

Campus Kindergarten

"To follow one's life compass"



PARENT HANDBOOK

2019



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*Campus Kindergarten is committed to high quality education and care.
This Handbook introduces you to Campus Kindergarten, outlining the centre's history,
philosophy, curriculum, management and staffing structures.
Please keep this document for future reference.*



Welcome to Campus Kindy

The Board of Management, Parent Representatives, Centre Director, Education Director and staff warmly welcome all families to the Campus Kindergarten community. Thank you for sharing a significant part of your child's life with us. We view Campus Kindy, as it is often called, as a **rich** place for children and families within the University community. As a family within the Campus Kindergarten community you are encouraged to take an active part in the centre. We hope that your association with Campus Kindergarten will be an enriching one.

The History of Campus Kindergarten

Campus Kindergarten is situated on College Road on land leased from The University of Queensland. The central structure of the Kindergarten is the original cottage once belonging to the caretaker of the University. In August 1971 the University moved the cottage from its old site to its present day location. The building is now 100 years old and was featured in the UQ Centenary Celebrations- <http://www.uq.edu.au/centenary/did-you-know>.

The Kindergarten was originally designed to accommodate 36 children aged between 2 and 5 years. As demand grew so did the building with the addition of the Pre-Kindergarten Room and its cool, wide verandas. In late 1993, major renovations were carried out to comply with the new 1993 Child Care Centre Regulations. Work included the building of an Administration/Staff block, opening up of the Kindergarten and Preschool rooms and the renovation of the kitchen, storage and toilet areas.

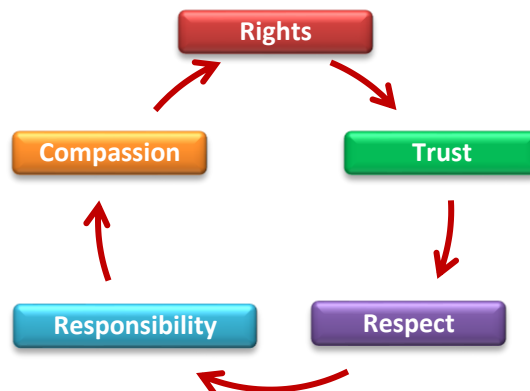
The University Academic Staff Association, Administration and the Student Union all contributed financially to the establishment and expansion of Campus Kindergarten.

Campus Kindergarten was licensed for 65 children. At one time Campus Kindy was also able to provide care for 24 school aged children opposite Ironside State School in the Uniting Church Hall. Now Campus Kindergarten offers a seamless day on the current site from the morning through to 5.30pm.



What is special about Campus Kindy?

The strong community culture fostered at Campus Kindergarten is built upon five values:



Our Philosophy

We acknowledge that all members of our community including children, families and teachers have rights and all interactions should include respect. Trust underpins all positive relationships and is an integral part of the relationships that are fostered at Campus Kindergarten. compassion helps us understand and show empathy. All of these values working together to provide a rich environment for nurturing strong relationships and friendships, which are the cornerstones of **quality** early childhood education.



Campus Kindergarten Mission Statement

"To follow one's life compass"

Campus Kindergarten is a vibrant learning community where families, staff and The University of Queensland work together to create a rich environment that supports the development of every child and nurtures their potential.

The strong community culture fostered at Campus Kindergarten is built upon the following concepts and actions that reflect these concepts:

- Respect
- Trust
- Compassion
- Rights
- Responsibility.

A shared understanding of these concepts enables members of the Campus Kindergarten community to nurture strong relationships and friendships which are the cornerstone of quality early childhood education and care. Parents are encouraged to take an active part in all aspects of the life of the centre, making their association with Campus Kindergarten enjoyable and enriching.

At Campus Kindergarten we aim to:

- Build and foster a sense of community that is inclusive and welcoming and respectful of the values, beliefs and practices of all cultures and backgrounds;
- Empower and include all individuals;
- Focus on developing the whole person;
- Create a safe, nurturing, challenging, stimulating, sustainable and aesthetically pleasing environment; and
- Adopt teaching and learning and professional development practices that reflect the principles of a Reggio Emilia approach to early childhood education and care.

The Reggio Emilia principles are:

- A pedagogy of relationships enabled by a pedagogy of listening;
- The image of the child's potentials and rights;
- Pedagogical documentation;
- Communication and collaboration – both within and between groups of children, parents, and teachers;
- The importance of a continuing dialogue with the community;
- The physical environment as 'an educator' in its own right;
- The hundred languages for children;
- The child and teacher as researchers; and
- A curriculum that uses projects as a vehicle for children and teachers to construct knowledge and understanding through small-group collaboration.



Campus Kindergarten's Theoretical Approach

The teachers at Campus Kindergarten are professionally active and keep abreast of current research and thinking through professional reading, courses of study, seminars, networking and dialogue. The Campus Kindergarten philosophy is influenced by a number of theorists including:

- Malaguzzi: children as rich and competent; co-constructors of knowledge; one hundred languages to express oneself (painting, dance, words, drawing, etc.);
- Rinaldi: the pedagogy of listening;
- Gardner: multiple intelligences; children express themselves in many ways;
- Dahlberg and Moss: considers 'quality'; classroom culture;
- Vygotsky – social constructivism;
- Froebel – relationships;
- Piaget: ages and stages; a basis or a guide though is restrictive;
- Erikson: emotional stages of development;
- Montessori: life skills; learning in stages; building on prior knowledge;
- Steiner: supporting individuals; creativity; self-expression;
- Claire Warden: Children's connection to the natural world and benefit

As mentioned above in the Mission Statement Campus Kindergarten bases its essential approach and philosophy on those that have emerged from Reggio Emilia in Italy. Recognised as the most outstanding approach in the world the philosophies of Reggio support and give direction to the practices at Campus Kindergarten. Each room contains a book of readings for families to read to support their understanding of the approach. It is important to understand though that there is no formula with Reggio inspired practice. We use the principles of Reggio to examine our practice and our methodologies to make them special to us and our community. Teachers attend conferences, network meetings and professional development to deepen their understanding of the approach.

Alongside the centre's Reggio inspired practice we follow [The Early Years Learning Framework](#). This Framework describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school. The Framework has a strong emphasis on play-based learning as play is the best vehicle for young children's learning providing the most appropriate stimulus for brain development. Our Kindergarten classes also use the [Queensland Kindergarten Learning Guidelines](#). These guidelines provide advice for planning, interacting with children, monitoring and assessing, and sharing information in a kindergarten context.

The teaching team is committed to a philosophy and approach that encompasses:

- A respectful image of each child who is competent and capable;
- The rights of children, parents and teachers;
- Education for meaning and understanding (holistic);
- Valuing human dignity, participation and freedom;
- Developing and supporting social skills to enhance communication;
- Valuing discussion and debate where it fosters enquiry, theorising and problem solving;
- Learning the intrinsic values of each individual and each culture in order to make these values extrinsic, visible, conscious and sharable;
- The child's role in constructing knowledge through exploration and relationship;
- The role of the teacher as co-researcher and co-constructor in the learning process;
- The documentation of learning experiences, revealing potentials that often go unrecognised.
- The concept of making learning visible (a process of telling important stories);
- The importance of the school environment as a source of well-being and an educational force;
- The use of a wide range of media and materials to foster self-expression, learning and communication (the 'Hundred Languages');
- The value of differences (individuals, gender, race, culture, religion) and the value of equality;
- The value of participation, or, participation as a value;
- The value of collaboration among all participants in an educational system;
- The interrelationship and reciprocal influences of children, parents and teachers;
- The relationship between the centre and the community;
- The enhancement of lives of children through educational-social systems;
- The value of play, of fun, of emotions, of feelings;
- The value of research to inform decision making and practice.

