event during the term. Fee Schedule may be subject to change with notice.

In addition to daily fees, there are the following annual payments:

- **Association Membership Fee - \$5.00** per family
- **Enrolment Fee- \$100.00** to secure your child's place for the following year

The Enrolment Fee is refundable once care has commenced or can be used as Credit on your account. The Enrolment Fee is waived if you hold a current Health Care Card. Please provide a copy of this to our Business Manager.

You will receive an **Account for Fees** at the beginning of each term, which will be emailed and placed in your child's pigeonhole. You can pay your fees by making a bank transfer directly to:

Tamborine Mountain Community Kindergarten,
Westpac Bank
BSB Number 034682
Account Number 890594

Please quote your **Surname** as reference. We suggest organising a regular direct deposit to reduce large fee payments. All accounts are accessible, via the XAP Online Portal or on the XAP Smile App. Green = Credit. Red = Debit

When charging accounts, we are aware that Kindy is FREE, however, to meet the funding guidelines, Kindergartens are required to issue an invoice to families. We will issue invoices each term, with a debit amount of 0.01c and a credit of 0.01c, to meet these requirements.

If you are running late for pick-up

Staff understand there are circumstances that arise where parents are late to collect children from kindergarten. In these instances, please call us, and note that our Late Collection of Children policy and procedure will apply. A copy is located near the sign-in folder.

Children will be supervised by staff until they are collected by parents. If no contact is made within 20 minutes of the normal program finish time, emergency contacts will be called. Please be advised that if a child is left beyond 45 minutes, we are obliged to notify the regulatory authority, and after one hour the Police. At one hour, children will be placed in the care of the Police with all parent and emergency contact details.

In the event of delays, as per the Children's Services Regulations, two staff must remain on duty with the child, and a late fee is charged to cover the cost associated with overtime payments for these staff.

Late Payment of Fee Policy

Fees are payable by Week 8 of each Kindergarten Term. Please note that if fees are in arrears at the conclusion of the Term, a child's place may be cancelled and offered to another child.

If you are experiencing financial hardship, payment plans can be arranged on discussion with the Business Manager. If you have any queries relative to your account, please contact the Business Manager immediately to discuss payment and other matters.

Fee Payment Agreement

All families are required to sign our *Fee Payment Agreement* as provided in the Parent Folder Handout and return, prior to commencing kindergarten.

Your Child's Kindergarten Requirements

What to bring:

- A **bag** to carry your child's belongings
- Sunscreen, applied before or on arrival
- A **draw-string rest time bag** containing **2 sheets**, a **small pillow**, a **small blanket** (for cooler weather), and an optional cuddly toy. The rest time bag should be taken home at the end of your child's kindergarten week for laundering.
- A **full set of spare clothes** in case of spillages or other accidents.

A *Sun Smart* approved bucket hat will be given to each child on commencement at kindy, for their use during the year and to keep on completion of their time at kindergarten.

Please ensure that all items belonging to your child are clearly named. Your child will choose a locker to keep their belongings whilst at kindy, using locker tags.

Morning Tea/Afternoon Tea and Lunch

A child's health directly impacts their growth and development. Our kindergarten recognises the importance of good health for children, by encouraging healthy eating habits.

Families are asked to provide nutritious, balanced lunches and snacks. Each day parents are encouraged to provide their child with:

- Pieces of fruit and healthy snacks such as cheese, raw vegetables or dried fruit, rice crackers for morning tea/afternoon tea; and
- A nutritious packed lunch, in a divided style lunchbox, with water to drink. (Water is also available to the children throughout the day.)

Please refer to our Healthy Food Policy for guidelines.

Please ensure that your child's lunch and drink is placed in the refrigerator upon arrival at kindergarten. If you have an insulated lunchbox, please ensure you unzip this prior to placing in the fridge, to ensure that the contents of the lunchbox can keep cool in the fridge.

Afternoon Tea, for Group A, is a shared piece of fruit. This can be placed in the fruit bowl above the lockers.

Please note: Food cannot be re-heated at kindy. Food that needs to be warm can be sent in a wide-necked thermos.

Our kindergarten has a commitment to sustainable practices, and we ask parents to keep the use of packaging to a minimum. We have an active recycling program, and we feed food scraps to our worms or place them in our compost bin. We encourage the use of paper bags rather than plastic. Cutlery is available at kindy.

About Your Child's Day

Arrival and Departure

Children must be brought to, and collected from, kindergarten by an approved adult. Families are required to sign in electronically on the XAP Kiosk when they arrive at kindy. This procedure is repeated in the afternoon before you depart.

Please be punctual in collecting your child from kindergarten. Your child may worry if you are not there on time – even a few minutes can seem like a long time to a young child. We do realise that delays are, at times, unavoidable – if you are running late, please call us so we can give your child that extra reassurance.

