Welcome

“Our Little Gems”
Welcome to our Service.

The Kindergarten Handbook outlines important information you will need to be aware of while you are a part of our Service family. It is important that you read over this booklet and ask questions about matters you do not understand. You will find a form at the back of this booklet which you must sign and return to the Service to indicate that you have read the information in this booklet and your enrolment pack.

Our Service has an open door policy. You and your family are welcome to visit the Service at any time.

Our Policies

All our policies are available in the policy folder located in the foyer.

Please feel free to look and provide feedback on our policies at any time.

Details

Lot 2 Gregory Highway

Emerald

Ph: (07) 49820977

Fax: (07) 49820244

Email: office@ecc.qld.edu.au

Website: www.ecc.qld.edu.au

Opening times 7.00am to 5.00pm

48 weeks per year

Emergency contact number for Parents/Carers- 0499085460

Kindy times: 8:30am -2:30pm

5 days per fortnight

Option 1 Week 1 - Monday, Tuesday and Wednesday
Week 2 – Monday, Tuesday
Option 2 Week 1 – Thursday, Friday
Week 2 – Wednesday, Thursday, Friday
Introduction
Welcome to Emerald Christian College Kindergarten “Little Gems”. Finding a new education and care Service for your child can be a daunting task. At Emerald Christian College Kindergarten “Little Gems” our aim is to provide a secure and happy environment where children can develop their intellectual, social, emotional, physical and aesthetic skills to become competent and confident individuals and for you as a parent/guardian to feel safe knowing that your child is receiving the best possible care.

We believe the best way to work with you and your child is by building a partnership of education and care. To do this we want you to feel:

Welcomed, recognised, acknowledged and respected by all our Educators.

That your child is really known by, and really knows, the people who care for him or her.

You are given lots of information about what is occurring and are asked for your views.

You are involved in making decisions about your child’s experiences.

You and your child are received and greeted upon arrival.

Your child is happy, secure and engaged.

Your child is not just looked after but really educated and cared for.

Contact Persons
Approved Provider – Emerald Christian College Limited
Nominated Supervisor – Lorraine Grierson
Certified Supervisor – Lorraine Grierson
Educational Leader – Amanda Lablack
Educational Assistants- Tricia Tobin, Katelyn Harrold, Dyna Higgins
Regulatory Authorities

Our Service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework, the Queensland Kindergarten Learning Guidelines and the National Regulations (Education and Care Services National Regulations).

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

Queensland
Office for Early Childhood Education and Care
Department of Education, Training and Employment
www.education.qld.gov.au
1800 637 711, ecec@dete.qld.gov.au, PO BOX 15033 CITY EAST QLD 4002

Education, Curriculum and Learning

Emerald Christian College Kindy will be following the Early Years Learning Framework and the Queensland Kindergarten Learning Guidelines as per our Education, Curriculum and Learning Policy.

Our Educational Leader is Amanda Lablack.

All Educators at our Service are trained and experienced in areas of early education and care. Due to our high standard and commitment of our Educators, we are able to provide developmental and educational curricula for each group of children.

We will use the relationships children have with their families and communities to build the curriculum, working in partnership with parents, to ensure each child’s knowledge, ideas, culture, abilities and interests are the foundation of our programs.