What do the teachers strive to help the children do?



The Curriculum – what do we focus on?

Campus Kindy operates one Pre-Kindy and two Kindy programs. All programs follow the Early Years Learning Framework which assists educators to provide young children with opportunities to maximize their potential and develop a foundation for future success in learning from birth to 5 years of age. The title of the framework is Belonging, Being and Becoming which are three simple words that sum up what we do; every child in our care will experience a genuine sense of belonging, they will have time and space to be themselves, and will be re supported in who they are becoming.

Campus Kindy ensures that we are developing these three aspects in the following ways:

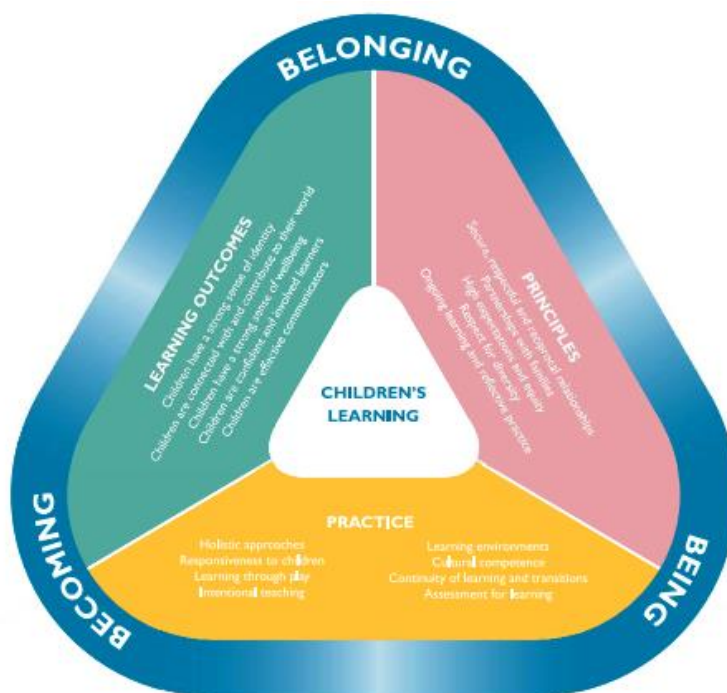


Figure 1: Elements of the Early Years Learning Framework

BELONGING – Supporting children to belong, providing them with the opportunity to be part of a community.

BEING – Giving children the chance to be themselves. Allowing children the time to grow at their own pace, enjoy the wonder of childhood, learn about themselves, develop deep relationships and become fully involved with new ideas and interests.

BECOMING – Supporting children to realize their potential and also helping them to grow into active members of the community.

APPROVED KINDERGARTEN PROGRAM



The two Kindy programs also follow the Queensland Kindergarten Learning Guidelines which specifically focuses on enriching children's learning in the Kindergarten year. The guidelines provide advice to support Kindergarten Teachers to strengthen the children's sense of belonging, being and becoming. The guidelines have five learning and development areas that relate to the five broad learning outcomes in the Early Learning Framework. The areas are as follows:

- 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.

At Campus Kindergarten we embrace a wide range of perspectives and understandings. We are strongly based in an emergent curriculum where children are co-creators of the learning journeys. We support their developing questions and help them to seek solutions, encourage them to theorise and test out ideas. This is sometimes called socio-constructivism. We help children develop a cooperative culture in the rooms that supports taking risks and expressing ideas. We support the expression of ideas in a "hundred" different ways.

The program is derived from observations of the capabilities and interests of each child. This allows the program to be open and flexible as children explore their world, and grow more and more capable and confident in their own abilities. The program endeavors to develop the child's independence, physical growth and ability to focus and concentrate. Additionally, social skills, intellectual skills and emotional developmental needs are essential components considered in the design and implementation of the curriculum.



Operational details

Campus Kindergarten operates as a long-day care structure with two embedded Kindergarten programs. The centre caters for two age groups:

Pre-Kindergarten:

- 2 ½ to 3 ½ years (16 children)

Kindergarten:

- 3 ½ years to school age (22 children x 2 rooms)
- Children remain with their class for the year and each group moves to the next class at the beginning of the following year.
- There is a committed team of educators who work in each room.
- Campus Kindergarten offers a two, three and five day program as follows:

★ Three day group	<i>Monday, Tuesday and Wednesday;</i>
★ Two day group	<i>Thursday and Friday; and</i>
★ Five day group	<i>Monday-Friday.</i>
- Campus Kindergarten is open for 48 weeks of the year.
- An early childhood education program is implemented during term time and an optional Vacation Care is available during the school holidays.
- The daily management of the centre is the responsibility of the 'Nominated Supervisor' who is the 'responsible person' for the centre. In the absence of the 'nominated supervisor' the name of a 'responsible person' is displayed in the office.
- **The centre closes for four weeks over Christmas.**

Vacation Care-School Holiday program (Holiday Kindy):

- Optional program for Campus Kindy children during school holidays
- A Vacation Care Co-ordinator from within the Campus Kindergarten team of staff oversees the program for each school holiday program
- Children must be booked in for Vacation Care
- Bookings are made two weeks prior to the Vacation period
- *Cancellation of any booking during Vacation care may incur a fee. (To avoid any cancellation fee the cancellation notice **MUST** be received with in 72 hours prior to the booking date in writing.)*
- Campus Kindy closes for four weeks each year over late December-January
- Vacation Care/ Holiday Kindy is staffed by current staff with additional support if needed
- Vacation Care / Holiday Kindy are a relaxed, informal school holiday program.

Hours of opening:

- 7.50 am – 5.30 pm (our licensed hours)
- Children encouraged to arrive between 7.50 am – 9.00 am
- Families are asked to please leave the centre by 5.30 pm.

