





BORILLA ^{FREE KINDY} COMMUNITY KINDERGARTEN



2026 PARENT HANDBOOK

Teaching & Learning through play ... 

 178 Borilla St
Emerald Qld 4720

 admin@borillakindy.qld.edu.au

 07 4982 4734

 **FREE Kindergarten**
Approved Program


 **Queensland Government**



BORILLA
COMMUNITY
KINDERGARTEN



OUR VISION

Together we nurture
safe, strong and
connected learners. 



We create a safe, welcoming and inclusive community where every child and family feels they belong.



We value all children as capable and competent learners, supporting them to be confident, resilient and curious.



Through play, relationships and meaningful learning experiences, we empower children to realise their full potential.



We connect and collaborate with families and the wider community, celebrating diversity and Aboriginal and Torres Strait Islander cultures, and creating opportunities for every child to thrive.



BELONGING



Connecting children, families, culture and community.

BEING



Valuing each child as a capable, confident and respected individual.

BECOMING



Inspiring growth, learning and lifelong possibilities.



Nurturing today. Inspiring tomorrow.



Welcome to Borilla Kindy!

We're so delighted to welcome you and your family to Borilla Community Kindergarten. By joining us, you've become part of a proud tradition of quality Early childhood education and care through our Gowrie-affiliated community centre.

About Us

- Community-based & not-for-profit: We're here for families, not for profit.
- Established roots: Since opening in 1992, Borilla Kindy has been dedicated to supporting children and families in Emerald and surrounding areas.
- Growing together: Thanks to a Capital Works grant in 2013, we expanded to three kindergarten units, giving more children the chance to learn and thrive.
- Recognised excellence: In 2021, Borilla Kindergarten was rated as an Exceeding service — a reflection of our commitment to quality care and education.



Staffing

Director/Nominated Supervisor/Educational Leader

Jenny Finlay

- Diploma of Teaching (Primary), Graduate Diploma of Education
- (Early Childhood), Master of Education (Guidance & Counseling)



Teachers

Cass Bailey - Diploma of Early Childhood Education & Care, Graduate Diploma of Early Childhood Teaching

Jess Esmond – Bachelor of Learning Management (EC)

Jayne Gothmann - Certificate IV in Education Support, Bachelor of Communication & Media, Master of Teaching & Learning (Early Years)

Jenny Shannen - Bachelor of Education (EC), Diploma of Early Childhood Education & Care

Julie Kavanagh – Diploma of Teaching Primary & Preschool

Katrina Baillie - Bachelor of Teaching (EC)

Suzanne Aschhoff-McKay - Bachelor of General Studies/Bachelor of Teaching, Diploma of Early Childhood Education & Care

Educators, Inclusion Educators & Kindy Klub Educators

Bre Walsh – Studying Certificate III in Early Childhood Education & Care (school-based trainee)

Carly Schneider - Certificate III in Children’s Services/Diploma of Early Childhood Education & Care

Chaise Hughes - Certificate III in Early Childhood Education & Care/Studying Diploma of Early Childhood Education & Care

Deanna Ofa – Studying Certificate III in Early Childhood Education & Care

Hannah James - Studying Certificate III in Early Childhood Education & Care

Hayley Johnson - Certificate III in Children’s Services. Certificate III in Education Support. Studying Bachelor of Education (EC)

Jane Inslay - Diploma of Early Childhood Education & Care

Jodie Murphy – Associate Diploma of Social Science in Child Care

Kad Finch - Certificate III in Early Childhood Education & Care/Studying Diploma of Early Childhood Education & Care

Mary Aquino - Diploma of Early Childhood Education & Care

Rebecca Patterson - Certificate III in Children's Services. Diploma of Early Childhood Education & Care

Rosie Prince - Certificate IV in Education Support

Sandie Smith - Certificate III in Children's Services. Diploma of Early Childhood Education & Care

Sarah Euston - Diploma of Early Childhood Education & Care

Tiff Campbell - Studying Certificate III in Early Childhood Education & Care

Speech Pathologist

Carmen Connolly - Bachelor of Speech Pathology (Honours) **Paula Swain**

Administration Staff

Jane Inslay

Staff Roles

The Early Childhood Teacher (ECT) has overarching responsibility for the delivery and planning of an educational program to the children attending the kindergarten. The ECT is responsible for ensuring that all aspects of the Service program provided are consistent with the purpose, vision, and values of Lady Gowrie Qld and comply with relevant legislation, quality standards, contemporary research and practice wisdom.

The Educator and Inclusion Educator reports to and works closely with the Teacher and Nominated Supervisor to provide an inclusive, stimulating, secure, caring, and safe environment for all children. Working as a team member, the Educator supports meaningful parent participation in all aspects of the service provision.

Kindy Klub Educators responsible for ensuring that all aspects of the Before & After Kindergarten program are provided are consistent with the purpose, vision, and values of Lady Gowrie Qld and comply with relevant legislation, quality standards, contemporary research and practice wisdom.

Gowrie Contacts

Ladie Gowrie Qld Ph: 3252 2667; www.gowrie-brisbane.com.au

Tracy Joyce: E: tracy.joyce@ladygowrie.com.au: M: 0448 743 595



Lady Gowrie^{QLD}
Community
Kindergartens

Queensland term dates – 2026

Term 1	Tuesday, 27 January 2026	Friday, 3 April 2026
Term 2	Tuesday, 20 April 2026	Friday, 26 June 2026
Term 3	Monday, 13 July 2026	Friday, 18 September 2026
Term 4*	Tuesday, 6 October 2026	Friday, 4 December 2026

Please refer to Group Calendars for individual group Term dates. These can be found in the files section on the Borilla Kindergarten 2025 Facebook page or ask for a copy to be emailed.

