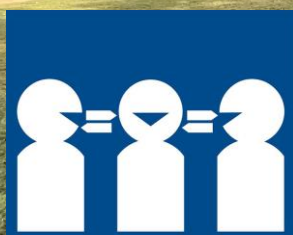


Roderick Street Kindergarten Family Handbook 2024



Ask for an Interpreter

We are on Yuggera Country
at 4 Cribb Street,
SADLIERS CROSSING, QLD 4305

Website:
<https://www.roderickstreetkindy.qld.edu.au>

Phone: (07) 3281 5951

Email: roderickstkindy@bigpond.com



**We acknowledge and pay our respects to the Traditional Custodians of the land on which our beautiful kindergarten is placed.
We pay our respects to all Elders past, present and emerging.**

Honouring First Nations Peoples

Our kindergarten premises is located on land where Australia's First Nations Peoples' have been teaching and learning ways of belonging, being and becoming for more than 65,000 years.

Our learning communities have been shaped, and will continue to be shaped, by the influences of Aboriginal and Torres Strait Islander cultures, wisdoms, and knowledges.

Honouring First Nations Peoples' histories, perspectives, and continuing connections to land, sea, and sky in all our programs, deepens everyone's learning. It is a great privilege to learn from, and with, the oldest living and thriving cultures on Earth and walk together to a better future for all.

We carefully work with our curriculum to promote fairness, empowerment, and respect, with teachers/educators embedding First Nations Peoples perspectives throughout what we do.

"Honouring our past, to teach our present, to create our future"

(Trisha Schuh: Napranum Early Childhood Centre)



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VISION AND MISSION STATEMENTS

Roderick Street Community Pre-School & Kindergarten Assoc. Inc. aims to be the first-choice kindergarten for a thriving community of lifelong learners.

The kindergarten's mission is to provide all children access to quality education within a play-based, caring, and supportive environment

We are a community-based, non-profit organisation.

We look forward to your family becoming part of the *Roderick Street family*.



***At Roderick Street
Kindergarten we nurture our
builders, creators,
detectives, nature lovers, risk
takers, artists, storytellers,
and explorers through play!***

Welcome to Roderick St Community Kindergarten



Dear Parents / Caregivers,

Welcome to Roderick Street Community Kindergarten!

As a parent with 3 children who have come through this kindy experience, I can wholeheartedly say "You've made the right choice, this kindy is amazing." I am so excited for you as you begin this important journey and hope that you have long lasting memories of your time spent with your child and everyone here.

As our name suggests, we are a community kindy and encourage families to be a part of our little community during your child's year here.

Roderick Street Kindy is a not-for-profit community organisation (affiliated with C&K). We rely heavily on parents to be a part of The Management Committee to operate effectively. Roderick Street Kindy has successfully been run by volunteer parents for over 50 years, and we look forward to this continuing on into the future.

I'd like to encourage you to be a part of The Management Committee. With your support it allows the valuable educators to be able to focus on what is most important, your child and their education.

Personally, being a part of this management committee means I have been lucky enough to work with a team who have played an integral role supporting my children's education. Together we worked on securing a permanent building, improving the facilities, supporting the teachers, raising funds for future projects, planning events, and helped solve a logistical and financial nightmare with Covid-19 rocking the world. Such an adventure!

It has been a delight working with the directors, Madonna, and Collette, as well as the support staff. Their commitment to this kindy is amazing and by you joining the team you will experience what I have.

Some further bonuses of being a part of the committee are, you make friends, learn a new skill, use your current skills to help further improve the kindy, or perhaps you'd like an excuse for a night out once a month and feel a sense of achievement and success (as a mum I know that can be an important feeling during this young kid season).

If you'd like any further details of the committee, please don't hesitate to chat to Collette or Madonna.

We hope to welcome you to our committee team for 2024.

Best Wishes,

Sally Platell (Former President of the Kindergarten)

The History of Roderick Street Community Kindergarten (established 1968)

1968 – Rev. Parkin formed the Central Congregational Day Kindergarten at 20 Roderick St Ipswich
Director Vione Jorgenson assisted by Dorothy Dodds

1973 – Director Hilda Groenberg and Assistant Marie Bansgrove employed at the kindergarten

1974- Kindergarten became affiliated with Crèche & Kindergarten Association of Qld

1984 - Name changed to Roderick Street Pre-school and Kindergarten

1990 – The kindergarten became an incorporated association

1998 – Hilda Groenberg retired from the kindergarten and Carolyn Shaw was employed as Director

2004 – Donna Doyle employed for 6 moths followed by Carolyn Moore (Directors)

2007 – Carolyn Moore went part time and Collette Doyle became Co-Director

2009 – Kindergarten began operating out of 4 Cribb St Sadliers Crossing (leased from IGS)

2010 - 5 Day fortnight program began

2012 - Carolyn Moore retired and Director Madonna Nielsen and Assistant Cheryl Carr employed for Group 1 in 2013

2014 – Marie Bansgrove retired after 41 years
Kate Costello employed
Julie Craig employed as Admin officer

2016 – Kate Costello left and Belinda Walker employed as assistant in group 2.
Fiona Sippel employed as bookkeeper

2018 – Roderick St Kindergarten celebrated its 50th anniversary with a wonderful kindy carnival

2020 – The Roderick St Kindergarten Committee purchased 4 Cribb St premises from Ipswich Grammar School

2021 – Began a fortnightly Playgroup and achieved the Exceeding rating in all 7 Quality areas in the NQF Assessment and Rating

2022 – New outdoor shed constructed, fort and surrounding play area renovated, new garden beds built, kindergarten building re-painted, and flooring replaced

2023 – Parent waiting area upgraded, Kim Wright joined the Roderick Street kindy team
New Kindergarten Funding
Last year of playgroup to make way for optional 3rd kindy day in 2024



Roderick Street Kindergarten Philosophy

At Roderick Street Kindergarten we nurture our builders, creators, detectives, nature lovers, risk takers, artists, storytellers, and explorers through play!

An Environment to Inspire Learning ~ Roderick Street Community Kindergarten is a place of learning where children, teachers and parents come together in a supportive, nurturing environment. We provide welcoming, natural, beautiful, and inspiring environments where children's curiosity and wonder are sparked. These environments promote conversation, interaction, and exploration. We feel it is important to encourage the children to respect and care for the environment and we aim to raise awareness of sustainable practices with them.

Everyone is Welcomed and Included ~ We celebrate and embrace the diversity and the uniqueness of every child and family and commit to building our cultural competence within the kindergarten community and beyond. We encourage an awareness of the importance of recognising and respecting one another's shared and unique rights.

Indigenous Perspectives are Embedded ~ We respectfully acknowledge the traditional owners of the land where our kindergarten stands. This land has been occupied and cared for by their ancestors for countless generations. Connections to Australia and our Indigenous past and present are valued, and their cultural richness is embedded into the teaching and learning at our site. We strive to build our knowledge and collaborate with First Nations Peoples to foster mutually positive and respectful relations.