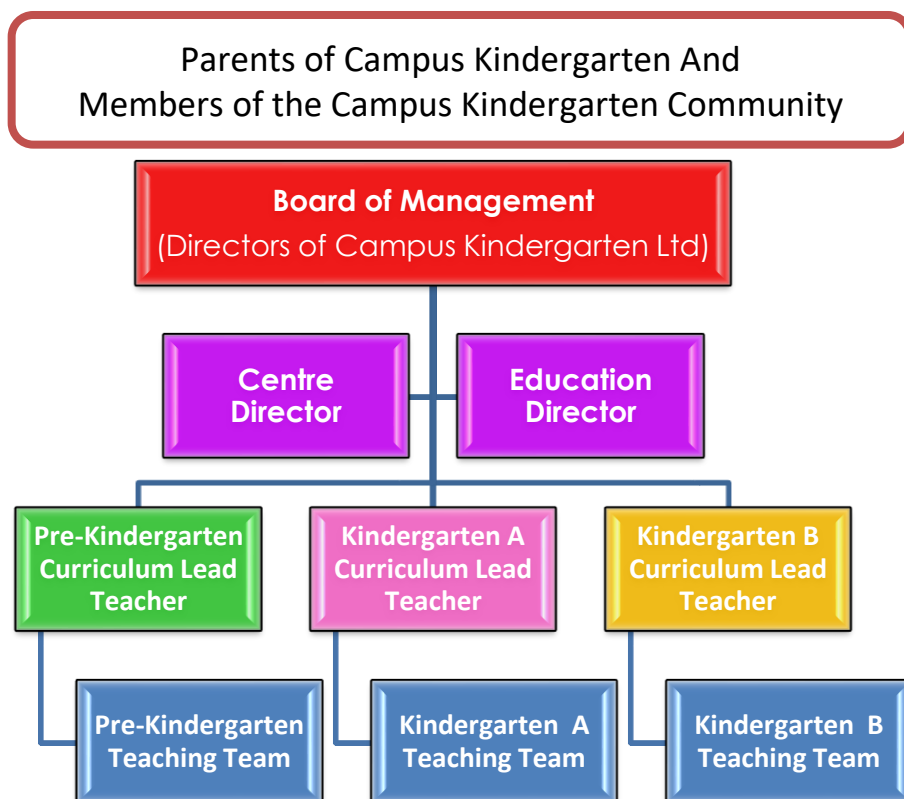


Communication

Parents are encouraged to speak with their child's teacher about their child's progress or any concerns they may have. Open communication between parents and staff is an essential component of our programs and facilitates positive home/kindergarten relationships based on trust and co-operation.

Other updates are also sent to families by e-mail to share events and happenings at the centre. In addition, many notices and reminders are sent regularly by e-mail. E-mail is usually used for 'housekeeping' and general programming information and is not expected to replace our preferred mode of face-to-face communication.

Structures of Campus Kindergarten



Contact details

Families may contact Campus Kindy via e-mail: campus.kindergarten@uq.edu.au

The Nominated Supervisor may be contacted on:

Phone: (07) 3365 3894
Fax: (07) 3365 4420
Address: Campus Kindergarten
 Building 73, University Of Queensland
 College Road St Lucia, 4072
Website: www.campuskindergarten.org.au



Government Legislation and Requirements

Licensing

Campus Kindergarten is licensed as a Long Day Care service and an approved Queensland Kindergarten program provider under the Queensland Funding Scheme.

The point of contact for the Regulatory Authority is

Metro City Regional Office
Office of Early Childhood Education and Care
Department of Education, Training and Employment

Level 2 Block A 643 Kessels Road
Upper Mt Gravatt QLD 4122

Telephone: 07 30288064 | 1800637 711

Email: metrocity.ECEC@qed.qld.gov.au | **Website:** www.deta.qld.gov.au/earlychildhood

An Early Childhood Consultant from Lady Gowrie is also responsible for ensuring that all licensing requirements are met.

Our Early Childhood Consultant is:

Kym Bosly-Neil
NQF Support Coordinator

The Gowrie (QLD) Inc
Ph: (07) 3252 2667
Fax: (07) 3252 2258
Email: kym.bosly-neil@ladygowrie.com.au
Web: www.gowrieqld.com.au



National Quality Framework



Australian Children's
Education & Care
Quality Authority™

The National Quality Framework aims to raise quality and drive continuous improvement and consistency in education and care. Within the Framework there is a set of National Quality Standards. These National Quality Standards set a national benchmark for the quality of education and care services. It also gives services and families a better understanding of a quality service.

The National Quality Standards bring together key quality areas that are important to outcomes for children. The Standards allow a service to adopt approaches that are most appropriate to the children being educated and cared for within that service.

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.



www.acecqa.gov.au 1300 422 327

Campus Kindergarten has a Quality Improvement Plan (QIP) relating to the National Quality Standards that studies the strengths and areas for the development of our setting. The QIP is used as a tool for continuous development and is available in the office.

The National Quality Framework includes legislation governing education and care services. According to this National Law to operate as an approved education and care service Campus Kindergarten requires an Approved Provider. The Board of Management is responsible for ensuring the functions of the Approved Provider are carried out.



All education and care services are required to have a Responsible Person. The person in this role at Campus Kindergarten is displayed on the noticeboard. The Nominated Supervisor of Campus Kindergarten is responsible for the day-to-day management and operation of the centre, as well as advising the Board on strategic directions for the centre. The Education Director who focus and guide the center pedagogy, and advising the Board and teaching team on pedagogy directions.

For further information please access the Australian Children's Education & Care Quality Authority's website: www.acecqa.gov.au



Service Approval Number: SE-0000078
Assessment and Ratings ID: ASR-00010133

CAMPUS KINDERGARTEN & DAY CARE

has achieved the following ratings:

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

The overall rating for a service is determined by the combination of the Quality Area ratings achieved.

If a service is rated below the National Quality Standard in any Quality Area, the overall rating will reflect the lowest Quality Area rating. To achieve an overall rating of Exceeding National Quality Standard, a service needs to achieve a rating of Exceeding National Quality Standard in four or more Quality Areas, of which two must be from Quality Area 1, Quality Area 5, Quality Area 6 or Quality Area 7.

This service is rated overall at

EXCEEDING NATIONAL QUALITY STANDARD

Department of Education and Training
Date of rating: 08 December 2016
Date of issue: 08 December 2016

This service has been assessed against the National Quality Standard for Early Childhood Education and Care and School Age Care and these ratings have been awarded in accordance with the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011

Departmental Reference Number 16/275429

Campus Kindergarten has been assessed against the National Quality Standard and we have been awarded "exceeding" across each of the 7 Quality Areas and an overall rating of "**Exceeding the National Quality Standard**"



Insurance

Copies of insurance policies are held at the kindergarten.

Our kindergarten's legal liability insurance is through Guild Insurance.

Centre Management

Campus Kindergarten is a public company limited by guarantee. This means the centre is a non-profit organization, and should any profits be made, they must be applied to developing the centre as a valuable community service.

The Campus Kindergarten Company Annual General Meeting (AGM) is held in March of each year. All parents and community members are invited to attend the AGM. However, to have voting rights at the AGM, a person must be a member of the Campus Kindergarten Company. All parents and guardians automatically become members of the Company on enrolment. Information about members' rights and responsibilities are in the Constitution, a copy of which can be obtained by contacting the office.

At the AGM, Directors of the Campus Kindergarten Company (the Board of Management) are elected. Directors of the Company hold office for two years, with half of the Board to retire each year. The Board is comprised of up to eight members who are the Directors of the Campus Kindergarten Company. Up to three members of the Board may be 'Independent Directors', or people other than parents within the Campus Kindergarten community. Office bearers are the Chair and Deputy Chair.

The primary functions of the Board of Management include overseeing the strategic directions, the broad policies and procedures, and the functions of the Approved Provider of Campus Kindergarten. Board members are required to hold a current 'Blue Card' and meet legislative requirements for Approved Providers. The Board meets on a monthly basis. The Nominated Supervisor reports to the Board at each meeting, making recommendations based on their knowledge of early childhood education.

Parents and Guardians who have enrolled their child at Campus Kindy automatically become a member of the company and thereby have the right to vote at the AGM, stand for election on the Board and if elected represent the Centre as a Board member. If elected to the Board parents will be able to participate in a thorough orientation process for new Board members developed by Lady Gowrie.



Lady Gowrie Kindergarten Affiliation

The centre is proudly affiliated with the national network of kindergartens run by Lady Gowrie. This affiliation is significant for Campus Kindergarten for a number of reasons, including professional recognition and invaluable support from Gowrie through an early childhood education consultant.



In order to comply with state and federal requirements Campus Kindergarten adheres to a number of comprehensive guidelines and policies. Support from Lady Gowrie ensures that the centre is always undergoing a process of self renewal and improvement. This assures that the highest standard of early childhood educational program is offered and promotes best practice in management.