If, at any time, you arrange for someone else to collect your child, it is important to inform the Teacher and to complete an *Authority to Collect Form*, if they are not already listed as an emergency contact with us. Teachers cannot release a child to another adult without parental authorisation. Photo ID MUST be sighted, before your child is able to leave the premises.

If there is restriction of access to a child, evidence of custody must be shown on enrolment. A copy of the custody papers will be kept in a locked file, accessible by the Business Manager. It may be useful to attach a photograph of anyone who **does not** have access to your child.

Settling In Procedure

For children, and even for parents, there is a certain amount of anxiety associated with starting kindergarten. This is only natural, as children move from the security of their own home environment into unfamiliar surroundings, where there are adults and other children they do not yet know.

Our aim is to make the transition between home and kindergarten as stress-free as possible. During our *Preparation Week* in January, we invite children and their families to visit for another Orientation Morning, to support and prepare the start of our kindy year.

We work towards building a sense of trust and security that is vital, if young children are to grow and learn. There is no 'one size fits all' approach and we ask that you discuss your child's individual needs with us.

Prior to kindy commencing, you are encouraged to join us for our FREE Playgroup program and other events, where our kindergarten community comes together. Frequent visits will help your child become familiar with, and therefore more comfortable, in our kindergarten environment.

Saying Goodbye to Your Child

Plan to spend a little time (5-10 minutes) with your child before saying goodbye. A slower, more relaxed, departure is less upsetting for children than a rushed, abrupt one. A few minutes before you go, tell your child that you will be leaving soon. Devote this time to helping your child get settled with an enjoyable activity, such as doing a puzzle or reading a story. Teachers and educators will be there to provide the extra support your child may need at this time.

Always say goodbye, directly to your child, and explain that you will be back at the end of the kindy day.

If your child does become distressed when you begin to go, express sympathy and understanding, but do not allow their tears to change your mind about leaving. Try to remain calm and reassuring yourself. Most children do settle after only a brief period, and we will contact you to let you know how they are going.

Remember that children are individuals and will react to their parent's departure in different ways. If your child is having difficulty settling in, your child's teacher will consult with you to decide upon the best way to ease your child into kindergarten.



Our Daily Routine

Our daily routine is flexible and allows for changes to suit the rhythm and flow of children's play and inquiry, the needs of individual children, the weather, and other calendar events and experiences, as they arise.

Both Group A and B Teachers share their Daily Routine with families at the start of the year and will make adjustment, as needed, to suit children within their group.

Outside Play

During our kindy day, we ensure there is plenty of time for the children to explore the outdoor natural environment including our creek bed, sandpit, climbing equipment, and gardens. We also experiment with art materials from nature and play games with others. At the end of outside play we tidy up together, building responsibility and teamwork.



Inside Play

When we are inside, we have time to make up lots of games and engage in imaginative play in home corner, with blocks and with our dress-ups. We can also read books, solve puzzles, play board games or engage in art and craft activities. These activities provide a wealth of learning opportunities in problem solving, interacting with others, using literacy and language to communicate and building creativity and resilience.

Rest Time

We believe that it is important to incorporate a balance of rest and relaxation into a child's day. In a busy kindergarten day, rest time provides children with the opportunity to relax their bodies and minds. Sleep is not essential; however, children who need a sleep will be given the opportunity to do so, whilst others have quiet time. Please feel free to discuss your child's rest needs with us at any time.

Collecting Your Child

When you come to collect your child each afternoon, please stop to have a chat with us. We always have something we would like to share with you about your child's day at kindergarten. You are also most welcome to wander around the room and see what has been happening during the day. Your child will love to act as a "tour guide."

If there is an issue or a concern you would like to discuss in depth, your child's Teacher will be pleased to arrange a meeting time with you, outside the program hours. This will allow them to give you their undivided attention, without compromising their responsibility to other children and families.

Saying Hello to Your Child

Greet your child warmly and show your appreciation for anything they want to show you. Parents, anxious to find out about their child's day, will often ask "**What did you do today?**" and are disappointed when their child replies "**Nothing!**" It is often difficult for young children to verbally express all that has happened during the day, and there will be days when your child does not have anything tangible to bring home. Beginning with questions such as "**What story did you listen to today?**" or "**Who did you sit beside at lunchtime?**" provides opportunities for conversation, in a way that values all that your child does.

Sometimes children will cry when their parents arrive to collect them from kindergarten. This does not mean that they have had a miserable day, but just that seeing the person they love the most triggers their deepest emotions.

Other times, children can appear disinterested by their parent's return or may even be reluctant to go home. Just like the morning, the afternoon is a time of transition between home and kindergarten, and some children adapt more quickly than others.