Relationships and Partnerships are Key ~ Meaningful relationships and partnerships are essential to children's well-being and thus help to foster children's learning. Central to our philosophy are the values of respect, trust, honesty, integrity, compassion, courage, and resilience. We want the children to feel secure, nurtured, respected, and believed in. Thoughtful and sustained conversations between children and their teachers are conducive to a relaxed and vibrant place of learning. The rights of each child are paramount. The role of parents and families is both respected and supported and at our kindergarten, we view their input as an integral part of our programs.

Play is Paramount ~ At Roderick Street Kindergarten, we recognise the value and richness of play as the vehicle for children's learning. The provision of a play-based curriculum is the foundation of a quality early childhood environment. The children need long, uninterrupted blocks of play and we believe that they need the opportunity to return to unfinished work until they are satisfied. All of the Educators at Roderick Street Kindergarten are guided by the *Early Years Learning Framework*, the *Queensland Kindergarten Learning Guidelines*, the National Quality Framework and C&K's own curriculum framework – *Living and Learning Together*.

Children's Rights are Crucial ~ We recognise people as unique individuals who will have strengths to contribute and work alongside each other. To this end, we view children as competent and capable with rights and responsibilities. We believe they have a right to investigate what is of interest to them. Children are individuals with different learning capacities, who learn in many ways within the context of their family, their community, and the wider world. We support children in their efforts to become independent, creative problem-solvers who are confident to represent their understanding, knowledge and thinking in their own ways.

We recognise and value children as active agents in their own learning. Learning is planned collaboratively with the children and connects with prior and present experiences and their future life and learning. Parents and teachers share the responsibility for the education of children. We believe that everyone in our learning community is beautifully unique and has a wealth of knowledge, which we love to honour. The children's ideas and explorations are highly valued, and teachers use meaningful and respectful conversations and questioning to encourage deeper thinking and problem solving. We offer a wide variety of inclusive and open-ended materials and resources, books, and technology to involve the children in inquiry based learning and creative endeavours.

As Early Childhood Professionals, our educators are passionate about celebrating early childhood. They act in partnership with children and their families to lead and promote positive changes for everyone involved.

(Updated September 2023 in consultation with children, educators, families, committee members and community)

Section 1: Important dates in 2024

TERM 1

Monday 22nd January – Thursday 28th March

The Centre will be closed on the following public holidays during Term 1:

Friday 26th January for Australia Day

TERM 2

Monday 15th April – Friday 21st June

The Centre will be closed for the following public holidays during Term 2:

Thursday 25th April for ANZAC Day

Monday 6th of May for Labour Day

Friday 17th May Ipswich Show Holiday

TERM 3

Monday 8th July – Friday 13th September

TERM 4

Monday 30th September – Friday 6th December

The Centre will be closed for the following public holidays during Term 4:

Monday 7th October for King's Birthday



You will find a calendar at the back of this handbook

Section 2: Enrolling and starting at kindergarten

Thank you for choosing to enrol your child at Roderick St Community Kindergarten. We will organise orientation activities so you and your child can become familiar with our centre. This is a great opportunity for you to ask lots of questions and to find out where everything is located and for us to learn more about you, your child, and your family.

Before your child starts

When possible, take the opportunity to spend some time with us before your child starts. This may be one visit or several visits over a few weeks. Meet your child's teachers/educators, explore play areas, and observe our program in action.

This will support both you and your child to feel more confident on your child's first day. We will email you about our specific orientation activities as they are coming up.

In the lead up to your child's first day, take time to talk with them about what their first day will be like; discuss what they will bring with them, the people who will be looking after them, the children they will play with and the experiences they will engage in. Remind your child of what they saw when they visited the centre, the locker for their bag, the toilets, and the play areas.

The first day

You and your child may be a bit nervous about the first day, which is completely normal. Your child's teachers / educators will be on hand to support you both as you start this new journey together.

These tips will help make the first day as smooth as possible:

- All children are different; some will bound off and join other children as soon as they arrive, and others will require a bit more time to feel comfortable, so give yourselves plenty of time to settle in on that first day.
- Your child may become upset with a few tears. Reassure them that you will be returning later that day and feel confident knowing our experienced and caring teachers will make your child feel safe, secure, and comfortable.
- Make sure your child knows where their belongings are – let them help put their bag away and involve them in unpacking it.
- Call at any time to see how your child is going.

Naming belongings

Please mark all your child's belongings clearly with his or her name, using the Beginner's Alphabet, as this is the way they will learn to write at school. Please refer to 'The Beginner's Alphabet' section at the back of the handbook.



When you arrive:

- Wash or sanitise your hands and your child's hands on arrival.
- To support your child's transition, establish a routine each time you arrive.
- Sign your child in on the attendance iPad.
- Encourage your child to put their food in the fridges and basket. If your child's food is in an insulated container, please remove food from the container before placing it in the fridge, so the food remains at a safe temperature.
- Encourage your child to hang their washer on the correct hook in the bathroom, place their sheets in the sheet basket (first day of kindy) and their bag and drink bottle in their locker.
- If you haven't applied sunscreen at home, please apply sunscreen and record this on the sunscreen register.
- Share any news or important information with teachers/educators - for example, did your child have a restless night's sleep?
- To help your child settle in you may like to read a book, push them on the swing or another activity you enjoy together.
- Say a quick and confident goodbye.

When collecting your child:

- Sign your child out on the attendance iPad.
- Talk with your teachers / educators about your child's day and read any notices or information in the foyer.
- Collect your child's belongings.
- Wash your hands and your child's hands.

What to bring to kindergarten:

1. **A backpack large enough to hold 3 lunch boxes, water bottle (on the side), spare clothes, other belongings and articles made at the Centre.**
2. **Three separate lunch boxes or food wraps for morning tea, lunch, and afternoon tea (all clearly named please). Please note that insulated lunch boxes are not suitable to store in our refrigerators.**
3. **A washer with a loop sewn in the centre – to be used as a hand towel in the bathroom.**
4. **One set of cot sheets (one fitted cot sheet and one flat cot sheet) in a named drawstring bag or pillowcase.**
5. **A named water bottle.**
6. **A spare set of clothes (including underwear) kept in child's bag.**
7. **A library bag.**



Helping maintain a safe, healthy environment for all

- Make sure your child's bag and all recycled materials you gift to the centre (such as cardboard boxes, toys, and egg cartons) are checked, and items removed that could potentially harm a child such as plastic bags, batteries, sharp items, and medication.
- Do not bring any item into the centre that contains button batteries or magnets such as electronic toys, children's watches, or shoes with flashing lights.
Be Button Battery Aware – they are extremely dangerous and life threatening to children!
- Smoking and vaping are banned at early childhood education and care centres and for 5 metres beyond their boundaries.
- Follow all health and safety instructions at the kindergarten.
- Do not leave any children unattended in your vehicle when dropping off and collecting your child/ren.
- Please do not use the staff car park when dropping off your child.
- Close all gates as you enter/exit the kindergarten and only open the centre gate for your own child.
- Advise the Teacher immediately if your emergency contact details have changed.
- Advise the Teacher if your child receives a new medical or additional needs diagnosis.



Section 3: A place where your child is happy, healthy, and safe

Our highest priority is making sure our kindergarten is a place where you and your child feel happy, healthy, and safe. We achieve this through the use of inclusive educational strategies, the employment of high-quality teachers/educators, the provision of natural play spaces and by maintaining high standards and hygiene.