If your child’s Educator feels there is an area of concern, they will inform you and advise where help may be sought, e.g. speech therapist. It is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.
<table>
<thead>
<tr>
<th>QKLG Outcome</th>
<th>EYLF Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identity</strong></td>
<td><strong>Children have a strong sense of identity</strong></td>
</tr>
<tr>
<td>is building a sense of security and trust</td>
<td>1.1 Children feel safe and secure and supported.</td>
</tr>
<tr>
<td>acts with increasing independence and perseverance</td>
<td>1.2 Children develop their emerging autonomy, interdependence, resilience and sense of agency</td>
</tr>
<tr>
<td>is building a confident self-identity.</td>
<td>1.3 Children develop knowledgeable and confident self identities</td>
</tr>
<tr>
<td><strong>Connectedness</strong></td>
<td><strong>Children are connected with and contribute to their world</strong></td>
</tr>
<tr>
<td>is building positive relationships with others</td>
<td>2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</td>
</tr>
<tr>
<td>shows increasing respect for diversity</td>
<td>2.2 Children respond to diversity and respect</td>
</tr>
<tr>
<td>shows increasing respect for environments.</td>
<td>2.3 Children become aware of fairness</td>
</tr>
<tr>
<td><strong>Wellbeing</strong></td>
<td><strong>Children have a strong sense of wellbeing</strong></td>
</tr>
<tr>
<td>is building a sense of autonomy and wellbeing</td>
<td>3.1 Children become strong in their social and emotional wellbeing</td>
</tr>
<tr>
<td>explores ways to show care and concern and interact positively with others</td>
<td>3.2 Children take increasing responsibility for their own health and physical wellbeing</td>
</tr>
<tr>
<td>explores ways to promote own and others’ health and safety</td>
<td></td>
</tr>
<tr>
<td>explores ways to promote physical wellbeing.</td>
<td></td>
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<tr>
<td><strong>Active Learning</strong></td>
<td><strong>Children are confident and involved learners</strong></td>
</tr>
<tr>
<td>is building positive dispositions and approaches toward learning</td>
<td>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</td>
</tr>
<tr>
<td>shows increasing confidence and involvement in learning</td>
<td>4.2 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</td>
</tr>
<tr>
<td>engages in ways to be imaginative and creative</td>
<td>4.3 Children transfer and adapt what they have learned from one context to another</td>
</tr>
<tr>
<td>explores tools, technologies and information and communication technologies (ICTs).</td>
<td>4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials</td>
</tr>
<tr>
<td><strong>Communicating</strong></td>
<td><strong>Children are effective communicators.</strong></td>
</tr>
<tr>
<td>explores and expands ways to use language</td>
<td>5.1 Children interact verbally and non-verbally with others for a range of purposes</td>
</tr>
<tr>
<td>explores and engages with literacy in personally meaningful ways</td>
<td>5.2 Children engage with a range of texts and gain meaning from these texts</td>
</tr>
<tr>
<td>explores and engages with numeracy in personally meaningful ways.</td>
<td>5.3 Children express ideas and make meaning using a range of media</td>
</tr>
<tr>
<td></td>
<td>5.4 Children begin to understand how symbols and pattern systems work</td>
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<tr>
<td></td>
<td>5.5 Children use information technologies and natural and processed materials</td>
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Philosophy

Emerald Christian College Kindergarten aims to work together with parents. We believe that the relationships each child have with their families and communities are the foundation for learning, and we will use those relationships to develop our curriculum and extend each child’s learning.

Our purpose is to provide education that inspires character and leadership based on the Bible, the inspired and authoritative Word of God. We believe that children are capable young people who have been learning since birth and are able to take part purposefully in, and contribute to, their learning. They are capable of knowing the truth about themselves and their world and they enjoy engaging in life and learning.

We understand that they are complex human beings, whole beings made in the image of God, subject to the influence of sin and in need of guidance and support. They are individually gifted by God for His purposes and designed to function in, and contribute to, an inclusive interdependent community where diversity is cherished.

We will engage in ongoing reflection about our practices and procedures to drive continuous improvement and to ensure each child can maximise his or her learning opportunities, and as educators we value opportunities for professional development.

Our focus is to endeavour to encourage the acquisition of attitudes, dispositions and qualities of character that will allow children to flourish.

Child Care Benefits

A family subsidy (Child Care Benefit) is available from the Family Assistance Office (FAO). The Family Assistance Office will assess parents’ taxable income and a scale will be used to determine the amount of assistance each family will receive. The assistance may be claimed at a reduced Service fee or at the end of the financial year. Every family regardless of their income is entitled to this assistance.

The Child Care Rebate covers 50% of out of pocket expenses up to a maximum amount each year. The Child Care Rebate is not income tested. If you are claiming Child Care Benefit you are eligible for the Child Care Rebate if you meet a “work study test”.

For further details please speak to our Nominated Supervisor or contact FAO on 13 6150.

Opening Hours

The Service is opened for 10 hours per day, 48 weeks per year and caters for children 3-6 years.

The Daily Routine

We provide an environment where the children feel comfortable and secure at all times, and all our rooms have daily routines that reflect this. Our routines are designed to maximise each child’s opportunities to learn and develop.

Throughout the day the children will experience a number of different activities which are part of the educational and developmental curriculum operated by all of our Educators. These will be based on the interests, skills and knowledge of the children and include aspects of their culture, family and community.