About Gowrie

The Gowrie (Qld) Inc. is a non-profit, early childhood organization and a member of the national consortium, Gowrie Australia. Established in 1940 as a demonstration children's centre by the Australian Government, Gowrie Queensland has grown to encompass ten campuses and thirteen children's programs. Through the dedication of staff and the commitment to best practice in children's services, these programs provide a benchmark standard of quality care and education which is widely recognised throughout Australia. The programs are inclusive of all children and are licensed under the Education and Care National Law and Regulation.

To find out more information about Gowrie please visit <http://www.gowrieqld.com.au/>

Policy Development at Campus Kindergarten

Policies are the foundation on which practices at Campus Kindergarten are based. By enrolling at Campus Kindergarten families accept the Lady Gowrie policies and agree to support them as per the Enrolment Agreement. The policies are available at the office.

Campus Kindergarten policies are developed and reviewed systematically and are informed by professional associations and support materials. All members of the Campus Kindergarten community are given the opportunity to have input into policy development.



The day-to-day program

The curriculum offered in each of the rooms is developed by qualified early childhood teacher, led by a Curriculum Lead Teacher who is also a bachelor qualified registered early childhood teacher. Our educational programs aim to nurture each child to reach his or her potential, creating a stimulating learning environment. Learning experiences are planned to develop the interests of the children. Campus Kindergarten views children as rich and competent and co-constructors of knowledge. Children and adults learn side-by-side, constructing knowledge together. Children are encouraged to problem solve, create and test theories. Working on group projects is integral to the curriculum.

Partnerships

Campus Kindy values partnerships between parents, children and teachers. Each group of people contributes richly to curriculum decision-making. Families and teachers are viewed as partners in children's education and family participation in programs is strongly encouraged.



The Daily Timetable

★ PRE-KINDERGARTEN SAMPLE ROUTINE

(Routine is flexible each day according to the children's needs)

7.50 am	Centre opens and families begin to arrive Commencement of program
9.00/9.30 am	Planning Meeting / Learning Discussion Learning within the indoor/Outdoor environment (Teacher and Child led experiences)

It is strongly recommend that children arrive before 9:00am to benefit the whole programme.

The children have morning tea at approximately 9:30 am.

There is often a group meeting time prior to lunch time. This varies depending on the group and the play on a particular day.

11:30 - 12:30 pm	Lunch/Bathroom/Make Beds
12:30 to 2:00 pm	Rest time
2:00 - 5.00 pm	Afternoon Program Learning within the indoor/outdoor environment (Teacher and Child led experiences)
4:00/4:30 pm	Transition to join with Kindergarten group.
5.00 pm - 5.30 pm	Indoor stories, puzzles and games in Kindy B area
5:30pm	Centre closes



★ KINDERGARTEN SAMPLE ROUTINE

(Routine is flexible each day according to the children's needs)

7.50 am	Centre opens and families begin to arrive Commencement of program
9.00/9.30 am	Planning Meeting / Learning Discussion Learning within the indoor/Outdoor environment (Teacher and Child led experiences)

It is strongly recommend that children arrive before 9:00am to benefit the whole programme.



The children have morning tea at approximately 10.00 am.

There is often a group meeting time prior to lunch time. This varies depending on the group and the play on a particular day.

12:00 - 1:00 pm	Lunch/Bathroom/Make Beds
1:00 - 2:00 pm	Rest time
2:00 - 5.00 pm	Afternoon Program Learning within the indoor/outdoor environment (Teacher and Child led experiences)
5.00 pm - 5.30 pm	Indoor stories, puzzles and games in Kindy B area.
5:30pm	Centre closes



We value children's thinking and play and aim to allow children uninterrupted play periods.

Bathroom routines are built into the day (e.g., toileting and washing hands prior to each meals and rest time).



More about the curriculum

The curriculum at Campus Kindergarten is based on all areas of the program being integrated. The program is based on children learning through play and, rather than 'subjects' being taught in a formalised way, all areas of learning occur in an integrated mode, including:

- Physical development;
- Language and literacy development;
- Personal and interpersonal development;
- Logical inquiry and mathematical thinking;
- Creative and aesthetic development.



The curriculum is 'emergent' or evolves as children, parents and teachers have input into areas of focus and interest within the programs. In the book 'Emergent Curriculum' John Nimmo (1994:26) writes:

"A truly appropriate curriculum will not look the same from one classroom of children to the next or from one year to the next. Because the curriculum flows from a dynamic social milieu, prescribing a curriculum that will generalize from one context to another is inconsistent with developmentally appropriate curriculum planning."

The teachers develop a basis for the curriculum in each classroom, applying their knowledge of early childhood development theories. Curriculum webs are regularly used and parents are encouraged to contribute knowledge and ideas for program extension as the curriculum emerges. The curriculum at Campus Kindergarten is negotiated between children, teachers and parents.

Documentation

"Documentation is not a technique. It is a way of loving children"

(Carlina Rinaldi, comment made at Reggio Study Tour, April 2000).

Documentation is used widely in the rooms at Campus Kindy to make children's thinking visible to themselves, to families and to teachers. Documentation is used as a basis for planning and curriculum development. It is a tool that makes evident to parents and teachers the learning processes that take place within the programs. Documentation includes recording dialogues, photos and artwork. Teachers, children and parents can document! Parents are encouraged to read the documentation and discuss it with teachers and children.

Literacy and Numeracy

Early literacy and numeracy experiences and learning are embedded in the programs at Campus Kindergarten. Children are immersed in rich environments that provide a range of experiences for literacy and numeracy learning.

Within day-to-day play experiences children learn early literacy skills including reading and writing for meaning. Children are exposed to print within the classroom on a daily basis and regularly see teachers and other children writing for meaning. Examples of literacy in the classroom at Campus Kindergarten includes, though certainly not limited to: writing lists, class goal setting, writing names, writing letters, making signs, writing captions for photos; and reading a range of picture and informational books, signs, visual cues, posters. Children are given many opportunities to explore their own writing on a daily basis.

Numeracy experiences occur daily as children count, group, sort and play with concrete materials. Again, this takes place in a strong play-based context where the program responds to children's interests. In addition, the numeracy program is based on qualified early childhood teachers' understanding of numeracy development, recognising the importance of having time to explore and make meaning of materials in order to develop mathematical concepts.

Rote learning is not considered to be an appropriate means of supporting children in early literacy and numeracy experiences. Work sheets that rely primarily on rote learning without demonstrating understanding of concrete operations are not used in the programs at Campus Kindergarten. It is important to recognise that literacy and numeracy experiences take place on a daily basis within the programs though firmly within a play-based context.

Visual Arts

Campus Kindergarten is committed to supporting children's expression through the visual arts. By supporting children's expression through the visual arts we are able to validate their thinking, the theories they develop and essentially their richness as people. Giving children lots of opportunities to express themselves through the visual arts is essential.



At Campus Kindergarten we support children's expression and creativity through providing access to a range of mediums. Children are empowered if they are able to make choices and this includes making choices about expressing oneself. The children in turn develop skills of representing knowledge and understanding.

Environment: creating a sustainable planet

Campus Kindergarten actively promotes sound environmentally and ecologically sustainable practices. We aim to provide a program that engages children in meaningful experiences that foster and enhance every child's natural appreciation and love of their environment, whilst developing their ability to actively engage in environmental improvement and protection.