The Centre Leadership Team

The Nominated Supervisor is responsible for the overall operations at the centre, including the education program, staff management, and compliance with regulations and C&K policies and procedures.

The **Educational Leader** provides curriculum direction and guidance to all educators at our kindergarten.

For more details regarding these roles, please approach the Director or visit www.acecqa.gov.au/resources/educationalleadership.

Designated Supervisors (or sometimes called 'Responsible Persons') are teachers / educators with appropriate experience and qualifications.

These teachers/educators can be placed 'in charge' when the Nominated Supervisor is not at the centre.

Quality teachers/educators

Qualified teachers/educators and employees, work together at our centre to provide your child with a high-quality, play-based early education program. We believe that quality relationships are key to children's wellbeing and learning. All our teachers/educators hold appropriate qualifications and licences for their positions and each of our groups is led by a University-Qualified Early Childhood Teacher. All educators hold current First Aid, CPR, and asthma and anaphylaxis management training. You can feel assured they will be ready to act in the event of an injury or medical emergency. We also have a pool of regular relief teachers/ educators for times when our teachers/educators are out of the centre for professional learning opportunities, non-contact time or should they be unwell.



Our 50 year Anniversary Celebration

Our Amazing Team in 2024

Position:	Name:	Qualifications:	
Nominated Supervisor Director Educational Leader EC Teacher Thurs / Fri and alternate Wed	Collette Doyle	<ul style="list-style-type: none"> • Bachelor of Teaching (Primary) • Graduate Diploma in Education (Early Childhood) 	
EC Teacher Mon, Tues, and alternate Wed	Kim Wright	<ul style="list-style-type: none"> • Bachelor of Teaching Early Childhood • Associate Diploma of Education Early Childhood 	
Assistant Mon / Tues	Cheryl Cumberland	<ul style="list-style-type: none"> • Certificate III in Children's Services 	
Assistant Thurs / Fri	Belinda Walker	<ul style="list-style-type: none"> • Diploma of Children's Services 	
Inclusion Assistant Mon / Tues Assistant Wednesday Admin Officer Thurs	Julie Craig	<ul style="list-style-type: none"> • Certificate III in Children's Services 	

We also employ Fiona Sippel as our off-site bookkeeper,
Robin Rohl as our cleaner and Gordon Craig as our casual groundskeeper.

Policies ensuring your child's wellbeing and inclusion

Our teachers/educators follow well-researched, thorough policies, procedures, and guidelines to ensure that your child's experiences at the kindergarten are ones that promote and enhance their safety, wellbeing, and inclusion.

Our policies and associated documents address a broad range of topics, and we encourage you to view key policies on the C&K website at www.candk.asn.au/policies. If you don't have access to the internet, key policies are available from our kindergarten office.

Natural environments

We believe one of our most significant responsibilities is for children to experience, appreciate and protect nature; to see the beauty in the world, and to learn to be problem solvers and creative thinkers. We aim to develop your child's respect and love for the natural world, so they grow up with the desire, knowledge, and skills to promote action for sustainability.

At Roderick Street Community Kindergarten, your child will learn and play in natural spaces filled with natural materials. Your child will recycle, garden, learn about their community and will be involved in caring for our native, stingless bees, varied orphaned Australian animals and the abundant birdlife. We hope you will join us on this important and exciting journey, and we encourage you to share with us what your family does to connect with and respect our natural environment.

Positive behaviour guidance

Just like most skills, behaviour is learned and developed in social situations. Our specially designed early childhood programs and resources enable our teachers / educators to guide and promote your child's social and emotional wellbeing. Our teachers/educators will build a relationship with your child and family to create a safe, supportive environment for learning. Our teachers/educators will engage your child in experiences that model positive language and social behaviour. We will offer them the opportunity to develop a positive self-image and understanding of others. If teachers feel your child requires further support in building their social and emotional skills, they will work with them and include your family in the process.

Rest, relaxation, and sleep

We understand that rest and relaxation is an important part of your child's day and the way each child 'rests' and 'relaxes' can be different. We will offer your child opportunities to relax and rest throughout the day, in ways that meet their individual needs. This might include a rest on a mattress, a break with a comfortable cushion to dream on, or a rest on a rug outside in the shade, reading a book. Red Nose safe sleeping guidelines are consistently implemented at our centre.



Fees

Our Non-refundable enrolment fee is \$50

The Qld Kindergarten Funding Scheme is changing in 2024 and this will mean that families of eligible aged children will be entitled to 15 hours or two days of free kindergarten per week. The 2 days covered, are our beginning of the week group OR our end of the week group.

The cost of our optional 3rd non-government funded day per term (Wednesdays 8-3.30) will be \$575 per term.

The Centre must hold a copy of your child's birth certificate / Immunisation History Statement or full fees will be charged.

Fees include all incursion and excursion costs and a kindergarten bucket hat.

A fortnight's notice in writing must be given when resigning the child's position at the Centre.

If you have further questions regarding free kindy eligibility, please feel free to talk to the Treasurer, contact the QLD Government Kindy Hotline on 1800 454 639 or visit www.qld.gov.au/kindy.

Payment options for the third day are:

- ✓ Direct Deposit,
- ✓ Credit Card or
- ✓ Cash.

**Account Name: Roderick St
Kindergarten
Account Number: 165 343 641
BSB: 633 000**

Payment must be paid by the 3rd week of each term.

You may also choose to pay \$115 per fortnight.

Please note that if fees are not received by the due date, the following procedure is enacted.

Step 1. If fees are not paid by the **Friday of week 3 in any one term**, the family will be contacted by phone and/or email to arrange payment within 7 days.

Step 2. If no payment is received within 7 days from issue, the family will be required to set up a suitable payment plan.

Step 3. If payment plan is not followed, the child's kindergarten place on Wednesdays will be forfeited.

Debt recovery

The Committee reserves the right to take action to recover debts owing.

Any additional costs involved in retrieving funds owed will be passed on to the family.

Kindergarten funding

Only one kindergarten provider is entitled to claim Government Funding for each child.

If parents enrol their child in two early childhood services with kindergarten programs, they must notify them both and pay full fees at one of the services (kindergartens receive the Kindy funding over childcare centres).

Children are only funded for 15 hours of kindergarten per week.

Fundraising activities and building fund

Over the last few years our kindergarten committees and parents worked extremely hard to secure a permanent home for the kindergarten. This freedom however does come at a price, and we will need to continue fundraising to provide the wonderful programs and to service our loan. It would be greatly appreciated if you could help with these fundraisers through donation of time or resources. We aim to limit fundraising to one or two projects or events per term.

Another way that you can help with our fundraising efforts
is to donate to our registered building fund.

All donations over \$2.00 are tax deductible.

Donation of resources

We would be very grateful for donations of the following items from each child attending the kindergarten, as they are used in large quantities throughout the year.

- One Spirax A3 sketch book
- One box of tissues
- One ream of photocopy paper (A4)
- One pack of thick felt pens (Faber-Castell or Crayola)
- A large sized roll of sticky tape and a large sized roll of masking tape (75mm tape core)
Please choose environmentally friendly tape where possible.