Each room will display their routine which parents may read, and educators will be happy to answer any questions. There are summer and winter routines which are adapted to the weather conditions.

Services Offered

- Long Day Care
- Kindy Program
- Special Needs Catered For
Children

Those First Weeks
The introduction into long day care can be difficult for children and parents. Children’s welfare and happiness are the priority for educators when welcoming new children to the Service and when assisting the family to settle into the Service environment. It is recognised that families’ needs will vary greatly in the orientation process and individual needs will be addressed.

The following outlines some helpful hints for parents on settling their child into care:

- Make sure you familiarise your child with the environment and the people in the environment (children and adults) by coming in for visits before commencing care.
- Ease your child into care with short stays to begin with.
- Provide a favourite toy, blanket or comforter to support your child when they are separating from you or settling to sleep. This can help your child feel more secure.
- If your child is unsettled, short visits with you will help your child to gain trust with an unfamiliar environment. These visits can be made on a day when your child is not booked to attend.
- Your child will be reassured when they see positive interactions between Educators and parents or Educators and other children, and this will help them to establish trust in an unfamiliar setting.
- Try to talk at home about child care. Mention the names of the Educators and other children. Talk about the things the child will be able to do at child care that are fun and enjoyable.
- Talk to the Educators about your child, for example, what they like to do; successful ways of settling them to sleep; foods they like and dislike and so on. This helps Educators to get to know your child.
- When leaving your child it is best to make sure you say goodbye and then leave. Hesitating and not going after you have said your goodbyes only confuses them, especially if they are upset. Reassure your child that everything is alright and you will return later. This can help them to settle.
- It sometimes helps to establish a routine when leaving. For example, giving your child a cuddle and then passing them an Educator, or sitting down with them to read a book or for a short play before leaving.
- At first some children protest strongly while others may take a day or two to realise that you are leaving them and begin to protest after several days. Children soon learn that you do return and in the mean time they are well cared for.

What to Bring

3-6 years
- A change of clothing that is weather appropriate (younger children especially those toilet training will need extra changes)
- A hat – a full wide brimmed hat.
- A security item for rest time.
- Sheet Sets.
- Nappies if required.

Birthdays
Your child’s birthday is a special event in his/her life. To celebrate your child’s birthday, you are welcome to send a cake or cupcakes to share with the group. Please check with your child’s educator prior to the birthday that what you plan to bring in is suitable for all children, including those who may have allergies or special dietary requirements.

Clothing
Parents are advised to send their children to the Service in comfortable, inexpensive clothing. The children need to be able to move around during play and should be unimpaired by clothing. While paints etc will come out in the wash, accidents do happen so please don’t send your child in expensive or designer clothing. Young children enjoy and need “messy” play with paint, clay, sand, water and mud.

The Service only has a limited supply of spare clothing. Please supply at least one change of clothing and underwear (for those children out of nappies) in case of accidents.
Please label your child’s clothing and replace name tags if they fade in the wash. Ensure clothing is suitable for the weather.

Clothing safety
Please do not dress your child in clothing with cords e.g. shorts, hats, as these have the potential to become caught on equipment and may cause serious harm to your child.

Belongings
Please ensure all belongings are clearly labelled. Lost property will be displayed for parent collection in your child’s room. Parent co-operation in labelling assists the Service in keeping your child’s belongings together.

It is appreciated if personal possessions are not brought to the Service e.g. toy guns, toys etc. Any possessions brought must come entirely at the parent’s own risk with regards to breakage or loss. A soft toy or security item for rest time is acceptable.

We welcome and encourage family input and news/weekend sheets can be placed in the school diary.

Lockers
Each child is allocated a locker. Please help your child find their name tag and place bags etc in their locker.

Guidance and Discipline
Educators follow a Behaviour Guidance Policy which extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others, for property and respect for self.

The policy aims are:-

* To give all children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual, along with honesty in dealing with peers and caregivers.
* To be taught to respect the rights and needs of others by foreseeing the outcome of their behaviour and the consequences of their behaviour.

* To encourage the individual social development of each child.

If you require further information on this policy please ask Educators and refer to the policy book.