Ensuring your Child's Wellbeing

Mealtimes

Mealtimes are flexible, to meet children's self-regulation and need to eat. Although meal and snack times are for eating, they also provide opportunities for socialising and learning. In an atmosphere that is pleasant and relaxed, children can interact freely with their peers, on the picnic mat or at their table. Physical skills, self-esteem and independence also develop as children manage their drink bottle, peel fruit, open containers and use cutlery.

Respect will always be shown for the children and their preferences at mealtimes. While children will be encouraged to eat, they will never be forced to do so.

Although parents are responsible for providing their child's food, there will be times (such as birthdays and cooking experiences) when children consume additional food. For this reason, it is important to advise educators of any foods that your child should avoid for medical or family reasons.

With the rising incidence of severe food allergies, Teachers will inform families if there are any foods that are **NOT** to be packed for safety reasons, such as nuts, eggs, or dairy. It is important to note that this can be life threatening for some children. *An Allergic Children Register* is maintained by our kindergarten each year. Children with serious allergies will require a completed *Risk Management Plan* from their medical professional.

Clothing and Shoes

Clothes worn at kindergarten invariably collect paint, sand, clay and mud, and may even get wet. Please dress your child in clothes that wash easily and always have a spare set of clothes in your child's bag. Clothes that allow the child to move freely are important. Dresses, for example, can be quite restrictive when participating in outdoor activities such as climbing. Good clothes are not suitable for kindy days, as children sometimes refuse to participate, in case they get dirty. Sun-safe clothing is also essential.

While shoes should be worn to and from kindergarten, we recognise the benefits of barefooted play for children's safety and development. Shoes can be slippery and dangerous on outdoor

equipment. Bare feet provide grip and allow more effective balance and control. Bare feet increase sensory awareness, as children experience different textures.

Shoes that children can manage themselves encourage self-esteem and independence. Please advise us of any reason your child should not remove their shoes at kindy.

Sun Safety

For full sun protection, a Sun Smart approved bucket hat will be given to each child as part of our kindy enrolment fee. Because Queensland has the highest incidence of skin cancer in the world, our kindergarten has a policy of “**No hat, no outside play.**” All children and educators are to wear a hat and appropriate clothing whilst outdoors and have broad-spectrum, water resistant 4-hour sunscreen (30+) applied, prior to outdoor activity. You may choose to apply sunscreen to your child’s skin before arrival at kindergarten, or you can use ours, found near the lockers. Sun safe clothing is essential, such as dark colour clothing, collared and sleeved shirts and clothing that covers children’s shoulders and back.

Hygiene

Encouraging children to follow good hygiene procedures is seen as an important part of our kindergarten program. All children must be encouraged and assisted to wash their hands, or use hand gel, provided throughout kindy:

- on arrival
- before handling food
- before eating
- after outside play
- after a rest/sleep
- after going to the toilet, or blowing their nose
- before going home

Children will be discouraged from sharing food and drinking utensils.

Children will only use their own bed linen, which must be laundered weekly. If children use spare sheet sets, these will be sent home for laundering also.

Immunisations

We strongly encourage immunisation of children. Non-immunised children must be withdrawn in the event of an outbreak of a vaccine preventable disease. A *Vaccination Conscientious Objector Form* is available in the Parent Folder Handout and needs to be completed, on enrolment

Sick Children

To reduce the spread of infections, children suffering from contagious illnesses must be kept away from kindergarten. The period of exclusion will depend on the illness. Parents are asked to always notify us of contagious illnesses, so that we can alert other families. We follow the recommendations outlined in *Staying Healthy Preventing Infectious Diseases in Early Childhood Education and Care Services (6th Edition 2024)*.

Common Illness	Exclusion Period
Diarrhoea	Exclude until 24hrs after the last loose bowel motion
Hand, foot and mouth disease	Exclude until all blisters have dried
Head Lice	Not excluded if effective treatment begins before the next day
Influenza and influenza like illnesses	Exclude until child is well
Chicken Pox	Exclude until all blisters have dried
Vomiting	Exclude until 24 hours after the vomiting has ceased
Fever (38c or above)	Exclude until fever has ceased for at least 24 hours
Conjunctivitis	Exclude until the discharge from the eyes has stopped
Roseola	Exclusion not necessary, but child should stay home until feeling well
Covid 19	Exclude until symptoms have resolved. Usually 5-7 days. Please refer to any updated guidelines and restrictions.

Please keep your child at home if they have had vomiting, diarrhoea, and/or a temperature in the previous 24 hours.

Should your child become ill, during our kindy day, you will be contacted by telephone and an *Incident/Illness Form* will be completed. It is vital that parents ensure that phone numbers, addresses and workplaces kept on file (for both themselves and nominated emergency contacts) are always current. In the event of both the parents and the emergency contacts being unavailable, the Responsible Person/Business Manager will take whatever action is considered necessary to ensure the child's wellbeing.