Photography, video, and audio recordings

Our centre uses photography, video, and audio recordings to capture learning that occurs at our kindergarten and through our online program. This content is 'personal information', and we manage it in accordance with our Privacy Policy. We primarily use this in the delivery of our educational programs and to keep you informed of your child's progress. With your consent, we may also use it for other purposes like the promotion and marketing of our kindergarten through our website or social media.

We respect each child's right to privacy and your right to manage personal information on their behalf. When you complete your child's enrolment, you can consent to your child's image being used internally and/ or externally by the kindergarten or you can choose not to give us permission to take images or recordings of your child. You may change your consent at any time by advising us in writing.

Only share photos of your own child

To keep children safe and to respect the beliefs of all children and families, please only share images/recordings of your own child from kindy. This includes any photos taken when you are at the kindergarten or at any kindergarten event. (This could be by email, posting on social media sites, sharing in private messaging groups and so on.)

It is important to remember that images/ recordings you email, text or post on social media sites can and may be seen, and used, by many people. We need to treat these recordings in line with privacy laws.

Privacy

At our centre, we collect, use, share and store personal information about you and your child to provide you and your children with the highest standard of early childhood education and care. We are committed to protecting your privacy in accordance with our Privacy Policy. If you have any questions about the way we are handling your personal information, please speak with our director.

Excursions and visitors

From time to time, your child might go out into the community on an excursion. Places such as the local school, nearby nature spaces, the theatre, the library, or the art gallery are spaces where children can have new and different experiences outside their everyday learning. Visitors may also be invited to share experiences and activities with your child. Artistic or musical performances and cultural experiences are some of the events your child may experience. We will always let you know about excursions or visitors to the centre in advance, you are most welcome to join in the fun of our excursions and assist us with supervision. We encourage you to share ideas and possibilities for new adventures or suggestions as well as share your own skills and talents. Please see our Excursions procedures for further information.



Multimedia and technology

You will see a variety of approaches to integrating multimedia and technology occurring in the kindergarten. We may use computers, iPads, cameras, light tables, overhead projectors, or coding resources to extend and enrich your child's play. Our teachers / educators will be there when technology is used, supporting your child to be safe online.

Students and volunteers

We are often asked if a student or a volunteer can work with us in our kindergarten. We always consider the needs of the children, centre and community when reviewing such requests. When Roderick St Kindergarten hosts students and volunteers, we ensure they hold the required licences and engage them in an induction process to ensure they understand their responsibilities and obligations. All students and volunteers are always supervised and act under the guidance of teachers/educators. We will advise you in advance should a student or volunteer be working in your child's group. Please see our Volunteers, students, and external contractors' procedure for more information.

Bringing nutritious meals

Healthy eating is encouraged at our centre. Your child needs nutritious food to fuel their body and mind for learning. Please discuss your child's food requirements/allergies with us when you enrol, including any cultural or religious dietary needs.



We encourage children to drink water throughout the day and at morning tea, lunch, and afternoon teatime. **Please do not send any other drinks such as juice, milk, or cordial.**



Please refer to your group's information booklet for specifics on lunchboxes and food requirements.

Please see our Nutrition and Food Safety procedure for more information. We also have some great healthy lunch ideas in our Parent Library and on the Storypark Parent Resource page.

Celebrations

Are there events or cultural celebrations that you would like to share with us at kindy? We would love to hear your ideas and what is important to you and your family.



A sun safe environment

Sun safety is important, and we will provide a broad brimmed hat for your child when they start kindergarten. Apply sunscreen to your child at home or immediately upon arrival at the centre. Please record this application on the sunscreen register. Teachers/educators will reapply sunscreen as required. We encourage the wearing of sun safe clothing and sunglasses. Please see our Sun Safety Procedure for more information.

Clothing and footwear

Please send your child along in "everyday" clothes and shoes as messy activities are part of our educational program. Choose clothes that wash easily.

Please select clothing which promotes independence for the children – zips, clips and buttons can be difficult to undo in a hurry. Elastic wadded pants are ideal. Please choose footwear that is easy to remove. Bare feet are better for safety on the outdoor equipment, for growing foot muscles and for generally healthy feet. It is preferred that the children wear footwear to and from the Centre.

Cleaning and Hygiene practices

Our centre follows thorough, best practice procedures to ensure a clean, hygienic centre is maintained for you and your child. Please support this by always washing yours and your child's hands when you arrive at and leave the centre, following the pictorial procedures displayed near all hand washing sinks. Cleaners are employed daily outside operational hours.

Immunisation

Our centre follows strict procedures relating to infection control and enforces an exclusion period for children, parents and teachers/educators who are diagnosed with an infectious illness.

We ask you to indicate your child's immunisation status in their enrolment booklet and provide evidence of your child's immunisation to the centre. Approved immunisation documentary evidence must be either:

- An official record issued by the Australian Immunisation Register (AIR).
- A letter from a recognised immunisation provider i.e., GP or immunisation nurse.

Documentary evidence must clearly indicate whether a child's immunisation status is 'up to date' or 'not-up-to date' as per Queensland Immunisation Schedule.

An up-to-date status includes cases where a child is on a recognised catch-up schedule or has a documented approved medical exemption.

Parents/guardians can obtain an immunisation history statement for their child via:

- Medicare Online Account
- Express Plus Medicare app
- Phoning the Australian Immunisation Register - 1800 653 809.

Child safety and protection

Safe, protective, and healthy environments are fundamental to every child, giving them the opportunity to learn and grow to their full potential.

Our centre teachers/educators advocate for and protect children's safety and wellbeing in a variety of ways, including reporting suspected cases of child abuse. All teachers/educators are required by law to report child protection concerns to the relevant authority.

If you would like to know more about our commitment to child protection, please ask our director.

Illness and infectious diseases

When children play and spend time with one another regularly, illnesses and infectious diseases can occur and spread. If your child is unwell, teachers/ educators will contact you to come and collect them as soon as possible. To minimise the spread of illness, please do not bring your child to the centre when unwell or administer any fever reducing medication to your child prior to your arrival at the centre. If your child will be absent, please notify us.

The table below, details some common childhood illnesses and the exclusion periods recommended by the National Health and Medical Research Council that our kindergarten follows. You can find the full publication this table is taken from, in *Staying healthy: preventing infectious diseases in early childhood education and care services in childcare*, 5th edition at www.nhmrc.gov.au.

Common illnesses	Exclusion periods
Chickenpox	Until all blisters have dried
Conjunctivitis	Until the discharge from the eyes has stopped unless a doctor has diagnosed as non-infectious
Diarrhoea	Until there has not been a loose bowel motion for 24 hours
Fever (above 38°C)	24 hours after the fever has stopped without the administration of fever-reducing medication
Gastroenteritis – Exclusion	As advised by Queensland Health, a single case (no other cases within three days at a centre) of gastroenteritis (children and adults) should be excluded from a centre until at least 24 hrs after the symptoms have ceased. Two or more cases may indicate transmission within a centre, therefore until the cause is identified the exclusion period should be for 48 hrs after symptoms cease.
Hand, foot, and mouth disease	Until all blisters have dried
Head lice	Not excluded if effective treatment begins before the next day at the centre
Human parvovirus B19 (slap cheek)	Not excluded, however, the child should stay at home until they are feeling well
Impetigo (school sores)	Until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing
Influenza and influenza-like illnesses	Until child is well
Pertussis (whooping cough)	from the onset of coughing until child is well
Roseola	Not excluded, however, the child should stay at home until they are feeling well
Vomiting	Until 24 hours after vomiting has stopped

Please see our Time Out Poster at the back of this handbook for more information.