Borilla Kindergarten Policy & Procedures Manual

A copy of the Borilla Kindergarten Policy & Procedures Manual is available upon request from the Office (hard copy) and can also be emailed upon request.

Introduction: National Quality Framework

Assessment and rating summary

Quality Area 1 is rated	Exceeding National Quality Standard
Quality Area 2 is rated	Exceeding National Quality Standard
Quality Area 3 is rated	Exceeding National Quality Standard
Quality Area 4 is rated	Exceeding National Quality Standard
Quality Area 5 is rated	Exceeding National Quality Standard
Quality Area 6 is rated	Exceeding National Quality Standard
Quality Area 7 is rated	Exceeding National Quality Standard
Overall rating	Exceeding National Quality Standard

Summary comments

The approved provider, nominated supervisor/educational leader and educators are acknowledged for the achievement of "Exceeding" the National Quality Standard.

The educators and families at the service demonstrated that their reflective practices, processes and strategies drive a commitment to ensuring high quality outcomes for the children and continual improvement of the program and environments.

The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvement for early childhood education and care and outside school hours care services across Australia. In 2012, the NQF introduced a new quality standard to improve education and care across long day care, family day care, preschool/kindergarten, and outside school hours care services. The NQF includes:

- National Law and National Regulations
- National Quality Standard
- Assessment and Quality Rating Process
- National Learning Frameworks.

Australian Children's Education & Care Quality Authority (ACECQA)



The Australian Children's Education and Care Quality Authority (ACECQA) is an independent national authority that assists governments in implementing the National Quality Framework (NQF) for children's education and care.

ACECQA works with the Australian and state and territory governments to:

- Implement changes that benefit children from birth to 13 years of age and their families
- Monitor and promote the consistent application of the Education and Care Services National Law across all states and territories
- Support the children's education and care sector to improve quality outcomes for children.

The ACECQA Website can be accessed via the following link: <https://www.acecqa.gov.au/>

Borilla Kindy proudly delivers a kindergarten approved program as specified by the Qld Government.



Queensland Kindergarten Learning Guideline

The Queensland kindergarten learning guideline supports kindergarten teachers' professional practice in a range of contexts across Queensland. The guideline is based on the Early Years Learning Framework for Australia (EYLF) and embraces the inclusive vision that "all children

experience learning that is engaging and builds success for life". The QKLG provides specificity for children's learning across the year before starting school, recognising that children bring with them diverse identities and backgrounds. While the EYLF focuses on children from birth to five years, the Queensland kindergarten learning guideline aims to specifically enrich children's learning in the Kindergarten Year.

In Queensland, Kindergarten is the year before the Preparatory Year of schooling. Throughout the Kindergarten Year, children's right to experience the joy of childhood is fundamental and learning is promoted through play, and emergent and planned learning experiences and interactions. The guideline recognises that parents are children's first educators and values the vital role parents, carers and family members play in children's lives and their ongoing learning. The term "families", throughout the guideline, recognises the range of people who take on parenting roles and build close and supportive relationships with children in their home environments.

The guidelines describe a set of five learning and development areas:

- Identity
- Wellbeing
- Connectedness
- Active learning
- Communicating.

Queensland kindergarten learning guideline



The Gowrie Queensland is our Central Governing Body (CGB)

Borilla Kindergarten is proudly affiliated with Gowrie (Qld). Under the Queensland Kindergarten Funding Scheme initiative, Gowrie Queensland has been approved as one of five Central Governing Bodies by the Minister for Education and Training. Gowrie is well known for their innovative and flexible practice, integrated service provision, meaningful partnerships with parents and evidence-based practice. The Gowrie continues to be recognised in the broader

community and the Government sector as a provider of high-quality services for both children and families, acknowledging the contribution to education and care in all our programs.

Borilla Kindergarten adheres to the policies of this Association as well as those Regulations, Laws & Acts required by the Office for Early Childhood Education & Care are upheld and maintained with the Centre.

Gowrie Philosophy Excerpt

“At the Gowrie we believe that childhood is a unique time of life, to be valued and enjoyed in its own right. We also recognise that this is the time where foundations are laid for future health, learning and wellbeing. We value children growing up with the understandings, skills and dispositions to be caring people and effective learners, able to contribute to their world and to enjoy rich and successful relationships with others.”

Department of Education, Early Childhood Education & Care Team



The Department of Education is the regulatory authority responsible for administering the National Quality Framework (NQF) in Queensland, and also the regulatory authority for services regulated under the Education and Care Services Act 2013 . Education and care services that operate under the NQF include kindergartens, long day care, family day care and outside school hours care.

Education and care services that operate under the Education and Care Services Act 2013 include certain limited hours care services, occasional care services, services that receive funding under the Disability Services Act 2006 , and services that formerly received budget-based funding from the Australian Government and that are excluded from the scope of the NQF.

The department's roles include:

- regulating early childhood education and care services in Queensland, including provider and service approvals, amendments and waivers, monitoring and compliance and assessment and rating



- funding services to support the early childhood education and care of Queensland children
- driving national early childhood education and care reforms in Queensland
- promoting successful transitions from home to early childhood education to school, for children and families
- investing in evidence-based programs to support early learning and development.