Please remember to update any contact details that may change, especially mobile phone numbers.

Medication

Prescribed medication will be administered, as directed by your child's doctor, or as per the Pharmacist's label.

Non-prescribed medication cannot be given to any child unless the Responsible Person/Business Manager has received prior written permission (and instruction) from the child's doctor. *However, a single dose of Paracetamol may be administered to a child who has a high fever over 38 °C, provided the parent has given prior written consent.* If a child has a history of febrile convulsions, the parent must sign a consent form for a single dose of Paracetamol in the event of **any** sign of a temperature.

If your child requires the use of a nebuliser while at kindergarten, parents must give written permission before educators can administer the treatment. Nebulisers will not be administered more frequently than four hourly. Please show the educators the procedure, in the presence of the child, so that they will feel more secure.

Details concerning the administering of medication to children, whilst at kindergarten, must be entered in the *Medication Book* (blank forms are available from staff). The child's name, the medication, how it should be stored (e.g. refrigerate), and the dose, time and how the medication

should be given (e.g. with food) must be entered into the *Medication Book*, daily, and signed and dated by the parent. Once completed, the form should be given to staff. These will be stored in a confidential folder. Once administered, the date, dose and time will be recorded and signed by both the educator who gave the dose and the educator who witnessed this. You must sign the form again at the end of the day to acknowledge that the medication has been given and medication taken home.

All medication must be handed to the Responsible Person/Business Manager by an adult. This will be stored according to instructions (in a locked box).

Children with asthma must have a letter from their doctor, every six months, with the management plan and medication procedure for their asthma.

Emergency Procedures

Fire Drills and other emergency procedures (e.g., Lockdown drills) are regularly carried out with the children. The emergency evacuation procedure can be found next to the fire-bell, inside the front door. Other emergency scenarios are covered in the emergency procedures wall chart. Parents are asked to familiarize themselves with the procedures.

First Aid

All employees hold current Senior First Aid Certificates, including CPR and the management of Asthma and Anaphylaxis. Our WHS Educator and WHS Committee Officer are responsible for ensuring the First Aid Kit is kept well stocked, and for discarding any items past their expiry date.

Asthma and Anaphylaxis

The service maintains emergency service medication for asthma and anaphylaxis for use with non-prescribed children, should the need arise. Educators are trained in the administration of these.

Accidents and Injuries

Parents will be contacted, should their child be injured whilst at kindergarten. Details surrounding the injury, including the first aid treatment given, will be recorded in an *Incident Report* completed by educators. Serious injuries are the department of early education as required.

Safety Considerations

At no time will children be left unattended. Educators will ensure children are aware of safety rules and help them understand the reasons behind these. Educators will also ensure parents, students, volunteers and other visitors are aware of the rules for safety.

Educators will consider safety and durability when choosing equipment. Building and equipment are regularly checked and maintained through daily and other routine inspections.

Educators will provide adequate supervision of the children. To assist educators in planning, our kindergarten has an indoor and outdoor *Supervision Plan* that is reviewed annually, and risk assessments are undertaken for specific activities such as water play, climbing trees and cooking. Please ask educators if you would like to see a copy.

Parents are reminded that our kindergarten playground is not for use before and after kindy. Parents are responsible for supervision of their children outside of kindergarten hours.

Tamborine Mountain Community Kindergarten is a smoke-free environment.

Child Protection and Risk Management Statement

Our kindergarten is committed to the protection, safety and wellbeing of children who use our service and is dedicated to identifying and managing any potential risk of harm to children. Educators are required to report any instance of actual and/or suspected child abuse, neglect or harm to the appropriate authorities. Our kindergarten undertakes careful selection of staff and volunteers through recruitment processes including Blue Card screening and checking of references.

Our employees, volunteers and management committee must hold current Blue Cards and treat others with respect and understanding, always. Situations are assessed to identify and manage any potential risk of harm to individuals participating in the organisation's programme and activities.

Children's Voices

Activities at our kindergarten are provided to create a friendly environment where children:

- feel safe and protected from harm,
- have a say in planning activities and other decisions affecting them,
- are listened to,
- are respected, and
- have their best interests considered and upheld.

Code of Conduct

Tamborine Mountain Community Kindergarten is committed to engaging with the families of children enrolled at its services in accordance with its values of respect, integrity, safety, collaboration and courage.

Tamborine Mountain Community Kindergarten encourages families to actively participate in its education and care programs and aims to engage in constructive and co-operative working relationships with families. Tamborine Mountain Community Kindergarten is also committed to protecting the safety and wellbeing of the children in its care, their families, staff members, volunteers and all other invitees or visitors to Tamborine Mountain Community Kindergarten. To achieve these aims, it is expected that all parents, guardians and family members of children enrolled in Tamborine Mountain Community Kindergarten will conduct themselves in a manner which is in accordance with our Kindergarten values.