In 1997 the Campus Kindergarten community commenced a Sustainable Planet Project. This project focuses on teaching children about looking after our environment through modelling and hands-on projects. Projects to date have included recycling (paper & cardboard), composting, worm farming, creating a permaculture garden, creating a frog pond, making possum houses, keeping chickens and developing a litter-less lunch program.

Prep Year in Queensland

On some occasions a child may not be ready for attending school in their Prep Year. If parents feel their child may not be ready they need to discuss this with the teachers around mid-year if possible as there is a formal process that must be undertaken for approval for an extra year of kindergarten.



Celebrations

Campus Kindergarten supports and values the celebration of special events in children, families and staff's lives. These events may include:

- birthdays;
- the birth of a baby;
- a new pet;
- a wedding in the family;
- having a grandparent come to stay;
- religious and cultural events.

Families and staff are encouraged to discuss any special celebration you would like to be acknowledged and included within the curriculum.

Religious and cultural celebrations

- Campus Kindergarten acknowledges and supports families' own religious points of view.
- Campus Kindergarten supports children having exposure to a range of meaningful cultural and religious events. These are celebrated in a respectful manner, rather than in a token way. Therefore there needs to be a connection for the children. Family support and participation in this planning is highly valued and encouraged.
- Religious or cultural events are discussed with the children within an appropriate context. Teachers acknowledge with children and families that *some* people celebrate particular events.
- Christmas and Easter are acknowledged and recognised, though celebrated simply and the commercialism of these events is deliberately steered away from. However, the religious and historical significance of these events is discussed with the children.
- As the curriculum at Campus Kindergarten is emergent, the teachers are responsive to the children's level of interest in particular events.

Supporting and Guiding Behaviours

Supporting children's behaviour is underpinned by open and positive partnerships. Campus Kindergarten highly values working collaboratively with families and working together to support behaviours.

Campus Kindergarten's approach to supporting behaviours reflects the belief of children being rich and competent. Therefore children are involved in developing guidelines and understanding rules. Positive guidelines, praise and open, honest communication are integral in our approach to supporting behaviours.

Children's input in developing guidelines is always encouraged and the reasons for the rules are discussed. For example, if a child says throwing sand is not allowed they would be asked for reasons "Because it gets in people's eyes and hurts them." All of the kindy rules and guidelines prevent the children from hurting themselves, others (physically, emotionally or verbally) and the environment (equipment, toys, plants, animals). Consequences of breaking rules are discussed and children are actively involved in deciding these consequences. ***It is always explained that it is the behaviour that is not liked, rather than the child is not liked.***

Conflict resolution strategies are used to encourage children to be assertive rather than aggressive or submissive. Children are encouraged to express their thoughts and feelings. They are encouraged to use their words to tell each other how they feel.

Campus Kindergarten promotes partnerships with families to work together to support behaviours. Part of this process may involve accessing external support from a psychologist or medical practitioner. Campus Kindergarten maintains a register of support personnel made readily accessible to families through the office.



Visitors, students, research projects and volunteers

Campus Kindergarten values the participation of students, visitors and volunteers within the programs and recognises that these people and the participation in research projects can enhance the programs.

The Nominated Supervisor of Campus Kindergarten oversees the safety and well-being of children at the Centre. Only appropriate and suitable people are permitted to visit the Centre. The Employment Screening for Child-Related Employment provisions in Part 6 of *the Commission for Children and Young People Act 2000* is one method that the Government has implemented to help people meet their duty of care. The Act states that all students, visitors and volunteers who are over 18 years of age and are at the centre for more than one day must undergo a 'Working with Children Check'. The Centre will comply with these provisions. At no time are students, visitors or volunteers to be left alone with the children or be responsible for child/children. The paramount consideration in making a decision as to a person's suitability is the child's entitlement to be cared for or interacted with in a way that protects the child from harm and promotes the child's wellbeing.

***All visitors to Campus Kindergarten are required to sign in and out in the office.
This excludes delivery people who may only be onsite briefly and of course parents of children currently enrolled.***

The Nominated Supervisor and staff and where appropriate, parents and/or the Board of Management, carefully consider the participation of the Centre in research projects. In addition, individual student participation in the programs is regularly reviewed and monitored. Of paramount importance is that the research project and student participation protect the dignity and rights of each child are in accordance with the Education and Care National Law and Regulation and fit within the criteria for accepting research projects in the Centre. Student participation and the number of research projects supported are limited.



Staffing

Campus Kindergarten recognises that high quality outcomes for children are directly linked to higher qualifications of Staff. For this reason each room has two qualified teachers with four years university training and one educator. A number of staff embarks on further study and Campus Kindergarten actively encourages this.

All staff are required to hold a current Senior First Aid Certificate including asthma and anaphylaxis training and a current blue card. Professional development occurs regularly at both a centre-based level and an individual level.

Staff Roles and Responsibilities

Each person within the Campus Kindergarten staff team contributes valuably to the programs and operation of the centre. Within each classroom staff team teachers take on a range of roles and responsibilities. The centre promotes a strong sense of staff collegiality and sharing of roles and tasks. These roles depend on staff qualifications, the position held and staff areas of professional interest. For example, a staff member may take on leadership role within their special area of interest including environmental education, literacy, health and hygiene or Vacation Care.

Key leadership positions within the centre that greatly enhance the centre's operation and support the Nominated Supervisor are Education Director who co-leaders and support the service as well as the Curriculum Lead Teachers whom support the children's learning at Campus Kindergarten.

Each member of the team has a position description and new members of the team are supported through a comprehensive staff induction program.

Staff Absences

From time to time, staff will be absent due to illness, holidays, and in-service training. In replacing teachers, the Education Director/ Nominated Supervisor will always endeavour to provide familiar part-time/relief staff so as to provide continuity of care and minimum disruptions to the programmes and children.

This is supported through an induction program for relief staff. Parents are notified as soon as possible of any staff changes. Campus kindy will sometimes use a relief agency. If that is the case we endeavour to ask the good and reliable staff.

Most staff take leave during school holidays/Vacation Care periods. Therefore during Vacation Care a 'skeleton' Campus Kindy team will be with the children.



Staff Professional Development

The professional development of staff is integral to the optimal operation of Campus Kindergarten. It is important that professional developments provides individual circumstances and aspirations and reflect the organisational culture of Campus Kindergarten. This organisational culture is underpinned by rights, compassion, respect and trust and encompasses the following values: sharing, commitment, responsibility, spirituality, individuality, inclusiveness, listening, learning, excellence and a holistic approach.

Areas of staff professional development are defined in terms of:

- access to professional development programs and experiences, external to the centre,
- centre-based professional development programs, and
- professional leave.

The aim of staff development is to support the development of each individual and thereby enhance Campus Kindergarten's operation through improved organisational efficiency and effectiveness. Staff professional development at Campus Kindergarten is underpinned by a commitment by staff and the centre to: growth, opportunities, advocacy, diversity, democracy and flexibility.

Time together as a whole-staff is imperative for the smooth operation of Campus Kindergarten and the ongoing evolution of the programs. Whole-staff professional development experiences at Campus Kindergarten possible include a weekend seminar or retreat in Term 1 or 2. Staff meetings are held after hours on a monthly basis.

Working Together with Families

Parent-Teacher Partnerships

At Campus Kindy parent-teacher partnerships are fostered and strongly valued. Information about the curriculum and program is shared regularly through a number of ways that may include:

- Parent-teacher forums (usually held during Term 1);
- Individual parent-teacher meetings to set collaborative goals and strategies;
- Emailing of goals and program information;
- Sharing of documentation (including children's individual journals);
- Individual children's portfolios and art folios.