Early Childhood information service

Telephone 13 QGOV (13 7468) for information about a Queensland Early Childhood Education and Care service.

Department addresses

Email: centralqueenslandecra@qed.qld.gov.au

Early Childhood Education and Care

PO Box 138 Rockhampton Qld 4700

Telephone: (07) 4932 4022



Quality Improvement Plan: (QIP)

The National Regulations require that a Quality Improvement Plan is prepared by each service. In developing the Quality Improvement Plan, consideration needs to be given to all standards and elements of the National Quality Standard. The Quality Improvement Plan must include strategies to address those quality areas noted during the self-assessment or assessment process as not meeting the National Quality Standard or any regulatory requirement. This is a collaborative document between families, children and staff. Families and children are an integral part of the QIP and as such, your feedback is vital to the running of kindy. Feedback is welcomed and valued. The QIP is housed in large folders and updated on a regular basis. These are kept in the main office and are available upon request

The National Quality Standards include the following areas:

- | | | |
|-----------------------------------|-------------------------------|---|
| 1. Educational program & practice | 4. Staffing arrangements | 6. Collaborative partnerships with families & communities |
| 2. Children's health & safety | 5. Relationship with children | 7. Leadership & service management |
| 3. Physical environment | | |

The Borilla Kindy Quality Improvement Plan (QIP) is a living document that:

- Includes an assessment of the Quality of the practices of the service against the 7 National Quality Standards and the National Regulations.
- Identifies areas of strength.
- Identifies any areas that the provider considers may require improvement.
- Includes a statement of philosophy of the service.
- Includes the voices of staff, children and families.
- Updated throughout the year.
- The QIP is available on request from the front office.
- Submitted to the Regulatory Authority on request.

Borilla Kindergarten is a non-smoking/vaping centre.



Borilla Community Kindergarten

Borilla Community Kindergarten operates as a registered Incorporated Association. This centre is not for the profit or gain of individual members and the Association's constitution prohibits it from making financial distributions to its members. This association and its assets are owned by the parent body which elects a management committee each year to operate the centre effectively. Borilla Kindergarten offers educational programs to children aged between 3 years to school age. The centre offers sessional kindergarten (based on the Queensland Kindergarten Curriculum Guidelines), and services approximately 110 families in Emerald and surrounding districts. The centre celebrated its 30th Anniversary in 2022.

The Kindergarten building and grounds are owned by the Central Highlands Regional Council.

Parents & Carers are invited to discuss the activities & experiences provided as part of our learning programs and the goals to be achieved through our programs. Please see your director or teacher for more detailed information about your child's development, how we will provide opportunities to foster your child's development and our underpinning philosophy of learning that underpins our programs."

Kindy Funding

From 1 January 2024, kindy is free for all eligible kindy-age children who attend a government-approved free kindergarten program in a sessional kindergarten or long day care service. Kindy is 15 hours per week, 40 weeks per year or 600 hours.

Click here to learn more:

<https://earlychildhood.qld.gov.au/freekindy>



Borilla Kindy Philosophy



Together we nurture
safe, strong
and **connected**
learners
supported by family,
community and culture.

Belonging

At Borilla Community Kindergarten, the safety, rights, wellbeing and best interests of every child are central to our practice.

We acknowledge that children belong first to their families. Through respectful partnerships with families and the wider community, we foster secure relationships that support children to feel safe, valued, connected and confident in their learning journey.



Being

Each child is recognised as a unique, capable and competent learner.

We provide a warm, inclusive and nurturing environment where children can build confidence, independence and resilience.

We celebrate diversity and value the rich cultures, histories and contributions of Aboriginal and Torres Strait Islander peoples.




Becoming

We believe children learn through play, inquiry, meaningful relationships and intentional teaching.

Our curriculum builds on children's strengths, interests and emerging ideas, supporting them to become active participants in their learning and community.

Together with families, educators and the wider community, we are committed to continuous improvement and high-quality practice.



 Every child. Every day.
The best start in life.



Nurturing today,
inspiring tomorrow.



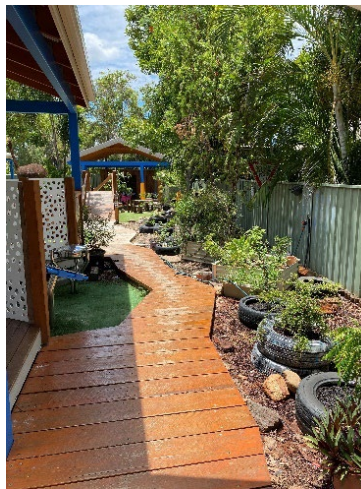
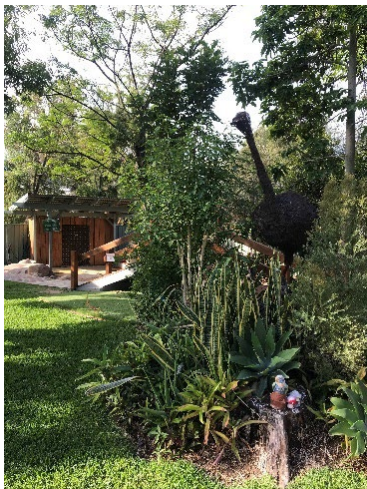
Educational Program

Borilla Kindergarten embraces the Queensland Kindergarten Learning Guideline. The QKLG makes a strong commitment to the many experiences and ways of thinking, doing and being that every child and adult brings with them. This curriculum is a process that allows space for initiative and inventiveness, adults and children share responsibility for the learning process through interaction and collaboration.