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

In all matters associated with Tamborine Mountain Community Kindergarten, parents/guardians must act in accordance with our Tamborine Mountain Community Kindergarten values and:

1. Comply with the law and Tamborine Mountain Community Kindergarten Policies and Procedures (as amended from time to time);

2. Comply with the Tamborine Mountain Community Kindergarten values when interacting with children and their families, Tamborine Mountain Community Kindergarten staff members and volunteers. Aggressive, bullying or intimidating behaviour will not be accepted;
3. Be respectful of cultural diversity and refrain from harassing, discriminating against or vilifying children, their families, Tamborine Mountain Community Kindergarten staff members and volunteers, based on gender, race, ethnicity, sexuality, religion, age, disability, beliefs or opinions, or background;
4. Be respectful of the privacy of children, their families, Tamborine Mountain Community Kindergarten staff members and volunteers and refrain from using all Media (Videos, Photography and Audio Recordings) at Tamborine Mountain Community Kindergarten without the prior written consent;
5. Comply with the reasonable directions given by Tamborine Mountain Community Kindergarten staff members to foster a safe and welcoming environment within Tamborine Mountain Community Kindergarten;
6. Raise any concerns in accordance with Tamborine Mountain Community Kindergarten's grievance and complaint management procedure;
7. Use Tamborine Mountain Community Kindergarten's facilities and property and services in an appropriate manner;
8. Do not smoke, drink alcohol or use illicit substances while at the Tamborine Mountain Community Kindergarten, and do not attend Tamborine Mountain Community Kindergarten while under the influence.
10. Ensure that all family members and Emergency Contacts associated with a child's enrolment are made aware of this Code and ensure their compliance with this Code.

Breaches of the Code of Conduct:

Consequences of Non-Compliance: Not complying with this Code may have serious consequences. Tamborine Mountain Community Kindergarten will endeavour to resolve any matter involving this Code by facilitating discussion between the parties. If the non-compliance is of serious nature or if, in the opinion of Tamborine Mountain Community Kindergarten, there is a risk of future non-compliance, Tamborine Mountain Community Kindergarten may take any action it considers appropriate in the circumstances. This may include cancelling a child's enrolment at Tamborine Mountain Community Kindergarten.

Any stakeholders found to be in breach of the *Code of Conduct* will have the breach discussed with appropriate staff and committee members, a co-signed record of this discussion will be kept on file and a date for review of the breach will be set. It is recommended that two people be involved in this process to ensure impartiality and professional distance is maintained. At review, and depending upon the severity of the breach, no further action need be taken if no further breaches occur. If a severe breach, or further breaches do occur, formal counselling or legal action may be required. The Management Committee, in consultation with staff, will determine this process.

The cause of the incident can be addressed through:

- education,
- reinforcing the code of conduct,
- disciplinary measures such as suspension of duties/position,
- mediating between those involved,
- reviewing existing activities, policies and procedures, and
- developing new policies and procedures.

The Risk Management Strategy is reviewed, updated and ratified each year by the Management Committee. A copy of the complete Risk Management Strategy document may be borrowed from the Parent Library. We would encourage you to read this to familiarise yourself with this policy.

You will be required to sign a form agreeing to abide by the Parental Code of Conduct of the Tamborine Mountain Community Kindergarten.

We would also recommend that you take the time to read and familiarise yourself with our kindergarten policies and procedures which are also located in the Office. If you have any questions, please do not hesitate to speak to our Business Manager.

Working with Parents

Collaborative Partnerships with Families

Parents are encouraged to be involved in our service and contribute to service decisions through a range of mechanisms. We invite parents to provide regular feedback about their child's learning and progress through speaking to staff and input into their child's kindergarten journal/portfolio. We also encourage parents to provide feedback, comments and suggestion directly about the curriculum throughout *Parent Feedback Book* located at the Sign-in area.

Children's Learning and Development

Each child is provided with a journal and art folio/folder that reflects their individual learning journey while they are at kindergarten. Children's engagement in our kindergarten program is also documented using Storypark (a secure online platform) where program reflections, child notes and learning stories are shared with families.

Parents are also invited to participate in *Parent/Teacher Interviews* to discuss your child's progress during the second and/or third term. Informal discussions are always welcome, and parents can arrange to meet with teachers, outside of kindy hours.

Daily Communication

Our kindergarten day begins at 8.30 a.m. Prior to this time the staff are busily preparing for the day ahead, so that they will be ready to welcome each family and settle each child upon arrival.

Although this is usually a busy period of the day, please take time to speak with the staff. We can let you know what is planned for the day, draw your attention to any new notices and pass on any other information. You can also share valuable information about your child with us. For example, the events of your child's morning, prior to arriving at kindergarten, could affect their needs during the day.