Parent Class Representatives

Each year parents are invited to nominate for the two positions of class representatives in each group. The two class representatives are encouraged to work closely together and collaborate with the teaching teams. The class representatives have a key role in fostering positive relationships between parents and enhancing the strong sense of community at Campus Kindergarten. Class representatives take responsibility for organising and co-ordinating one of each of these events during the year:

- Key social functions at Campus Kindergarten for the whole centre ;
- Fundraising activities.

Parent class representatives may also consider organising smaller social events with families, including such things as 'drinks on the oval on a Friday', morning tea, movie nights and meeting for coffee. This list is by no means exhaustive and the class representatives are encouraged to develop ideas to gain maximum parent participation.

Parent Participation

We welcome parent participation and encourage families to be actively involved in the curriculum, maintenance and social events at Campus Kindergarten. Some of the ways in which you can support us may take the form of:

- contributing ideas for our program;
- planning to share some special event with us, e.g., the arrival of a new baby;
- sewing and mending centre's sheets, dolls clothes, dress-up clothes, etc;
- bring scrap materials/boxes or any other recyclable material from home or work for the children's use in play;
- attending our periodical gatherings, e.g., end of year celebrations, parent meetings, annual report meetings;
- sharing a skill or talent, e.g., music, language, cooking;
- accessing resources through our work environment in relation to children's interests;
- helping with our fundraising;
- working bees.

There are many other things that you may be able to help with so please ask the staff. Participation in activities should be discussed with the teachers. Participating at Campus Kindy will give you a great deal of satisfaction and will be highly valued!



Contribution Levy

As you are aware we are a community-based, non-profit Early Childhood service and we are in need of your support to ensure we maintain the service at the highest standard for your children. Campus Kindergarten has an annual Contribution Levy of **\$200**. However, families can receive a reduction/credit if they undertake a contribution to the centre, such as attending at least 2 working bees. Other examples of family contributions are helping with fundraising or another event for the Kindergarten or providing sessions for sharing skills or talents, like music, language, cooking, or regular assistance towards projects. Board members and parent representatives play an integral role in the operation and life of the Campus Kindy community, as such Board members who attend at least 80% of board meetings and parent representatives who organize at least 2 community events will receive credit. The Contribution Levy will be credited at the end of the year.



Parents play a vital role in supporting the centre especially in the working bees.

Addressing a Concern

Where a parent has any concern about the program, it is suggested that the parent make direct contact with the teacher of their child, or the Education Director. Any other concern please feel free to contact the Nominated Supervisor.

Campus Kindergarten communication principles encourage that a person always speaks to the person concerned.

Some 'housekeeping' matters

Arrival and departure

On arrival at the Kindergarten, children **must** be taken to a classroom teacher. On departure, a teacher **must** be notified that children are leaving the centre. Each room has a tablet where the parent has to sign-in/out digitally with a password, which parents **must** complete daily. This is in accordance with the Government requirements. It is most important that we are able to contact you in an emergency. Please leave a phone number in the sign-in book every day if your phone contact for the day has changed.

Authorised person to collect children

A child can only be collected by a person other than a parent or guardian if the Kindergarten has been provided with an authorised signature and verbally advised the Teaching Team or Nominated Supervisor. In accordance with Government requirements a child must be dropped off and collected by an adult (an Adult refers to a person whom is 18 years and over)

Absenteeism

If for any reason a child is going to be absent, please inform the Kindergarten by 9:00 am.

Escorted journeys

Permission forms for each escorted journey or excursions outside Campus Kindergarten must be signed by parents prior to departure. If permission forms are not signed, children cannot attend excursions.

Each Year Campus Kindergarten may organise an external excursion which may involve transporting children by coaches. A permission slip will be sent home, this also means that an extra cost may be incurred that Campus Kindy will need to pass on to parents. (for example: Trip to Ipswich art gallery to be part of a special educational program)

Insect Repellent & Sunscreen

Parents are asked to apply sunscreen and/or insect repellent on their children before arriving at the service every morning. Sunscreen and/or insect repellent are then re-applied during the day.



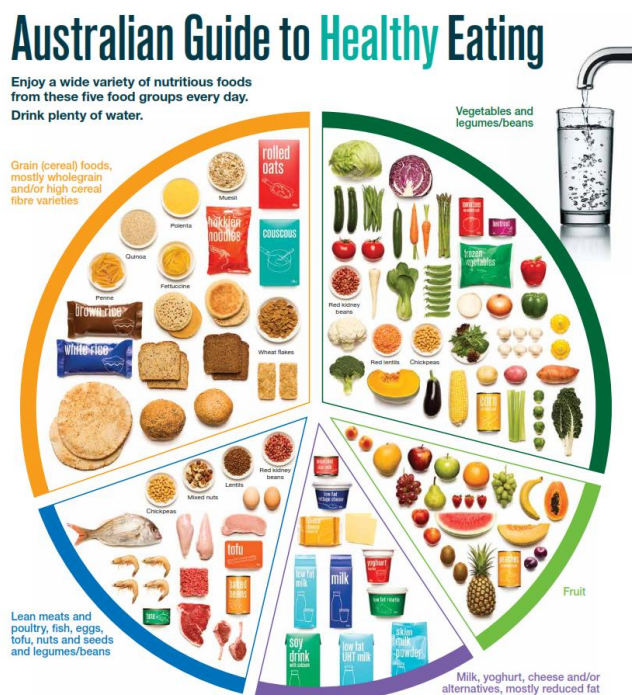
What to Bring to Campus Kindy

- **Backpack** (maximum size: 30cm width x 40cm height x 15cm depth)
- **Spare change of 'play' clothes** (Clothes at kindy will get messy so please send play clothes)
- **Shoes each day**
- **Broad brimmed Hat** Campus Kindergarten can provide a named legionnaire hat, available for purchased (Cost is \$15 and available at the office)
- **Sleep sheets in a pillow case or a small bag**
- **Morning Tea, Lunch and afternoon tea** (Packed in three separate containers in the refrigerator)
- **Sunsmart bathers and towel** (when required)
- **Wet cloth bag** (to place dirty cloth)
- **Pull-ups and wipes if required**

PLEASE ENSURE THAT ALL BELONGINGS THAT COME TO CAMPUS KINDY ARE CLEARLY NAMED.

Nutrition at Campus Kindy

What children eat will affect their present and future health and well being. Campus Kindergarten's goal is to provide children with at least 50% of their daily recommended dietary intake of nutrients (including iron, calcium, zinc) in the form of safe and appetising foods whilst they are at the centre. This goal requires a strong partnership with families, underpinned by the centre culture of rights, respect and trust. (A guide to healthy eating from Australian Government is available below.)



For further information please visit:
www.eatforhealth.gov.au

The nutrition and health-food culture at Campus Kindergarten encompasses the following values:

- Demonstrate healthy food and nutrition examples.
- Discussing different foods and nutrition issues with the children as the need arises.
- Healthy eating habits promoted by being aware of healthy and nutritious foods and the impact of these foods in the most important, early years of life.
- Meal times are pleasant, culturally appropriate occasions and provide an environment for social learning and positive interaction.
- Respect people's eating culture and at the same time strongly support and highlight the importance of health and nutrition.