The Borilla Kindergarten Program helps children to:

- Learn about themselves, others and their surroundings, supported by caring educators.
- Cooperate with others and be a part of a larger group
- Listen and respond to directions
- Communicate ideas to other children and adults
- Increased-confidence
- Develop independence, thinking and problem solving skills
- Develop physical coordination
- Build an understanding of the world around them.

Every Kindergarten will be different; no service will look the same, but instead reflect, with individuality and uniqueness, the community in which it is embedded.



Planning for our Early Childhood Program

When the teachers put their trust in children and truly respect them as knowledgeable meaning makers then opportunities and possibilities arise that previously may not have been considered. In a curriculum that is embedded in possibility and, therefore unpredictability, it is expected that educators adopt a reflective approach to planning whereby planning formats are open-ended, retrospective and shared; and planning decisions tentative, flexible and open to possibilities that happen.

This does not mean, however, that planning does not happen. Rather, it is happening continuously and collaboratively as children and adults together create opportunities for living and learning through the spontaneous and unpredictable encounters that occur in the here and now of every context together with intentional teaching. Individual timetables are displayed in each room. A "Day Book" with snippets of the kindy day will be displayed on the sign in tables. These are a great way to start a conversation with your child about their kindy day.

All families are offered a mid-year interview. A written Transition Statement is given to each family in Term 4 and will be forwarded to the child's school where parental permission has been given. Each child will have a Portfolio where information/evaluations/reflections/work samples & photos are placed. Family contribution to all documents is encouraged and valued.

The needs of children are met through a combination of teaching strategies including play and intentional teaching.

At Borilla Kindergarten we have an "Open Door" policy. Borilla Kindy belongs to your child and your whole family. We would like you to feel free to come and participate in the life of the centre at any level, whenever you are able to. Whilst we encourage families to share our centre, please be reminded that it is a learning environment for 3½ to school age. We ask that parents carefully supervise young children at all times.

In the morning the doors will be open 5 minutes prior to the commencement time of your child's group. You are encouraged to (if inside first to do puzzles, read stories or play in home corner/block area). If outside, you may like to play on the equipment, dig in the sandpit; play in the water trough etc. For safety, the front doors are locked approximately 30 minutes after the session commences. If you are late please contact the front office staff for entry to your child's room. In the afternoon the doors will open 5 minutes prior to the end of session. If you need to collect your child early please make contact with the front office staff.

Independence is encouraged at kindy. On arrival, please encourage your child to:

- place kindy bag in their individual locker
- place morning tea in small fridge/basket and lunch in the fridge
- remove shoes
- put hat on if going outside to play
- apply sunscreen prior to outside play

Kindy Klub & Kindy Klub+ (extended Before & After Kindy Care)

Green Group	Monday, Tuesday, Wednesday each week
	Start: 8.45am Finish: 2.00pm
Blue Group	Thursday, Friday each week
	Start: 8am Finish: 3.30pm

Unit 1

Red Group	Monday & Tuesday
	Start: 8am Finish: 3.30pm
Orange Group	Wednesday, Thursday, Friday each week
	Start : 8.45am Finish: 2.00pm

Unit 2

Yellow Group	Monday, Tuesday, Wednesday each week
	Start: Kindy program 8.45am to 2pm Option 1 - extend day to 3.30pm Option 2 - extend day to 5.30pm Option 3 - begin day from 7am
Purple Group	Thursday Friday each week
	Start: 8am to 3.30pm Option 1 - extend day to 5.30pm Option 2 - begin day from 7am

Kindy Klub (Before & After Kindy Care)	Available each day your child attends their Kindy group
	Fee options include: #1 Care until 3.30pm OR #2 Care from 7.00am-5.30pm <small>(please note that late fees apply)</small>

Kindy Klub

Kindy Klub formally BAKC is a service run to extend the normal kindergarten hours and is complementary to the kindergarten program. It is licensed and governed by the same National Laws, Regulations and Kindergarten philosophy and policies. These options are available at an additional cost. 15 hours of kindy is free. Kindy Klub fees are invoiced and payable fortnightly.

NO REBATES ARE AVAILABLE KINDY KLUB or KINDY KLUB+ (BEFORE & AFTER KINDY CARE).

This service is available to be used only for the days your child attends the kindergarten.

Kindy Klub (KK) will run from 2pm to 3.30pm each day in the Orange & Green groups to extend the Kindy Day by an additional 1.5hrs. This will operate from the child's existing classroom.

Kindy Klub Extended (KK+) will run from 7am to 5.30pm every weekday. Families/carers will drop their child in the morning to this group in Unit 3 (near the main office). Your child will be taken by a staff member to their allocated kindergarten group when it commences, collected by a staff member in the afternoon when their group finishes and taken to the Kindy Klub + (KK+) room (Unit 3). There are options for flexibility of morning care only, afternoon care only or morning and afternoon care.