Your child may have:

- just woken up
- had a late night
- had a disturbed sleep
- woke up early
- had little or no breakfast

Other valuable information to share could include changes to pick up time (e.g. early pick up to attend an appointment) or the person collecting your child. Sharing such information will allow us to respond appropriately and help ensure your child has the best day possible.

Parent/Carer Involvement

As a parent, you play a vital role in your child's education. You are your child's first and most important teacher. Because we value the special relationship you have with your child, we encourage you to participate in your child's kindergarten experience.

There are many ways in which parents can become involved in our kindergarten. Some of these include:

- spending time at kindergarten and joining in the program
- sharing your interests and skills with us
- taking the time to read and add family stories, pictures/artworks to your child's journal
- Follow our kindergarten Facebook and Instagram page for news and updates
- Reading noticeboards, and communication sent home via email and your child's pigeonhole, so that you can stay connected with kindergarten happenings
- becoming a member of the Management Committee
- collecting materials that can be used by the children, such as items for collage and non-treated timber off-cuts for woodwork
- communication with your child's teacher
- assisting with the maintenance and improvement of our kindergarten environment
- attending Working Bees
- helping on excursions

No two people are the same – we each have different talents, interests and constraints. Whatever your involvement, you can be certain it will be both appreciated and valued.

Parent Library

Our kindergarten has a selection of materials available on loan to parents. Topics include health, nutrition, safety, behaviour management and child development. Please record the details of any items that you borrow in the Parent Library Register.

Our Kindergarten Learning Program

The National Quality Framework

The Commonwealth Government has laid the foundation for Kindergarten Learning Programs through the introduction of the National Quality Framework (NQF) in 2012. The **National Quality Framework** encourages services to provide high quality and consistent standards of early childhood education and care. The NQF includes:

- a National Legislative Framework
- a National Quality Standard
- an Assessment and Rating System
- a Regulatory Authority, in each state or territory, who have responsibility for the approval, monitoring and quality assessment of services
- a National Body, responsible for providing oversight of the new system and ensuring consistency - Australian Children's Education and Care Quality Authority (ACECQA)

Services are assessed and rated against seven quality areas, covering 18 standards. Tamborine Mountain Community Kindergarten was most recently assessed in May 2022, and received an 'Exceeding' Rating.

Early Years Learning Framework

Our kindergarten curriculum and practice acknowledge the national **Early Years Learning Framework**. The *Early Years Learning Framework (EYLF) for Australia; Belonging, Being, Becoming (Version 2.0)* is aimed at extending and enriching children's learning from birth to five years. The framework provides a broad direction for early childhood educational settings, such as kindergartens, to facilitate children's learning and guide curriculum decisions. The framework sees curriculum as encompassing all the interactions, experiences, routines and events that occur in an environment designed to foster children's learning and development. The EYLF supports a model of curriculum decision making as an ongoing cycle and comprises three inter-related elements of Principles, Practice and Learning Outcomes. In Queensland, the Early Years Learning Framework complements the Queensland Kindergarten Learning Guidelines.

Queensland Kindergarten Learning Guidelines

Our kindergarten program is designed using the Queensland Kindergarten Learning Guidelines, accredited by the Queensland Curriculum and Assessment Authority. The QKLG describes a set of five learning and development areas that relate to the five broad learning outcomes identified in the EYLF:

- 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

Children will experience many opportunities to explore, solve problems, develop friendships, imagine, use their creativity and extend their capabilities in language, literacy and numeracy.

More information about Queensland Kindergarten Learning Guidelines is available from [Queensland kindergarten learning guideline \(QKLG\) | Queensland Curriculum and Assessment Authority](#)

More information about the Early Years Learning Framework is available at [ACECQA - Approved Learning Frameworks Version 2.0 - Communications toolkit | ACECQA](#)

You will see how your child's learning journey is linked to these frameworks through reflections and notes shared on Storypark and through their folios/journals.

Our Goals for Children

Our kindergarten recognises the importance of considering the whole child, since each aspect of development overlaps, and is influenced by others. Our program identifies goals for children in all areas of their development.

Broadly stated, the goals we have for children are to:

- feel good about themselves and have confidence in their abilities;
- feel happy and secure;
- grow in independence;
- behave as a responsible member of the group, and respect the rights of others;
- express themselves in a variety of creative ways;
- become competent communicators;
- use their bodies skilfully;
- develop skills in problem solving, divergent thinking, decision making and asking questions;
- develop perceptual skills and gain an understanding of basic concepts; and
- become enthusiastic about learning.

Parents and carers are invited to discuss the experiences provided as part of our program and the goals to be achieved.