Injuries and incidents

In the event of any child related incident:

- We will contact you for all significant incidents, and you may be asked to collect your child. Teachers/educators will continue to monitor and care for your child until they are collected.
- A detailed incident record will be completed in preparation for you to review and sign at the end of your child's day. A copy can be provided if requested.
- Where your child requires medical treatment beyond immediate First Aid, and we are unable to contact you, we will ensure your child is cared for and comforted. We will contact your emergency contact(s), and/or call an ambulance. It is very important to make sure your list of emergency contacts is always up to date.

Diverse learning needs and medical conditions

If your child has a diverse learning need or a medical condition, such as anaphylaxis, asthma, diabetes, or epilepsy, we ask that you provide a comprehensive current medical management plan that is signed and dated by your child's medical practitioner. Medical management plan templates are available on the C&K website.

Before your child starts, please have a conversation with your child's teacher, about your child's needs to assist with the management of their condition or disability.

If your child requires a specialised health procedure to be undertaken at the centre, we will work with you to determine how best to support this. Your child's commencement may need to be delayed so our teachers/educators can engage in specialised training to enable them to be capable and confident in meeting the needs of your child's diverse learning needs or medical condition. If your child has a National Disability Insurance Scheme (NDIS) plan, you are welcome to share this with us.

If you would like some of your child's therapy delivered within the centre, please talk with the Teacher about how this may be able to be supported in an inclusive way.

Medication

Your child may need medication during the times they are at the centre, even though they are well enough to attend. If this circumstance arises, please let your child's teachers/educators know when you arrive, and they will show you where the medication is to be stored, the procedure they will follow to administer it to your child, and the form you need to complete and sign. It is important that the medication is prescribed by a doctor, in date, labelled by a pharmacist with your child's name, as well as the instructions and dosage for administration. Please see our Medication Procedure for more information.



Collection and access

When you enrol your child, we ask you to provide the name and contact details of any adults who will drop off and collect your child. If an adult arrives to collect your child, and the teacher/educator does not know who they are, they will be asked for photo identification. This allows teachers/educators to confirm, against your child's record, that this person is someone you have authorised to pick up your child. If you need someone, who is not listed and authorised in your child's record, to drop off and pick up your child, please complete an Additional Emergency Contact Form which is available from our office. Please see our Access, Arrival and Departure Procedure for more information.

Court orders and parenting plans

If there are any current court orders, parenting plans, directive orders, or other official documentation relating to your child, you must provide a copy to the centre upon enrolment or as soon as the documents are issued. Court orders must be stamped with an official seal.

Having copies of the documents will allow teachers/educators to respect and adhere to the requirements of the orders, including access to your child and receiving information about your child from the centre.



Section 4: Our program

Our inclusive educational program will honour every child's right to play, build on their existing learning from home, and provide foundations to be a successful, lifelong learner. Our centre is a place where your child will belong, engage, and contribute to a community of learners. Teachers/Educators are open to your child's ideas and will foster their social and emotional growth and provoke their curiosity. Your child will experience many opportunities to explore, inquire, solve problems, develop friendships, imagine, use their creativity, and extend their capabilities in all curriculum areas including language, literacy, numeracy, science, and the arts.

Our inclusive education programs

The *Listening and Learning Together C&K Curriculum Approach* is implemented in our Kindergarten. The learning outcomes in our curriculum approach align with both The Early Years Framework for Australia (EYLF), and the Queensland Kindergarten Learning Guideline (QKLG).

Our teachers/educators skilfully partner with all children and families to create caring and vibrant learning communities.

In this year before school, our educators will guide and support your child to be a curious, capable, and collaborative learner. The staff at our centre view children from birth as thinkers and theorists, who are rich in ideas and knowledge, and who are powerful learners and active citizens.



What does play-based learning look like?

Learning and enrichment of play will happen in ways that are meaningful and relevant to your child. For example, if a child is setting up a shop in block corner, the teacher/educator, may encourage them to draw signs for the shop and think about opening and closing times or make resources to sell in the shop. In this example, the teacher/educator is purposely supporting your child's interest to explore opportunities for literacy and numeracy development. You might also see teachers/ educators supporting your child and others to set up a doctor's surgery, where the children can transfer their real-life knowledge to their play and extend on their learning. This may include filling out patient forms, examining x-rays and negotiating roles played by friends and solving problems. Sometimes the staff may help your child research more about a topic of interest, using iPads, the computer, books etc.



Our teachers/educators will encourage your child to explore and investigate a range of materials and express their thinking and emerging understandings in a variety of ways.

Teachers/educators will support their curiosity and creativity and encourage them to investigate and solve problems. They will help them to capture their learning and share their thinking.

Bush Kindy Program

Our end of the week group has a bush kindy program during terms two and three. The children in this group will have the opportunity to visit our local nature space on different mornings throughout these terms (if they would like to). The educators in this group have completed specialised nature kindergarten training.

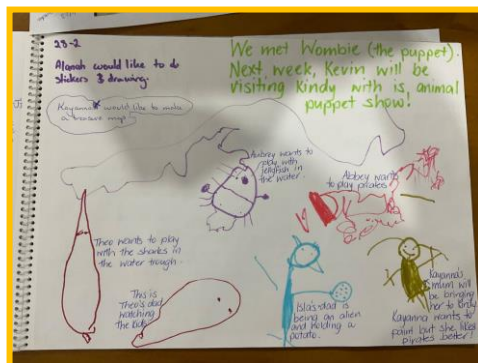


Communicating children's learning

We know how important it is to understand what your child is learning and the experiences they are engaging in. Teachers/ Educators will reflect on and interpret children's learning experiences adding their professional knowledge for your child and the whole group.

Children's learning, growth, their interests, and achievements across a year, will be gathered and shared within the centre through print and electronic formats, such as Storypark, project books, displays and informal and formal discussions.

We encourage you to take some time to look at the program and add your comments. Contributing to this connects the child's life at the centre to your life at home.



Section 5 Embracing inclusion and diversity

Our centre embraces and celebrates the diversity that exists within and between our communities. By respecting diversity, children are supported to create positive relationships and a strong sense of identity. Inclusive early childhood programs acknowledge that all children have different life experiences, and such programs support children to value and celebrate similarities and differences.

We invite and welcome you to share your culture, background, and life experiences with us. You will find that our centre will engage in a variety of celebrations throughout the year that value people and cultures from all backgrounds and we encourage you to share and take part in these celebrations.

Embracing Diversity

Our teachers/educators work closely with families, specialists, and agencies to support access and participation for all children. It is important for us to know what is unique to your child to feel welcome, safe, and able to participate.