Living and learning- children's programs

The curriculum offered is a collaborative venture, negotiated with children and families and developed by fully qualified early childhood professionals. The physical environment and mood and feel of the centre are designed to support and enhance your child's learning. Your child's curiosity, enthusiasm and love of learning will continually be encouraged by staff. As teachers and children engage in inquiry together, children are learning to observe, ask questions, reflect on their actions, and engage in meaningful and self-directed activity.

The encouragement of family and community involvement ensures that the curriculum:

- supports and affirms parents in their parenting role
- acknowledges the individuality of family aspirations and traditions
- optimises learning for children
- gives children a voice in their learning
- engages parents in cooperative decision making
- is relevant to the children, families and community
- facilitates networking among families within the local community

Documenting your child's learning

Observation and documentation form the foundation for additional experiences to be planned and provides crucial information for the environment to be arranged to extend learning. As an understanding of your child grows through observation, teachers can plan for interactions that best support your child's interests, needs, ideas and questions. The use of documentation methods, such as individual child portfolios and floor books, allows educators to gain an in-depth understanding of your child's development in action.

Portfolios are more than a memory or keepsake of your child's time at Borilla Kindy. Not only do they provide an insight into your child's learning, they also make the quality of our teaching practice visible to you. Portfolios provide children with an opportunity to revisit and reflect on past experiences; record their learning, including their emerging literacy and numeracy skills as it occurs in our rich, socially responsive and interactive learning spaces; and provide our

teachers with the knowledge they need to ensure your child's time with us is full of wonder and possibility.

Teaching and learning through play

Children must be allowed to naturally progress through their own unique stages of learning. A curriculum that features child-initiated experiences ensures young minds continue to develop. To make sure we nurture and develop our future generations of thinkers, play is an essential component of a quality early childhood educational experience. Research has shown that play is the best exercise for the brain because it provides the perfect stimulus needed for brain development. The Canadian Government's Early Years Study (McCain & Mustard 1999) concluded:

"Play based problem solving with other children and an adult is an early learning strategy that has a crucial effect on early brain development and should be the format for children entering the school system."

Play that encourages problem solving offers children an array of opportunities to explore, discover and create. Play fosters qualities such as curiosity, perseverance and risk taking to name a few.

Trauma Informed Behaviour Support



Borilla Community Kindergarten and Lady Gowrie have worked with qualified and experienced behaviour change experts to develop our Guiding Children's Behaviour Policy and Staff Practices. The Borilla Kindy staff analyse children's behaviour to attempt to understand their needs. Staff use strategies such as directional language, visual cues, guidance and behaviour teaching processes to encourage children to understand and choose appropriate behaviour. The Borilla approach incorporates trauma-informed principles. Trauma informed principles and practice is about supporting children to feel safe and to build trust.

The concept of guidance is an important one in the area of behaviour. A guidance approach to behaviour teaching and management requires the interactive participation of the child and adult. The goal of the guidance process is for the adult to interact with the child in a caring and understanding way, empowering and enabling the child to develop self-respect, self-responsibility and self-control.

Families are consulted about any issues or problems regarding their child's behaviour. In circumstances of recurring behaviour, educators will discuss guidance strategies for individual children with the family and actively seek information to assist with the response to this inappropriate behaviour. Family input is sought, where possible, for a solution in guiding the child. If very challenging behaviours continue the Executive Committee will be consulted as to how the service is meeting the needs of the child in a group setting. The kindergarten will work with families to source external supports through a referral system.

Environment

Borilla Community Kindergarten actively promotes environmental awareness and encourages children and families to protect the environment through modelling and education. We strive to cultivate a lifelong respect of environmental awareness and care. Native wildlife is treated with care and respect and can remain free while appropriate observation for children's information is made.



The planting of and tending to trees and shrubs is a valued aspect of our service. They provide us with effective natural shade and maintain habitats for birds and other native wildlife. Where practical and possible, hygienic composting of lawn clippings and fruit waste is practised, along with recycling of plastic, paper, metal and glass materials. Borilla Community Kindergarten has a policy on "minimising harsh elements in early childhood settings" which encourages hygiene practices without the use of

harmful chemicals. Energy conservation is a focus at the kindergarten with the installation of numerous solar panels and back up batteries.

Rest, relaxation and sleep

It is important to incorporate a balance of experiences for each child, including opportunities for rest and relaxation. There are many ways a rest/relaxation time can be incorporated into the day. These may include resting on a bed or a variety of quiet experiences such as reading, drawing, puzzle work, as well as other relaxation techniques.

Consideration is given to creating a restful atmosphere which is flexible and responsive to every child's needs. You are encouraged to discuss the specific needs of your child, in relation to rest/relaxation time, with your child's teacher.

Borilla Kindergarten has identified "safe sleep" practices and as such, implements these during our rest times. These include the following:

- In supporting the safety of each child during the rest period, necklaces (including amber) will be removed and placed in a suitable location.
- Children and staff will discuss resting with your face uncovered. Where a child places their sheets/bedding over their head staff will respectfully reposition the linen or child as appropriate.
- Lighting of the environment throughout the program and particularly during any rest period, will be sufficient to support safety and supervision.
- The room temperature should be maintained at levels that keep children visibly comfortable.

(Taken from SLEEP AND REST TIME POLICY)

Family involvement

We value your input. Borilla Kindy values your involvement throughout the centre program. There is an “open door policy” which means you are welcome to visit and spend time with your child throughout the day, in consultation with the centre staff.

Before your child starts at the centre, you are encouraged to visit and observe the program in operation and to speak with the teaching staff about any queries or concerns you may have. Once your child begins the kindy program, please feel free to spend time settling your child in and becoming familiar with the staff and program.