Rest and Sleep
Rest time routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide beds for children. Your child may wish to bring a security item, pillow or blanket to have at rest time. Please feel free to discuss your child’s rest needs with Educators.

Parents
We believe the best way to work with you and your child is by building a partnership of care. To do this we want you to feel...

You are given lots of information about what is happening and you are asked for your views

Communication

What is the best way to communicate with you?
Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child. We have many types of communication we use for families in the Service just like you.

Confidentially and Discretion
Information received through written and spoken communication with families will be treated with discretion.

At any time if you require a private discussion with our Educators, please inform us. This can happen face to face or by phone.

What type of communication do you prefer?

- Newsletter
- Phone calls to your work
You can tell us what is your your preferred way of communicating on page 14.

Ways we communicate news/events at the Service:

- Verbally at arrival and departure times.
- Regular newsletters which will be sent home via email weekly through ECC Chat.
- A message section in the school diary, where brief notes can be left between Educators and parents.
- A notice board where various messages and notices are displayed advertising current issues and upcoming events.
- Regular parent meetings are held where parents can raise any issues or topics, give feedback and contribute to decision making.
- A fees/communication box allows parents to leave more detailed written messages if they have concerns or want to provide positive or negative feedback. These can be anonymous if desired.
- Occasionally Educators will ask parents to complete short surveys in order to maintain up to date records and seek parent feedback on various topics.
- Each family will be allocated an individual diary in which newsletters, accounts and other written communication will be placed. It is the parent’s responsibility to read these notices and ensure they are aware of current issues and events in the Service.
- Policies will be regularly reviewed in a variety of ways (sign in area, newsletters and via files to enable parent comment on Service practices).

Communication and Educators

What can you expect from Educators?

Educators will:

- inform families promptly and sensitively of any out of the ordinary incidents affecting their child.
- share with children’s families some of the specific interactions they had with the children during the day.
- provide information on children’s eating and sleeping patterns through verbal communication and through the sleep and rest chart.
- keep an appropriate record of joint decisions made with families affecting children’s progress, interests and experiences. (These may include new events like toilet training.)

Please feel free at any time in person, by phone or email to discuss your child’s progress, relationships, interests and experiences.

Hours of Operation

Service hours are from 7.00am to 5.00pm, Monday to Friday, 48 weeks per year.

Priority of Access


Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service. Without a Court Order we cannot stop a parent collecting a child.

Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. The times must be noted. No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor.

Commencement Fees

On enrolment we will require a $50 enrolment fee which is non refundable if the enrolment process is not completed. If the process is completed the $50 will be credited to the family account.

Refunds can take up to eight weeks to ensure your Child Care Benefit entitlements with the Service can be finalised. All refunds are paid by cheque.
Service Fees
- $35.00 per day kindy attendance
- $75.00 per day long day care

It is our policy that all accounts are to be at nil balance each week i.e. there should be no fees outstanding.

Accounts in arrears may be subject to care being cancelled.

Accounts
Statements will be issued approximately 3 times per term. Any enquiries about your account can be directed either to Kindy administration or main administration office.

Any change of financial income will alter your fee structure. Please advise our Service and Family Assistance Office (13 6150) if this occurs. Payments can be made via cash, cheque, direct deposit.

Late Fees
If your child is collected from the Service after 5.00pm, you will be charged a late fee which is $15.00 for the first 10 minutes or part thereof and $1.50 per minute after 6.10pm. This will be added onto your account.

Attendance and Absence
Once a child is enrolled at the Service, payment of fees must continue during the child’s absence for illness, public holidays, annual holidays etc. When a child is absent for any reason we must be notified. The Service is open for 48 weeks per year. Dates will be advised.

Allowable Absences
Refer to the Department of Education, Employment and Workplace Relations (DEEWR) for information about allowable absences.

Waiting List
When our rooms have full enrolment, children’s names will be put onto a waiting list. Once a position is vacant, parents are then contacted about placement. When parents wish to change days, this can be effective immediately if enrolments for that day are not full. If they are full the child’s name will be placed on a waiting list. Once a position is available, days will then be adjusted. Our waiting list gives priority to working parents as per the Priority of Access Guidelines. There is a $20 waiting list fee per child.

Notice of Withdrawal
Refer to the Department of Education, Employment and Workplace Relations (DEEWR) for information about withdrawals from care.