Prior to enrolment, sharing information at orientation and centre visits becomes a valuable process for teachers/educators to prepare their environments and access training and support if needed.

Fully understanding the needs for your child becomes a positive experience as they transition into a new environment.

Our educators take pride in committing to offer the best possible support for your child. Through reflection and the critique of their thinking and practice, they ensure they provide learning opportunities for all children.



Section 6 Transitions

Moving on from kindergarten to Prep is a big and important step and our teachers/educators will be there to support and assist you and child with this transition. Our skilled teachers/educators will collaborate with you on this journey and use a range of strategies to provide a smooth, comfortable transition for your child as they progress on their learning journey.

Transitioning to school

When your child is ready, we will help them to transition from kindergarten to Prep and encourage and welcome your involvement in this process. We will have a discussion with you if we feel that another year of kindy would be beneficial in allowing time for your child to be developmentally ready.

Your child will have a Transition Statement prepared by their teacher, with input from you and your child. This statement provides a snapshot of your child's learning across their kindergarten year and contains valuable information for you and your child's Prep teacher. It explains what sort of learner your child is, their strengths and interests, and ensures your child's school knows how to support your child from the moment they arrive.

Before a Transition Statement can be shared, parents need to review and agree to share this information with their chosen school. We strongly encourage you to share your child's Transition Statement and to talk with your school if your child may need additional support.

What you can do to make the transition to school a positive and calm experience

There are lots of ways to help make the move to school a smooth one. Here are just a few tried and tested ideas:

- Talk regularly with your child about the experiences they might engage in, the friends they will make, and the interesting things they will learn
- Encourage them to put on and do up their own shoes, and carry their own bag
- Walk past the new school so that your child knows what it looks like
- Learn the names for break times such as Big Lunch or Second Break
- Encourage eating and drinking without help by supporting your child to wrap and unwrap food and fill up their drink bottle
- Share and discuss positive experiences from your own school days
- Ask for their help in naming items and uniforms, so they know how to identify them if they get lost
- Show where you will pick your child up each day, and explain what to do if you are late or not there
- Talk about staying safe at school
- Attend the school's Open Day and meet your child's teacher
- Find the Prep classrooms, bag lockers, play areas, toilets, lunch spaces and drink bubblers together
- Participate in the school's 'Under 8's Week' activities if they are open to the community
- Keep an eye out on our Facebook page and website and the C&K Facebook page for information
- Reassure your child that if they are unsure of anything, to ask an adult



Section 7 Our commitment to quality

To enable us to consistently provide high-quality early childhood education and care programs that cater to the needs of different families in unique communities, we are committed to continuous review and improvement. Our teachers/educators engage in an ongoing process of reflection, planning and review to ensure they can build on their own strengths, and work on areas that need further focus. We strive to involve children, families and the community in this process and encourage and welcome your thoughts, recommendations, and feedback on what we are doing well, and areas where we can improve.

Our commitment to continuous improvement and the provision of the highest standards of education and care is evident in the excellent results our centre received in the National Quality Framework assessment and ratings process that all early childhood centres across Australia participate in.

National Quality Framework

The National Quality Framework (NQF) encourages centres to provide a high quality and consistent standard of early childhood education and care across Australia.

The NQF includes:

- A national legislative framework that consists of the Education and Care Services National Law and Education and Care Services National Regulations and National Quality Standards (NQS)
- An assessment and ratings system
- A regulatory authority in each state and territory which has responsibility for the approval, monitoring, and quality assessment of centres
- A national body responsible for providing oversight of the new system and ensuring consistency of approach – the Australian Children’s Education and Care Quality Authority (ACECQA)



Centres are assessed and rated against seven quality areas of the NQS. The standards cover children’s development and education as well as relationships with families, educator qualifications and the centre environment.

In the most recent Assessment and rating Visit (2021), Roderick Street Community Kindergarten achieved an **Exceeding** rating in **all seven quality areas**.

Our overall rating is Exceeding.

For more information regarding the NQF see our director or visit www.acecqa.gov.au



Section 8 Staying Connected

Come and join us on your learning journey! Our teachers'/educators' dedication to building a sense of community and belonging is at the core of everything we do.

We welcome and encourage you to be a part of our programs. Share your ideas, talents, and skills, ask questions, sign up for the volunteer roster and help us set and achieve a wide range of goals.

We also hope you will join us at the various events we hold, or participate in, throughout the year. This is a great way to meet other families and build a sense of community and belonging.

Communication

We believe timely and informative communications are vital for families and help develop a strong relationship with your child's centre and with our centre as an organisation. Our kindergarten will communicate with you regularly about your child's experiences and their progress. We encourage you to get involved in the day-to-day life of the centre and projects with your child. We will communicate regularly through Storypark and via email. Our own website and, the C&K website and social media pages are also a great source of information for families.

Feedback

We always welcome feedback from families and encourage you to talk with your child's teacher about their progress and celebrate successes or share any concerns you may have. Please see our Feedback and Complaints procedure for more information.



Section 9 Committee and Affiliation with C&K

Our kindergarten is a community based, non-profit organisation, run by the parent management committee.

Management committee

Our Centre is managed by a committee, consisting of interested parents, who are elected at the Annual General Meeting in February each year. The responsibilities of this committee include the financial management of the Centre, development and maintenance of the building and grounds and the provision of ample and suitable equipment.

The Committee meets twice per term (along with any other interested parents) and consists of:

The Executive Committee consisting of:

- President
- Vice-President
- Secretary
- Treasurer.

The Management Committee consists of the Executive members and the following committee members:

- Fundraising Co-Ordinator
- Child Protection Officer and Workplace Health & Safety Officer
- Building Fund committee Representative.

Nominations for these positions are sought prior to the AGM. The Director and Teachers also attend meetings in a consultative (non-voting) capacity and provide reports to the Committee at each meeting.

The operation of the Management Committee is to a large degree controlled and influenced by the Rules of the Association. Copies of these Rules are available for perusal by contacting any committee member or the Director.

The very high standards of early childhood education developed at our centre are a reflection not only of the outstanding personal characteristics of each staff member, but of a very close liaison and good working relationship between the committee and the staff.



Committee position descriptions

Executive committee:

President

- Provides leadership and strategic direction
- Motivates the committee/parents/staff and may organise a kindy social activity from time to time
- Monitors ongoing compliance with state and federal laws
- Acts as chairperson at meetings
- Liaises with C&K
- Delegates responsibility
- Breaks deadlocks in unresolved decisions

Vice President

- Supports the role of President
- Adopts the role in their absence
- Assists with any special projects and social activities
- Coordinates grant applications with assistance from parent body

Treasurer

- Signatory on bank accounts
- Liaising with the bookkeeper – being kept up to date on outstanding fees and how the kindy is going with the budget.
- Communicating with the bookkeeper regarding monthly reports and passing on any requirements from the committee
- Presentation of reports at monthly committee meetings (prepared by Bookkeeper)
- Chasing up late fees
- Looking at budget figures for the following year

Secretary

- Prepares, maintains, and lodges all correspondence
- Acts as the contact between the service and other organisations
- Maintains the register of members
- Maintains centre files
- Organises any Public relations / Newspaper articles required throughout the year
- Takes minutes at meetings and emails out to committee
- Prepares agendas for meetings

Additional committee:

WHSO/ Child protection officer

- Checks First Aid box each term
- Maintains Workplace health and safety checklists and ensures compliance
- Completes Risk Assessments for fundraising or social events
- Assists with Child Protection investigations if needed

Fundraising Coordinators

- Organise fundraising projects and events (approximately one large project or event per term)

Building Fund committee Representative

- Liaises between the Kindergarten Committee and the Building Fund Committee who meet twice a year.
- Ensure that the kindergarten is abiding by the rules set out in the Building Fund Term Rules
- Ensure that the Administration officer is providing fund donors with tax deductible receipts as required

Parent involvement

Our Kindergarten recognises the important role played by parents in the education of their children. Parents are the first and, in many ways, the most important teachers of the young child. Parents and teachers need to work together to provide the best possible experience for the child.