We appreciate any relevant information you can share about your child with the teacher. This enables the staff to understand your child’s and family’s needs better. When you collect your child you are welcome to speak with the teacher or educator, to gather information about your child’s day.



Ways to get involved

Borilla Kindergarten provides you with numerous opportunities to be actively involved in your child’s learning. Getting involved, to whatever extent and in any particular capacity, can be a very rewarding experience. Support and effort from all families is valued and essential in the running of the centre.

You can take an active role in the centre by serving as a member of the Management Committee which is an integral component of Borilla Community Kindergarten.

Additional ways to be involved include participating in parent roster, sharing your skills (cooking, storytelling, music, woodwork, puppet making, and art), fundraising or social functions. Please feel free to offer suggestions or ideas of how you would like to be involved. Family information nights and morning teas provide other opportunities for involvement and are a great way to meet with other families.

It is the parent/carer's responsibility to:

- notify the director of any change regarding information recorded about a child
- read all information relating to the centre to become familiar with policy information.
- comply with Policies & Procedures of the centre including Parent Code of Conduct Policy, Social Media Policy, Health and Safety Procedures and provide documentation as required.
- comply with all lawful rules (as per Qld Police Service) with regard to dealings with the kindergarten.

Management Committee (What is the Management Committee and what is its role in the centre?)

Borilla Community Kindergarten values family and community involvement and participation. The Management Committee is made up of parents of children currently attending or interested members of the community. This committee is the Approved Provider under the ECEC Services Legislation. The Management Committee meets regularly throughout the year and is responsible for:



- Management of the centre.
- Following the rules of the association/constitution lodged with the Office of Fair Trading.
- Ensuring the centre meets The Gowrie affiliation standards so the centre continues to receive Qld Kindergarten funding.
- The employment of all necessary staff and compliance with the provisions of any awards or other industrial requirements.
- Legislative requirements affecting the centre.
- Building and playgrounds.

- Promoting the centre within the community.

Elections take place at the annual general meeting (AGM) usually early in the year. The Management Committee is run as per the Borilla Kindergarten Constitution and any decisions made by the Management Committee are based on a majority vote of the Management Committee. The Executive of the Management Committee consists of the President, Vice President, Secretary and Treasurer. Other positions which involve varying levels of commitment and specific skills also play an important role within the group.

Management Committee roles are supported by the Borilla Kindy Administration staff.

Please contact the kindergarten for a full description of the Management Committee roles.

Borilla Kindy Annual General Meeting.



The AGM will be held late March 2026. At a time to be advised.

Inclusive services

Inclusive philosophy

Borilla Community Kindergarten acknowledges that every child has the right to access, participate and be included in all aspects of community life, including their education and care setting.

A key piece of legislation which protects the rights of children who experience disability is the Disability Discrimination Act of 1992 (DDA). Equity, inclusion and diversity underpin the National Quality Framework (NQF) and are embedded throughout the National Quality Standard (NQS) and the approved learning frameworks.

Borilla Community Kindergarten provides an inclusive environment and program to meet the different and diverse needs of all children and their families accessing our service. Following an interview with the parent and child, the director, together with the parent/s, will collaborate to make program plans and modifications where appropriate. The director will communicate with the early education consultant and related services to make an appropriate decision regarding funding requirements and any environmental alterations required. The centre will arrange appropriate additional support and training for the staff, families and children as the need

arises. The sharing of information between the teaching team and the child's medical and support services is encouraged to support the child's total inclusion.



Cultural diversity

Borilla Community Kindergarten recognises and celebrates the multicultural nature of our community and aim to create an environment and curriculum that embraces cultural diversity. We value each child and family's culture and beliefs. All parents are encouraged to communicate any concerns or considerations with staff upon enrolment and on a daily basis.

Equity

Borilla Community Kindergarten is committed to and firmly believes that experiences in the early childhood period have a significant impact on later childhood and adult life. In order to improve life, education and career choices for all children, they are encouraged to participate in a range of activities which will promote their optimal development.



Our inclusion & anti-bias policy underpins the entire philosophy of the service. It is reflected in the consistent and active right of every individual to develop their fullest potential. The provision of relevant and appropriate programs and activities will ensure that children find

expression for their individual needs. It provides opportunity for children to learn of the many different options and alternatives available to them.

“Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. This is evident in everyday practice when Educators demonstrate an ongoing commitment to developing their own cultural competences in a two-way process with families & communities.”

(Early Years Learning Framework, p.16).

Activities, routines, the materials we use and our daily interactions with children need to reflect positive attitudes, and perceptions about all people, in all their diversity” (Paul, A. p.226 (1995) The Anti-Bias Approach to Early Childhood).

UN Declaration on the Rights of the Child



- The right to affection, love and understanding.
- The right to adequate nutrition and medical care.
- The right to free education and full opportunity for play and recreation.
- The right to protection from all forms of neglect, cruelty and exploitation.
- The right to name and nationality.
- The right to special care, if disabled.
- The right to be among the first to receive relief in times of disaster.
- The right to learn to be a useful member of society and to develop individual abilities.
- The right to be brought up in a spirit of peace and universal brotherhood.
- The right to enjoy these entitlements, regardless of race, colour, sex, religion, national or social origin.