Health & Safety
The Service provides a healthy and safe environment for children, educators and families—please refer to our policies covering nutrition, hygiene, medication and infectious diseases. Children with contagious illnesses must be kept at home. A doctor’s certificate must be presented to the service when the child returns showing the infection is no longer contagious.

Food Allergies
We are an allergy aware Service. We endeavour to be a nut free service.

Please inform the Nominated Supervisor if your child has any allergy or anaphylaxis.

Illness
NO CHILD will be admitted with obvious signs of any contagious infection or illness. Our policy states the incubation period, symptoms and exclusion periods of such diseases.

Medication
Educators will be able to administer medication to children who are recovering from illness if a medication form has been completed and signed by parents before the medication is given. The nominated supervisor or an educator can assist you to complete the form.
Medication must be in date, in its original container with the original label, have the child’s name on the label, and have any instructions about the medication (including those from a GP) attached to the medication.

Medication must be handed to an Educator for appropriate storage. Please DO NOT leave medication in your child’s bag.

Any child who has commenced an antibiotic must not attend the Service for 24 hours from commencement.

Medical Conditions including asthma and anaphylaxis
The Service aims to provide a safe environment for children who have identified medical conditions. It is Service policy that a Medical Management Plan be completed by parents/guardians in consultation with the family doctor. The Plan should include a photo of your child, state what triggers the medical condition, what first aid is needed, contact details for the doctor who signed the plan and state when the Plan should be reviewed. This must be completed and returned before enrolment commences.

Our service will develop a Risk Minimisation Plan which is based on information in the Medical Management Plan.

Parents are responsible for updating their child’s Medical Management Plan or providing a new Plan when necessary.

Sun Protection
Our Service’s policy is “no hat, no play”. This policy will be enforced. Parents are asked to provide a wide brim hat to wear during outside activities. These must be labelled. The most suitable hat is one which shades the ears and neck, as research is showing a high incidence of skin cancer on people’s ears.

Children are required to wear sun safe clothing that covers as much of the skin as possible when outdoors. Please dress your child in clothing that will protect them from the sun.

Accidents and Illness
The nominated supervisor/educator will contact parents immediately if a child is involved in a serious accident or illness at the Service. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers. An accident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and be signed by an educator, the Nominated Supervisor and by the parent.

Emergency Drills
Throughout the year the Service will hold emergency drills which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. Educators will be trained in using the fire extinguishers that are in the Service. An emergency escape plan will be displayed in every room.

Using the Service Safely
Never leave children unattended in cars while collecting children from the Service.

Cars parks are dangerous places for children. Always hold children’s hands when arriving and leaving the Service.

Never leave a door or gate open.

Never leave your children unattended in a room.

Children are not permitted into the kitchen and laundry areas unsupervised.

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

Educators: qualifications and ratios
We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend at least monthly Educators’ meetings. Our Educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children’s
learning and development. They are encouraged to attend further professional training and development.

For further details on the qualifications of the Educators, please see our Nominated Supervisor.

Conclusion
We pray your child will have a happy, safe and secure relationship with our Service and our Educators and that the time he or she is in our care will be positive and fulfilling.
Parent Involvement

Family Skills, Interests and Talents

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

Your Occupation or Hobby

Your child loves you and when they get to childcare all they talk about is you. You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (eg music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service. We use information that has come from discussions about occupations and hobbies in our programming and the ideas explored from parent talks can last for weeks.

Your Home Culture

Your home culture is most welcome in our Service. We would greatly appreciate if you were able to share with our Service aspects of your culture and family life. This would assist us to enrich the lives of all our families and children.

Reading (especially good for grandparents)

Children love to be read to. If you or your parents have the time please contact your room Educators to organise a day for reading.

Please tell us what you can offer and your availability.

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

Family Dinner/Social Night – There is no better way to meet new friends. We will be having informal dinner/social nights at the Service after close time for you to meet the other families.

Family Photos – Our aim is to create a warm, friendly and homely environment. One way we like to achieve this is by having family photos displayed. Please bring in a photo of your family for us to display in the room.

Concerts and Special Events

Our Service organises special events throughout the year. Keep an eye out as your child is sure to be a star!

Suggestions

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

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

Remember

When your family becomes involved with the Service, no matter how small or big your involvement, your child will be experiencing the connection between home and our Service. Please read this handbook carefully so you fully understand the commitment that you are undertaking and your responsibilities to the Service. When you have done so please sign and return to the Centre.