We value parent participation and involvement on a variety of levels e.g., participating in parent roster, sharing skills and interests in the educational program, attending parent meetings, fundraising events, and social functions, and becoming involved at committee management level.

We would also welcome interested parents to join our Reconciliation Action Plan Group.

Parent roster

Parents are invited and encouraged to participate in our program whenever they have time. A Parent roster is available for our groups and will be prepared once the children have settled in. You can put down your name on a day that is suitable for you.

Mums, Dads, and Grandparents are most welcome.

(NB: Grandparents may only visit twice before they are required to obtain a Blue Card)

Parent Roster is an opportunity for parents to interact with their child and his/her peers in their learning environment. Parents are encouraged to use this opportunity to talk to the Teachers about the progress of their child.

When parents spend time at the kindergarten on roster for the first time each year, they must read through the Students, Volunteers and External Contractors Folder information and sign the form to affirm that they understand what they have read.

Affiliation With C&K

C&K affiliated kindergartens operate as independent legal entities (generally incorporated associations), managed by a volunteer management committee. As a Central Governing Body (CGB), C&K supports the needs of affiliated kindergartens to focus on their children, families and community through their strong and trusted brand and connected professional community.

Centres affiliated with C&K receive comprehensive support in governance including managing kindergarten and inclusion funding, training for committees and educators, advice and support regarding inclusion, use of the C&K brand, curriculum approach and resource materials. Advice and assistance are also provided to support regulatory frameworks including the National Quality Standards. C&K also offers educators opportunities for professional learning and building strong networks with other educators.

Treasures from home

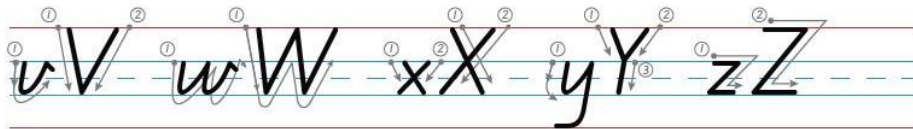
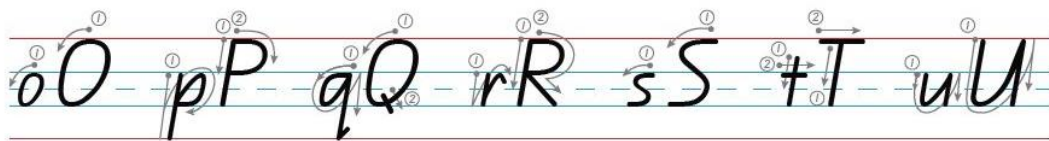
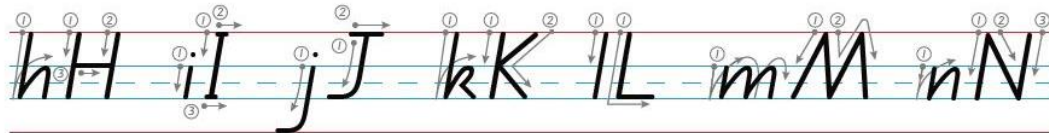
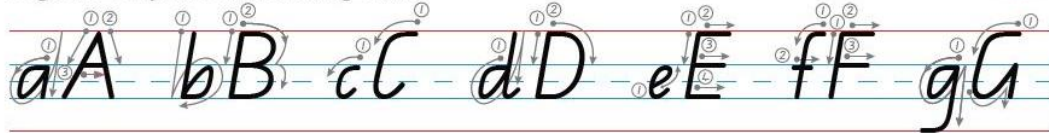
Whilst we do not wish to dampen your child's enthusiasm, we would appreciate if toys brought from home were limited to those received on special occasions. Whilst all care is taken, items from home that are valued and treasured may become broken or lost. However, your child is encouraged to bring other items to share, that would enhance current learning. Please discuss these on an individual basis with your child's teachers.

We hope you enjoy your time at Roderick Street Community Kindergarten!

Writing Your Child's Name

This is the script (Queensland Beginner's Alphabet) that the children learn in Prep, so it will be easier for the children if they learn to identify and use the correct font for writing their name from the beginning.

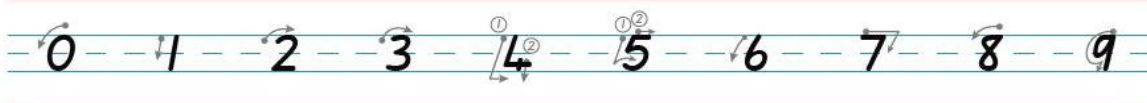
Beginner's Alphabet handwriting chart



Page 1 of 2 Eng_Y1_BLR_BegAlphChart

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- Please do not write your child's name in Capital Letters. It may seem easier at the time however this is not the case if they have to re-learn it for Prep. Write the name with a capital letter to begin and then lower-case letters to follow.
- Please do not force your child to write their name, they may not be interested yet. Don't worry, they may just need more time - perhaps they're not ready yet. Recognising their name – and identifying letters in their name is an important first step.
- Point out letters on packaging such as milk cartons, on signs or in story books that are the same as the ones in their name.
- Rather than just writing their name for them, you may like to dot your child's name so that they can trace over it or copy it underneath. Remember to model the right way to trace over the letters.
- Most importantly praise your child's attempts and keep encouraging them. Accept approximations to start with, don't be critical.
- Write children's names on the TOP LEFT HAND corner of their paintings or pages, as this eliminates their tendency to "Mirror Write" and cues them into where to start reading later. If they start to write on the right-hand side they may write their name perfectly, backwards!
- Comment when you are writing an email to someone about how you can keep in touch by writing. Get children to help you make up the shopping list. Young children need to see that there is a purpose in learning to write and to read.
- It is common for children to reverse letters in their early attempts at writing. You can point out the difference by showing your child how the correct letter looks. Don't make too much fuss about it as these things usually work themselves out with time and practice.
- Keep encouraging your child to draw or paint. It is especially beneficial for them to draw and paint on a vertical surface!

Time Out

Keeping your child and other kids healthy!

This poster provides information on the recommended minimum exclusion periods for infectious conditions and will assist medical practitioners, schools, pre-schools and childcare centres to meet the requirements of the *Public Health Act 2005*!