Enrolment, fees and administration

Enrolment bond and Membership fee:

A payment of \$55.50 is required to secure your child's position at Borilla Kindergarten. This is made up of a \$50.00 enrolment fee and a \$5.50 membership fee. The \$50.00 is not refundable and will be forfeited if your child does not attend Borilla in 2025.

Delayed Entry/Exit:

Parents may delay their child's entry to Prep (and subsequently Year 1) if they feel that the child is not ready to start school. For example, the child is still developing their social and emotional skills. The child can then commence Prep when they are of compulsory school age (6 years and 6 months). An interview with the Director is recommended to formalise this process. Principals do not make decisions on delaying a child's entry to Prep. While some parents may choose to discuss their decision to delay entry with the principal, it is not necessary for them to do so.

Giving notice

Parents are required to give four weeks' notice in writing in Term 4 and 2 weeks written notice in terms 1, 2 & 3 to the director or administration if it is their intention to leave the Centre.

Payment of Kindergarten Kindy Klub fees:

Whilst 15 hours/week of kindergarten is free, some families opt for additional hours at a cost. Kindy Klub fees will be invoiced fortnightly and must be paid prior to the next fortnight of care to ensure continuing enrolment in Kindy Klub.

Please note: If you are experiencing difficulties making payments, please contact the Administration Staff immediately.

Payment options

The different options for payment and all information required are specified on the term invoice. Please see the Director, Treasurer or Office staff if help is required. EFTPOS & Credit Card facilities are available. For those who would prefer to pay their kindy fees by direct deposit or transfer via internet banking, following is Borilla Community Kindergarten's account details. Suncorp: BSB 484-799 Acc Number 084306546

Notification of absences

If your child is going to be away from kindergarten (including illness) please notify the Centre of this absence and the reason for the absence. You can also register your child's absence using Xap Smile app.

For Android users <https://play.google.com/store/apps/details...>

For Google users <https://apps.apple.com/.../xap-smile-for.../id1500375099>

Kindy Klub cancellations must be 24 hours in advance. Make-up days or swap days are not offered to replace absences for any reasons.

Sign-in/out Register

Borilla Kindergarten uses a digital sign in register. Each parent/carer has a unique sign in code. Do not give your code to another person to use. You can add them to your digital account, and they get their own sign in. Please see the office if you require assistance.

Keeping our children happy, healthy and safe

Protecting our greatest asset (Child safety)

From 1 July 2017, early childhood education and care (ECEC) professionals are mandated by law to report child safety concerns to the Department of Child Safety, Youth and Women where there is a reasonable suspicion that the child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse, and there is not a parent willing and able to protect the child from harm. All staff at Borilla Kindergarten are trained in Child Protection annually.

Child Protection Statement of Commitment

Borilla Kindergarten is committed to the safety and wellbeing of all children and young people and the protection of children from harm.

We are committed to creating a positive and supportive environment to develop children's skills and learning. We are part of a community of care that treats children with respect and understanding at all times.

Borilla Community Kindergarten Facebook Page/s:

Borilla Community Kindergarten has a series of closed Facebook pages. These are used as additional communication tools for staff and families. Any Facebook contact with staff must be made through this site only. Please note these pages are for immediate family only. We ask that these pages be used with thoughtful consideration to our Kindy Community. Please refer to the Borilla Kindergarten social media Policy. Links are emailed to families.

If you have any difficulty accessing the pages, please contact the office for further assistance. We thank you for your co-operation in this matter.

Clothing and shoes

Your child should wear comfortable and safe clothing and shoes, appropriate to the weather and activities during their day at kindergarten/preschool. Clothing needs to be sun safe (i.e. shirts and dresses need to have sleeves to protect their shoulders). They also need comfortable clothes that allow them to develop self-help skills for dressing and undressing.

Shoes must be safe for your child to run and climb in. Although they are encouraged to wear no shoes while playing in the playgrounds, at times it may be necessary to wear shoes. Shoes need to have a good grip so there is no risk of tripping or slipping. Joggers with good grips are the most appropriate. Shoes such as gumboots, thongs and dress shoes are considered inappropriate for playground wear and will be removed during outdoor play.

Staff will try to ensure children are always dressed appropriately for the weather. Your child will be encouraged to wear protective clothing for messy activities such as painting. For specific clothing requirements for your child, please talk with your director.

Birthdays

We acknowledge the importance of special occasions such as birthdays in a child's life and invite you to celebrate your child's birthday at Borilla Community Kindergarten. Birthday celebrations are welcomed. Individual cupcakes, fruit platters or ice blocks are great ideas for celebrating a child's birthday.

Dealing with sick children

The problem of sickness and infectious diseases is very serious, especially when so many children are in contact with each other. It is extremely difficult for staff to provide the appropriate care for children who are ill and still pay attention to the rest of the group.

Children with diarrhea, vomiting and bad colds are sick and, therefore, should not be brought to the Centre. It is the condition of enrolment that you have alternative care arrangements when your child is sick.

If your child becomes ill at the Centre staff will contact you immediately. Infection can move swiftly through a group. Therefore, we ask you or your nominee to come as quickly as possible to collect your child.

Gowrie policy on dealing with sick children

1. Children with contagious illnesses will not be admitted into the Centre.
2. Parents must contact the Centre to report contagious illnesses.
3. In the event of a child taking ill in a Centre the parent will be contacted. For this reason, it is essential the Centre has current work and emergency contact numbers.