Planning the Curriculum

Providing a program for individual children begins with gathering information about each child, a process that involves observing children and keeping records of their behaviour and developing skills. Our knowledge of early childhood education and child development allows us to interpret this information and develop a programme that matches experiences to each child's individual requirements.

As Early Childhood Educators, our role is to facilitate children's learning. We do this by creating a stimulating and supportive learning environment that is a careful arrangement of time, space, resources and people. Children are also engaged in the planning process by taking part in collaborative discussions and engaging in visible thinking routines. By questioning, describing, clarifying and extending, we promote children's learning, and by responding warmly to them, we show children that they are respected and valued.

Central to our planning is the belief that learning, for young children, is best achieved through play and concrete experiences. Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

In formulating an understanding of each child, sharing your parent knowledge and insights will support our knowledge building, and enable us to respond to their needs more effectively.

At Tamborine Mountain Community Kindergarten we have enhanced the curriculum through our Artist in Residence program, where children can develop their creative skills and experience, working with different art mediums and tools, under the supervision of our resident artist.

Through play your child is...

- An active participant in their own and other's learning
- Representing their understanding and thinking in many ways
- Developing social competence
- Learning to think logically and deeply
- Increasing control of their physical skills
- Building personal and emotional resilience
- Exploring relationships and developing friendships
- Learning early literacy and numeracy skills
- Building an understanding and respect for their own and other's cultural and social heritage
- Learning to appreciate the ideas and thoughts of others
- Exploring media and a variety of technologies
- Valued and respected



Positive Behaviour Guidance

Just like most skills, behaviour is learned and developed in social situations. At kindy, we focus on the positive aspects of a child's behaviour. We build relationships with each child and use strategies such as directional language, guidance strategies and behaviour modelling processes to encourage children to understand and choose positive behaviour. We work with families to understand and assist with any problems with their child's behaviour.

Policy of Inclusion

When children enter an early childhood setting, they bring with them a rich variety of cultural and social backgrounds and experiences. Our kindergarten recognises the individuality of each child and family and provides a program that promotes acceptance of diversity.

Equity will be shown to all children and families, regardless of race, culture, gender, lifestyle and individual ability. Every effort will be made to ensure children and families receive equal opportunities and are equally informed, with information being translated into other languages, as the need arises. Children will be encouraged to maintain their home language and will be supported through individualised assistance and resources.

Our kindergarten environment reflects the diversity that exists within our society, in ways that are meaningful to the children. Diversity will be dealt with openly and respectfully. Positive attitudes towards diversity will be encouraged, so individuals will accept and appreciate differences, while feeling good about themselves. Diversity will be addressed in terms of acknowledging similarities as well as differences.

Staff Professional Development

Our kindergarten actively supports the ongoing professional development of all staff members through their attendance at relevant courses, seminars, workshops and conferences.

Teacher Development Time

Staff Development Days are scheduled each term to provide additional opportunities for teachers and educators to prepare, plan and ensure they are meeting all legislative and licensing requirements. These dates are advised on our Annual Calendar and do not impact on Kindergarten Program hours.

Excursions

Excursions offer children 'real-life' experiences and serve to extend and enrich the learning opportunities provided within our kindergarten program. In recent years, excursions have included Numinbah Environmental Education Centre, Tamborine Mountain Police Station, NAIDOC Celebrations at TMSS, visits to the Tamborine Mountain Library and Geissman Park.

Whenever an excursion is planned, parents will be notified in advance. Written parental consent is required before a child can take part in an excursion. Risk Management is undertaken for all excursions.

Parent volunteers are needed to accompany us on excursions. Aside from providing the extra supervision necessary, additional adults can help maximise the learning opportunities for individual children. For any excursion to proceed, we must have a ratio of one adult to every four children. All accompanying adults must agree to abide by the rules and regulations of the venues.

Appropriate footwear and clothing must be worn on excursions.

Collaborative Partnerships with Community

Visitors to our kindergarten also serve to enhance our learning program. Visitors may be people who bring their specific skills and knowledge such as our Artist in Residence, Gardener in Residence, or interested members of the community such as the dental hygienist.

Students and Volunteers at Kindergarten

Consistent with the long-term training of staff, to provide quality education and care for the children, our kindergarten recognises the importance of student placements. During placements, students will be supervised by our kindergarten staff and by staff from their respective University or Institute of TAFE.

Our kindergarten also supports the inclusion of high school students on work experience. This will occur upon request from the School Liaison Officer and in consultation with the Business Manager. Acceptance of students will always be determined upon consideration of the children's needs within the kindergarten group.

Volunteers from the community are also considered an asset to our learning program. Volunteers will work under the guidance of kindergarten staff. The inclusion of students and volunteers in our programme will always be in addition to, and not in place of, our kindergarten staff.

All University/TAFE and school students (over the age of 18), as well as volunteers, are required to hold a current Positive Suitability Notice (Blue Card) **prior** to commencement of their practicum/volunteer work.