Strategies

- It is recommended that the centre menu and children's lunchboxes include foods from each food group every day:
 - ✓ Bread and cereals (e.g., rye bread, rice crackers)
 - ✓ Fruit and vegetables (e.g., stewed apples, steamed vegetables)
 - ✓ Milk and milk products (e.g., milk, acidophilous yogurt)
 - ✓ Meat and meat alternatives (e.g., beans, egg)
- Children will have access to water at all times
- Children are encouraged to try new foods
- The consumption of processed and pre-packaged foods are strongly discouraged within Campus Kindergarten (e.g. cakes, cream buns, lollies, foods containing chocolate, soft drinks, chips, chewing gum, dried fruit straps containing processed sugar, and other junk food). Exemptions are special occasions, such as Birthdays and other celebrations. However, emphasis is placed on the importance of eating foods which are low in sugar (preferably no white sugar) and do not contain old fats (e.g. deep fried foods) at all times. Please note, other sweetener alternatives might be malt, raw and unprocessed sugar, maple syrup, and honey.

Campus Kindergarten is a Nut- and Chocolate-free service. Please ensure that you do not pack any food that may contain a trace of nuts or chocolate. Please also ensure that any food you bring into Campus Kindy when you pick your child up does not contain chocolate or nuts. Food allergy can cause severe anaphylaxis, peanuts, nuts, eggs, milk, soy, sesame and shellfish are the foods that commonly trigger anaphylaxis. Even trace levels of these food can cause anaphylactic reactions.

(More details please refer to "Medical conditions-allergy/anaphylaxis management policy")

Keep our allergy sensitive friends safe.

Please do not send any food contain NUTS OR CHOCOLATE.



Litterless Lunch Boxes

Campus Kindergarten fully support and encourage families to have a green lunch, (i.e. environmentally friendly) this is something that more people are becoming conscious about and how their everyday habits impact on the future of the Earth. Litterless lunches are gaining popularity in kindergartens, schools and workplaces.

To learn more about Litterless lunch please refer to Litterless lunches information sheet

Birthdays

We like to celebrate your child's birthday. Parents may bring a birthday cake large enough to share amongst your child's group. **Cupcakes are strongly encouraged for ease of distribution.** Please leave bags of lollies, whistles or balloons at home.

Custody

Please inform the Nominated Supervisor if any court orders relating to your child exist. A copy of the current court order is required. It is the parent's responsibility to inform the Nominated Supervisor of any changes to Court Orders.

Change of Address

Parents are required to notify the centre if there are any changes in their address, phone numbers or emergency contact numbers. Updated information on each child's health and development is also necessary.

THIS IS VITAL IN CASE OF EMERGENCY

Parking

Parking is available for drop-off and collection of children at the marked parking bays in the front of the kindergarten. **A Campus Kindergarten parking permit must be displayed on your car's dashboard.** These are available at the office. Parking is limited to 20 minutes unless special arrangements have been made with UQ Parking through the Service Manager. **PARKING ALL DAY IS NOT PERMITTED.** If a traffic infringement is received, you will need to contact the University Parking office.

Health and Sickness

Illness

For the well-being of the children and staff, any child attending kindy must be well enough to participate in all activities. If children do become ill at the kindy parents will be contacted and asked to take their child home as soon as possible.



We strongly advise that parents keep their children home until they have fully recovered, to prevent further illness.

Campus Kindergarten adheres to the guidelines in 'Staying Healthy in Child Care' for periods of time for exclusions for infectious diseases, approved by the Department of Communities and the Workplace Health & Safety QLD.

Asthma, Anaphylaxis and Diabetes

If your child suffers from asthma, anaphylaxis or diabetes we have specific policies and forms to aid the management of the medical condition.

- If your child suffers from asthma you are required to complete an Asthma Action Plan in consultation with a medical practitioner. These are reviewed every 6 months. Asthma medication is stored in safe place within the centre and an Ongoing Medication Form needs to be completed.
- If your child suffers from anaphylaxis or allergies you are required to complete an Anaphylaxis / Allergy Action Plan in consultation with a medical practitioner or allergist. Prior to starting at Campus Kindy you are required to complete a Risk Minimisation Plan with the Nominated Supervisor or Curriculum Lead Teacher. This plan is then shared with all staff. Parents are required to provide an EpiPen (if necessary) and an Ongoing Medication Form needs to be completed.
- If your child suffers with diabetes you are required to complete a Diabetes Management Plan and a Risk Minimisation Plan with the Nominated Supervisor or Curriculum Lead Teacher prior to start and an Ongoing Medication Form needs to be completed.

All members of staff are trained in first aid for all three conditions.

Immunisation

Campus Kindergarten strongly encourages childhood immunisation. Proof of immunisation must be produced at enrolment and a copy of the immunisation statement is provided for the service's records. If your child is not medically immunised you will be asked to exclude your child in the case of a vaccine preventable disease in the service and to sign the relevant form.



It is a requirement from the Office of Early Childhood that we have a documented record of all children's immunisation records. Please ensure that this is done **EVERY TIME YOUR CHILD HAS ANOTHER IMMUNISATION**. This allows us to keep up-to-date with your child's Immunisation record.

Injury/Accident

In the case of illness or accident parents or an emergency contact will be notified immediately. If necessary University Security Paramedics will transport children to University Health Services where a doctor will be waiting and ambulance will be called if necessary. An Accident/Incident Report will be filled in for any incident or accident that occurs whilst the child is at the centre. Parents are asked to sign these forms.

Sun Safety

Campus Kindergarten aims to promote an awareness of sun-safety issues among children, staff and parents within our community. The centre is accredited as a 'Sun Smart Centre' with the Queensland Cancer Council. Role modelling positive SunSmart behaviour is not only important for your health, but also that of your child's.



Strategies

- Children are directed to use shaded areas where possible.
- Children and teachers are to wear protective hats whilst outdoors. Children not wearing hats are to remain in sheltered/covered areas whilst outdoors
- Children are adequately covered for water play (SunSmart bathers with sleeves and shorts are recommended).
- Teachers re-apply sunscreen periodically to the children's skin throughout the day to ensure protection.
- Teachers are required to wear hats and sleeved-shirts whilst outdoors to model appropriate protective behaviour to children.

Guidelines

Clothing

The Queensland Cancer Fund (2003) recommends clothing with the following features:



- ✓ Dark-coloured clothing
- ✓ Collars and long sleeves
- ✓ Closely woven fabric
- ✓ Natural fibre.

Hats

The Queensland Cancer Fund recommends the following hats:

- ✓ 8 – 10 cm broad-brimmed
- ✓ Legionnaire-style.



Hats are to protect the face, ear and neck whenever they are outdoors. Parents are responsible to wash hats on a weekly basis. Campus Kindergarten can provide a named Legionnaire-style hat for your child.



Sunscreen

- Campus Kindergarten provides sunscreen (Queensland Cancer Council SPF 30+ containing a moisturiser).
- Upon enrolment parents are required to sign the relevant Lady Gowrie sunscreen form to allow the centre to apply sunscreen during the day.
- If parents do not wish to use the centre provided sunscreen, they must supply their own **named** sunscreen. This sunscreen must be given to a teacher and will be kept in the classroom in a lockable cupboard. If sunscreen is left at the centre a material safety data sheet (MSDS), obtainable from the manufacturer, must be provided by the family.
- SPF 30+ broad-spectrum sunscreen (as recommended by Queensland Cancer fund), water-resistant sunscreen is our preferred product. Parents are recommended to apply sunscreen before arriving at Campus Kindergarten. This allows 20 minutes prior to outdoor activity. Subsequent applications of sunscreens to be applied (activity dependent) after morning tea and after rest time.