Thank you.
A Child’s Thoughts on Starting Kindergarten

1. Please plan the beginning of the day so that I don’t have to be rushed there or I get confused or worried or irritable.

2. Please don’t push me inside the door and run. It makes me feel unhappy, as if you want to get rid of me. Come and look with me at all the interesting things I can do.

3. Please don’t slip away without saying good-bye, or I will be afraid that you may leave me for good. When you leave, tell me when you will be back and try hard to be on time, or I will worry.

4. Sometimes I spend a long time making something and I am proud of it. If you call in rubbish, half of it seems wasted. But if you show you value it too, even to say I have been working hard on it, it makes me feel happy and successful and ready to tackle more difficult things.

5. Please come and visit me at Kindergarten and I will feel proud to say to my friends, “That’s my Mummy and Daddy”, and know that you really care about what I am doing.

6. Please don’t discuss me when I am in earshot. I don’t miss much and I worry about what I hear. The teacher will be happy to find somewhere out of earshot to talk to you.

7. Please send me to Kindergarten in clothes that I am comfortable in and that are easily washed so that I can play in them and not worry if they get dirty.

8. When you come for me, please don’t ask the teacher if I’ve been good. I try to be, but sometimes things go wrong and the teacher and I have worked it out and I don’t want to be reminded of my mistakes.

9. What makes me feel good is if you show that you are really pleased with me, and are ready to look if I have something to show you, as the process of making it was very important and this object is the result. But most of all just love me!
Family name
_______________________________________

Parent’s full name:
_______________________________________

Child/(children)’s name
_______________________________________

Please list what skills talents, interests and culture that you and your family (not forgetting grandparents) are able to share with the Service.

_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________

I have completed the enrolment form at the Service. I have read and agree to comply with the requirements set out in this handbook and in the Service’s policies.

Signed: _______________________________

Dated: ___________

Have you completed the orientation evaluation Yes  No
Parent Input for Individual Curriculum

Child’s Name: ________________________________
Date of Birth: __/__/____

Days attending:
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

What time will you be arriving and returning to the Service?
(estimates only, we understand some mornings may differ)
am: ________________________________________
pm: ________________________________________

What will help you and your child say goodbye to each other in the morning?
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________

Family Information – type of family and names
(parents/siblings/extended family living together/blended family)
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________

Cultural background of family members – immediate and extended:
- __________________________________________
- __________________________________________
- __________________________________________

Languages spoken at home (this includes “special” words your child uses for a particular items e.g. dummy-boo boo)
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________

Family preferred care giving strategies – any strategy in particular that you see that works for you and your child in relation to particular situations (e.g. at meal times, when your child is upset, during and after a tantrum)
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________

Routines - toileting, sleep, rest, nappy changes:
- __________________________________________
- __________________________________________
- __________________________________________

Are there any special Instructions for nappy changes? Yes/No
If yes please explain
- __________________________________________
- __________________________________________
- __________________________________________

How will we know when your child is tired?
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

What helps your child fall asleep?
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

How does your child wake? Quickly, slowly, do they like to be get up immediately? Or stay for a while?
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

Likes/Dislikes (in relation to food, play, routines – anything you can think of)
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

Here is the opportunity for you to offer us input into your child’s individual program. Your input is important to us and your child’s program, because it provides us with more pieces of the puzzle in relation to getting to know your child and enables us to plan enjoyable experiences for them which maximise their opportunities for learning.

1. What do you feel are your child’s current needs? e.g. toilet training, development of social skills, expansion of vocabulary?
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

How could we assist your child in these areas?
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

2. What are your child’s current interests?
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

How can we foster these interests at the Service?
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

3. What do you feel are your child’s strengths at this point in time?
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

How can we provide further development of your child’s strengths at the Service?
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

This information will be used by Educators to complement the individual curriculum that is implemented for your child. You may update this information at any time. To do this, please speak to your child’s Educator(s) or the nominated supervisor.

We will also ask you about your child’s interests, strengths and needs periodically throughout your child’s enrolment at our Service as well as asking for information about what you did on the weekend. Again, this benefits your child – the more we know about each child, the better we are able to program to meet their individual needs.
Thank you.