The following people are not required to hold a blue card:

- children under 18 who are volunteers (except "trainee students" undertaking a course of study with an education provider)
- volunteers, who are parents of a child attending one of our kindergarten programs.

It is an offence for a disqualified person to apply for a blue card. If a parent has been issued with a negative notice from the Blue Card Services, they are prohibited from volunteering at our kindergarten.

Centre Sustainability Information

Tamborine Mountain Community Kindergarten is committed to providing staff, children and families with inspiration and guidelines on sustainable practices as well as providing opportunities to engage in environmentally responsible practices, wherever possible.

We do this by:

- Reducing energy use by installation of solar panels to offset our electricity use and switching off lights and other power, when not in use
- Use of recycling bins
- Minimising waste by separating meal waste into recyclables, worm farm/compost and general waste
- Maintaining a worm farm for scraps and fertiliser for our vegetable garden
- Growing our own vegetables and herbs

- Incorporating sustainable practices into the curriculum by teaching children about sustainability and recycling
- Reminding children to conserve water
- Encouraging parents/carers to send 'nude' food with no or minimal wrapping
- Purchase of green products where possible
- Using recycled materials, where possible
- Being role models of sustainable practices and behaviours

We are always looking for ways to improve our sustainable practices and invite families to provide suggestions that we can incorporate into a *Sustainability Action Plan*.



The Role of the Lady Gowrie Central Governing Body

As an affiliated centre of Lady Gowrie, we have the support of a range of specialist staff, who are highly qualified in the field of early childhood curriculum, management and human resources. These central staff help to ensure our kindergarten provides the highest quality of education and care possible. Supporting the staff and the committee with the program, management and maintenance of the kindergarten is a large part of the Lady Gowrie Advisors' job. They also monitor our kindergarten, to ensure we are complying with the relevant regulations and legislation, through termly visits to our kindergarten and provision of on-call consultancy services for our staff and management committee.

Linda Nettle is our Lady Gowrie Advisor. Linda can be contacted directly at - linda.nettle@ladygowrie.com.au

Notices to Parents

Legislative and Licensing Requirements

Tamborine Mountain Community Kindergarten was assessed under the National Quality Framework in May 2022 with the following outcome in National Quality Framework (NQF) rating.

Quality Area 1	Educational program and practice	Exceeding National Quality Standard
Quality Area 2	Children's health and safety	Meeting National Quality Standard
Quality Area 3	Physical environment	Exceeding National Quality Standard
Quality Area 4	Staffing arrangements	Exceeding National Quality Standard
Quality Area 5	Relationships with children	Exceeding National Quality Standard
Quality Area 6	Collaborative partnerships with families and communities	Exceeding National Quality Standard
Quality Area 7	Leadership and service management	Exceeding National Quality Standard

In Queensland the Office of Early Childhood Education and Child Care is the regulatory authority that will undertake assessments and ratings of services.

The Information Service phone number is **1800 637 711**
or you can contact the Robina regional office on **5562 4877**

Compliance History Logbook

From 1 July 2010, Early Childhood Education and Care Services have been required to keep and maintain a *Compliance History Logbook*. The logbook contains all formal notices issued to the provider for the service, giving parents access to open and transparent information about non-compliant Early Childhood Education and Care Services. Our *Compliance History Logbook* is available to all parents and community members, on request.

Complaints Procedure

Our kindergarten is open to receiving feedback and resolving any grievance or complaint raised. Our kindergarten has a *Grievance and Complaints Management Policy* that is available as part of our Policy Library. Information is also available on our Centre Noticeboard.

Feedback can be provided through our *Parent Feedback Book* available at the Sign-in Table. Complaints or concerns can be made directly to the Business Manager, in the first instance, and then may be escalated to the Management Committee and Lady Gowrie, as per our procedure.

You can also contact our Central Governing Body, Lady Gowrie Qld, 07 3252 2667.

Please ask to see the Grievance for Families Policy for more detail.

A copy of the below Policies and Procedures are available on our Tamborine Community Kindergarten Website:

<https://tmckindy.org.au/>

- Grievance for Families Policy
- Administration of Medication Policy
- Exclusion and recording of illness and infectious disease Policy
- Medical Conditions – Asthma Management Policy
- Medical Conditions Policy
- Medical Conditions – Allergy – Anaphylaxis Management Policy
- Current Fees Schedule
- Fees and Payment of Fees Policy
- Late Collection Procedure and Fee
- Nutrition food from home Policy
- Code of Conduct



The staff of Tamborine Mountain Community Kindergarten welcome your family and look forward to celebrating your child's journey through their Kindergarten Year and their transition to school.

Thank you for supporting Tamborine Mountain Community Kindergarten and welcome to our community.