Enrolments

Enrolment Procedures

As the demand for places at Campus Kindy outweighs supply, there is a waiting list. Due to the high demand for child care Priority of Access Guidelines have been set by the Department of Families. In accordance with these guidelines Priority of Access is as follows:

- a child at risk of serious abuse or neglect;
- a child of a single parent, who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the Family Assistance Act.

Priority of access is also given to siblings of children who have attended the centre.

The main offer of enrolment places takes place in August – September for the following January.

Enrolment interviews are held during the September – October school holidays where parents and children are familiarised with the staff and centre.

Holding fee

Upon accepting offer of enrolment you are required to pay a \$300.00 holding fee, which is **non-refundable** in the case of cancellation of the placement.

This holding fee will then be credited to your account on commencement at Campus Kindergarten. If you choose to cancel your child's enrolment before commencement the Holding Fee will not be refunded to cover expenses incurred by the kindergarten in unexpectedly filling the vacancy.

Orientation Procedures

A child and family's enrolment and orientation to the centre is given careful thought and planning in order to ensure that this process supports a positive move into the Campus Kindergarten community.

Transition to Campus Kindy

Each child is different and time spent to help a child settle will vary greatly. We certainly encourage parents to stay with the children for a period of time. Please discuss your child's prior experiences and needs with the teachers. Together we can develop a transition process that will support your child's happy move into the Campus Kindy community.

Inclusion support enrolments

Campus Kindergarten is committed to the successful inclusion of all children in the program and recognises that a child with specific disabilities may benefit from inclusion in a regular program.

Payment of Accounts

Fees

Campus Kindergarten relies on fees as its main source of income. The Board of Management has a responsibility to ensure that fees are determined within the annual budget so that the centre is able to operate efficiently. The fees for 2019 are:

Pre Kindy	\$96 per day
Kindy	\$90 per day.

(Fees structure effective as of 1st January 2019) Fees may subject to change with notice in advance. Families have a responsibility to ensure fees are up-to-date and two weeks in advance at all times.

Guidelines for account payment

- Account statements are sent out on a weekly basis each Friday via e-mail. The statement will show all attendances or absences and any payments that have been made.
- Accounts are always to be paid two weeks in advance.
- Accounts can also be issued on a term basis if requested.
- Vacation Care charges are added to the statements if you are using the Vacation Care facility.

Fee and payment of fee policy and procedure:

- If you are experiencing financial difficulties, a suitable payment plan may be arranged with the authorisation of the approved provider or nominated supervisor.
- If you fail to pay the required fees on time, a reminder letter / notice will be issued after one week and then again after two weeks, where the fees are still outstanding. Your child's position will be terminated if payment has not been made after the three weeks, to which the family will receive a final letter / notice on terminating the child's position / enrolment at the service. At this time, the service will initiate its debt collection procedure.
- You are required to provide two weeks written notice of your intention to withdraw a child's enrolment from the service. (4 weeks of notice is required at Term 4)
- If termination from the service is required, without notification, families can lose their Child Care Subsidy (CCS) resulting in the payment of full fees.
- If your child does not attend the service on the last day, this will result in cessation of care in accordance with Centrelink. Centrelink will forfeit your Child Care Subsidy and families will be required to pay the full fee to the service up to the last day of attendance. This is also applied to absences during the withdrawal notice period.

For full details on fee payment please refer to "Fee and payment of fee policy and procedure" that is available at the service.

Method of Payment

- Director Debit are the preferred methods of payment
- Direct deposit or EFPTOS are available as other methods of payment.
- EFTPOS Machine is available at the centre for debit or credit cards.
- We do not accept **CASH** for the safety of your children. No cash is kept on the premises.

Bank details for direct deposit are as follows:

Bank:	Commonwealth Bank
Account Name:	Campus Kindergarten
Account Number:	0009 0198
BSB:	064-158
REF:	Please use your child's name as the reference

Child Care Subsidy (CCS)

The package includes a new Child Care Subsidy, which replaces the old Child Care Benefit (CCB) and Child Care Rebate (CCR).

As the Child Care Subsidy commences on 2 July 2018, it will:

- replace the old Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy
- be paid directly to providers to be passed on to families
- be simpler than the old multi-payment system
- be better targeted and provide more assistance to low and middle income families.



You can get an estimate of what your family may be entitled to by entering your details into the [Department of Human Services Payment and Service Finder](https://www.centrelink.gov.au/custsite_pfe/pymtfinderest/paymentFinderEstimatorPage.jsf?wec-appid=pymtfinderest&wec-locale=en_US#stay). (Link: https://www.centrelink.gov.au/custsite_pfe/pymtfinderest/paymentFinderEstimatorPage.jsf?wec-appid=pymtfinderest&wec-locale=en_US#stay)

Child Care Subsidy Eligibility

Some basic requirements must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child. These include:

- the age of the child (must be 13 or under and not attending secondary school)
- the child meeting immunisation requirements
- the individual, or their partner, meets the residency requirements.

In addition, to be eligible for Child Care Subsidy the individual must be liable to pay for care provided, the care must be delivered in Australia by an approved child care provider, and not be part of a compulsory education program.

How does it work

There are three factors that will determine a family's level of Child Care Subsidy. These are:

- [Combined Family Income](#)
- [Activity Test](#) – the activity level of both parents
- [Service Type](#) – type of child care service

The Child Care Subsidy will be paid directly to providers to be passed on to families as a fee reduction. Families will make a co-contribution to their child care fees and pay to the provider the difference between the fee charged and the subsidy amount.

The New Child Care Package will also provide targeted additional fee assistance for vulnerable families through the Child Care Safety Net.

Customer Reference Number (CRN)

- advise the Campus Kindergarten office if you know the parent and the child CRN numbers; Your CRN number is what activates your Child Care Subsidy entitlements.

Allowable Absences

- Sign your child in/out each day; this includes any absent days. Forty-two (42) of allowable absences are allocated to each child per year (1 July to 30 June). Once the forty-two days allowable absence is reached the CCB entitlement will not apply to any absence days. Absences will appear on your weekly statements.

Public Holidays/Absences

- If you normally attend on a day which falls on a Public Holiday normal charges apply
- Full fees are charged for all absences exceeding the forty-two days of allowable absences without medical certificates, or absences on the last day of attendance, with the exception when the centre is closed for four weeks over December and January.

Cancellation of Place

Notification of withdrawal from the centre or a reduction in the number of days of attendance requires a minimum of **two weeks'** notice in writing. Liability for fee payment is 2 weeks. (4 weeks of notice is required at Term 4)

Late Fee

A **late fee** is applied if children are collected after 5.30 pm.

Please aim to be at Campus Kindy no later than 5.25 pm to collect your child.

- **\$20 for the first five minutes after 5.30 pm**
- **\$1 per minute for each minute thereafter will be charged**
- This is to cover the cost of paying staff to stay back at the centre if your child is collected after 5.30pm.
- Please ensure that you sign the actual time (i.e., 5.40 pm if that is the time). This is a legal requirement by the Government.

ANY OTHER QUERIES?

If you have any further questions or comments that you would like to raise, please feel free to talk with the Nominated Supervisor.

We hope that your family has a very joyful and rewarding time as part of the Campus Kindergarten community.



Campus Kindergarten

“To follow one’s life compass”

New challenges,
New horizons,
New friends,
New discoveries
New possibilities...