Condition	Person with the infection	Those in contact with the infected person ²
Chickenpox (varicella)	EXCLUDE until all blisters have dried. For non-immunised children, this is usually 5 days after the rash first appears, and less for immunised children.	EXCLUSION MAY APPLY EXCLUDE non-immune pregnant women and any child with immune deficiency or receiving chemotherapy. <i>Contact your Public Health Unit for specialist advice.</i> Varicella can be reactivated in older children and adults as Shingles. See below.
Cold sores (herpes simplex)	NOT EXCLUDED if the person can maintain hygiene practices to minimise the risk of transmission. Young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing where possible.	NOT EXCLUDED
Conjunctivitis	EXCLUDE until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis.	NOT EXCLUDED
COVID-19 ⁴	EXCLUDE for at least 10 days after the onset of illness and until they have not had any symptoms for 3 days. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Cytomegalovirus (CMV)	NOT EXCLUDED Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Diarrhoea ³ and/or Vomiting including: • amoebiasis • campylobacter • cryptosporidium giardia • rotavirus • salmonella • viral gastroenteritis <i>but excluding:</i> • norovirus • shigellosis • toxin-producing forms of E.coli (STEC) <i>See specific information below</i>	Exclusion periods may vary depending on the cause. EXCLUDE a single case until 24 hours after the last loose bowel motion and the person is well. EXCLUDE all persons who prepare or serve food until they have not had any diarrhoea or vomiting for 48 hours. If there are more than two cases with diarrhoea and/or vomiting in the same location, or a single case in a food handler, notify your Public Health Unit. <i>See information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.</i>	NOT EXCLUDED
Enterovirus 71 (EV71 neurological disease)	EXCLUDE until written medical clearance is received confirming the virus is no longer present in the person's bowel motions.	NOT EXCLUDED
Fungal infections of the skin and nails (ringworm/tinea)	EXCLUDE until the day after antifungal treatment has commenced. (No exclusion for thrush).	NOT EXCLUDED
Glandular fever (mononucleosis, Epstein-Barr virus)	NOT EXCLUDED	NOT EXCLUDED
German measles (rubella) ⁴	EXCLUDE for 4 days after the onset of rash or until fully recovered, whichever is longer. Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women and female staff of childbearing age should check their immunity with their doctor. <i>Contact your Public Health Unit for specialist advice.</i>
<i>Haemophilus influenzae</i> type b (Hib)	EXCLUDE until the person has completed a course of appropriate antibiotic treatment. ⁵ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Hand, foot and mouth disease (EV71)	EXCLUDE until all blisters have dried.	NOT EXCLUDED
Head lice	Exclusion is not necessary if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).	NOT EXCLUDED
Hepatitis A ⁴	EXCLUDE until at least 7 days after the onset of jaundice or dark urine, or for 2 weeks after onset of first symptoms if no jaundice or dark urine.	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about vaccination or treatment for children and staff in the same room or group, children transferring to another centre and new enrolments.</i>

1. Observing the exclusion period meets the intent of the *Public Health Act 2005* for a person to be non-infectious.
2. The definition of 'contact' will vary between diseases and is sometimes complex. If unsure, contact your local Public Health Unit.
3. Diarrhoea definition is: 3 or more loose stools or bowel movements in a 24 hour period that are different from normal and/or escapes a child's nappy.
4. Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions.
5. Appropriate antibiotic treatment: this will vary between diseases. If unsure, contact your Public Health Unit.

MAR 2020



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Condition	Person with the infection	Those in contact with the infected person [†]
Hepatitis B and C	NOT EXCLUDED Cover open wounds with waterproof dressing.	NOT EXCLUDED
Hepatitis E	EXCLUDE until at least 2 weeks after the onset of jaundice.	NOT EXCLUDED
Human immunodeficiency virus (HIV/AIDS)	NOT EXCLUDED Cover open wounds with waterproof dressing.	NOT EXCLUDED
Influenza and influenza-like illness	EXCLUDE until symptoms have resolved, normally 5–7 days.	NOT EXCLUDED
Measles [‡]	EXCLUDE for 4 days after the onset of the rash. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY Vaccinated or immune contacts NOT EXCLUDED . EXCLUDE immuno-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case. EXCLUDE non- or incompletely vaccinated contacts, without evidence of immunity. <i>Contact your Public Health Unit for specialist advice.</i>
Meningitis (bacterial)	EXCLUDE until well and has received appropriate antibiotics.	NOT EXCLUDED
Meningitis (viral)	EXCLUDE until well.	NOT EXCLUDED
Meningococcal infection [‡]	EXCLUDE until 24 hours of appropriate antibiotics have been completed. <i>Contact your Public Health Unit for specialist advice.</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about antibiotics and/or vaccination for close contacts.</i>
Molluscum contagiosum	NOT EXCLUDED	NOT EXCLUDED
Mumps	EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Norovirus	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours.	NOT EXCLUDED
Roseola, sixth disease	NOT EXCLUDED	NOT EXCLUDED
Scabies	EXCLUDE until the day after treatment has commenced.	NOT EXCLUDED
School sores (Impetigo)	EXCLUDE until 24 hours of appropriate antibiotics have been completed. Cover sores on exposed areas with a waterproof dressing until sores are dry, and encourage handwashing.	NOT EXCLUDED
Shiga toxin-producing E.coli (STEC)	EXCLUDE until diarrhoea has stopped and two samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Slapped cheek syndrome, fifth disease (parvovirus B19, erythema infectiosum)	NOT EXCLUDED Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Shigellosis	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Shingles (herpes zoster)	EXCLUSION MAY APPLY If blisters can be covered with a waterproof dressing, until they have dried NOT EXCLUDED . EXCLUDE if blisters are unable to be covered and until no new blisters have appeared for 24 hours.	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).</i>
Streptococcal sore throat (including scarlet fever)	EXCLUDE until 24 hours of appropriate antibiotics have been completed.	NOT EXCLUDED
Tuberculosis (TB) [‡]	EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit.	NOT EXCLUDED
Typhoid [‡] and paratyphoid fever	EXCLUDE until diarrhoea has stopped and two samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Whooping cough (pertussis) [‡]	EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY for those in contact with the infected person. <i>Contact your Public Health Unit for specialist advice regarding exclusion of non- or incompletely vaccinated contacts.</i>
Worms	EXCLUDE until diarrhoea has stopped for 24 hours and treatment has occurred.	NOT EXCLUDED



Some medical conditions require exclusion from school, childcare centres and other settings to prevent the spread of infectious diseases among staff and children.

For further information or advice about diseases or conditions not listed here:

- Contact your nearest public health unit at: www.health.qld.gov.au/system-governance/contact-us/contact/public-health-units
- National Health and Medical Research Council publication: infectious diseases in early childhood and education and care services, 5th edition www.nhmrc.gov.au/guidelines-publications/ch55
- For fact sheets about various communicable diseases visit the Queensland Department of Health website at: <http://disease-control.health.qld.gov.au>

Time Out



Use this QR Code to access a digital copy of this poster or visit www.health.qld.gov.au/public-health/schools/prevention



Queensland Government

MAR 2016

RODERICK STREET KINDY CALENDAR 2024



JANUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- Group 1 - 2024
- Group 2 - 2024
- Extra Day 2024

Public Holidays 2024
Student Free Days