Attached is the link for The Time Out exclusion recommendations.

See Link:

https://www.health.qld.gov.au/__data/assets/pdf_file/0022/426820/timeout_poster.pdf

If your child is unwell, please keep them at home.

SHOULD MY CHILD ATTEND KINDY TODAY?

ANY CHILD WHO IS SHOWING SIGNS OF ILLNESS, OR FEELING UNWELL, MUST NOT ATTEND KINDY

Try again in 24 hours if your child displays any of the following:

- Fever of 38 degrees or above (or requires dose of Panadol to keep fever down)
- Cough
- Runny nose
- Diarrhoea or vomiting within the last 24 hours
- Sore throat and/or swollen glands
- Tired and listless
- Loss of taste or smell



OK to come and play!

- No fever
- No cough
- No runny nose
- Active and playful
- Able to participate fully in the kindy program
- If your child requires a dose of Panadol prior to coming to kindy then they need to stay at home.



Please do not be offended if you are asked to take your child home. These steps are in place to maintain the health of other children and the staff.

Thank you for your understanding during these difficult times.

Burk@kindyData - Documents\PI\Policies\Should my child attend kindy today.docx



Administration of medication

Prescribed medication

As per the service Medication Policy, medication will only be administered if it is prescribed by a Doctor, in its original container with the original pharmacist's dispensing label with details of:

1. Child's name
2. Name of Medication
3. Dosage
4. Frequency
5. How it is to be administered.
6. Date of dispensing.
7. Expiry Date.



Medication will only be administered if the parent/guardian has completed and signed a Medication Form. Children with allergies require a letter of confirmation from their doctor advising what the child's reaction may be and what actions staff should take if an allergic reaction occurs. Medication is required to be handed to a staff member so that it can be stored securely (out of children's access) and at the recommended temperature.

Non-prescribed medication (including alternative therapies)

Non-prescribed medication (i.e. over the counter medications and alternative therapies) will not be given to any child unless prior written permission and instructions from your child's doctor have been received by the director/person-in-charge.

Paracetamol

High temperature in young children is often the first symptom of illness or infection. As children are often unable to explain symptoms if they feel unwell and staff need to be aware of signs and symptoms of illness. Children's temperatures can alter rapidly. As a high temperature is precursor to an illness or infection it is recommended that parents seek medical attention. See Link: Managing a High Temperature.

<https://borillakindy.sharepoint.com/:f:/s/BorillakindyData/ElhyJJAgEcpFvU1aGN5UougBrW4syrvjfA2p6Dk8DK9kCg?e=hCmc6i>

Please note:

All medication must be left in the designated areas for medication storage and a staff member informed. For the safety of children, under no circumstances is medication to be left in the child's bag, on top of lockers or any other unsecured location.

Clearance letters

A clearance letter may be required if the Centre staff are in doubt as to whether a child's health is of a suitable standard to return to the Centre.

Immunisation

Immunised children

Parents are required to provide information regarding the immunisation status of your child upon enrolment. A copy of your child's vaccination certificate or personal health record is required for your child's file. Please note that it is the responsibility of the parents to regularly update the child's vaccination status by submitting new vaccination certificates after each immunisation.

Non-immunised children

The Gowrie requires any child who has never been vaccinated to be excluded from the program during outbreaks of some infectious diseases in accordance with the National Health & Medical Research Council exclusion guidelines, even if the child is well.

Current immunisation schedule:

See links below for the recommended immunisation schedule.

<https://www.health.qld.gov.au/clinical-practice/guidelines-procedures/diseases-infection/immunisation/schedule>

Handwashing

Borilla Community Kindergarten maintains an overall high standard of general hygiene and cleanliness, which contributes to a healthy environment for children. Hands play an important role in spreading germs. Hand hygiene is a very effective way to control the spread of infection. Hand hygiene means washing hands with soap and water or using an alcohol-based hand rub.



Children will be encouraged to wash their hands on arrival & departure as well as regularly throughout the day. Younger children will be assisted by staff to learn sound hand washing techniques. All staff and visitors, as well as parents who may visit during the day, will minimise the risk of cross-infection by washing hands thoroughly at appropriate times.

When to wash your hands.

- When entering the Service and again just prior to you commencing your shift will assist with the reduction of new germs being introduced into the Service.
- When moving between rooms at the Service after engaging with the children and working within the room.
- Before preparing, handling or serving food.
- After supporting a child with toileting inclusive of nappy changing when applicable.

- Before and after breaks that involve meal and bathroom breaks for staff.
- After cleaning up blood, faeces or vomit.
- After wiping a nose (either a child's or your own), coughing or sneezing.
- Before leaving the Service. (This prevents taking germs home).
- Before and after giving medication (after is important if fingers touch the receiver's face, mouth, hands, etc.).
- Before and after giving first aid.
- After using any cleaning products or undertaking any cleaning jobs such as sweeping, raking etc.
- Immediately after smoking.
- After handling garbage.
- After coming inside from outdoor play.

See Links:

https://www.qld.gov.au/__data/assets/pdf_file/0031/127696/6-Steps-Hand-Washing-Poster.pdf

<https://www.who.int/gpsc/tools/GPSC-HandRub-Wash.pdf>

Students and Volunteers

On occasion, students and/or volunteers assist in the kindy program. All students and volunteers wishing to participate in a Kindergarten program must provide this request in writing, outlining the purpose and length of their participation in the program.

The Approved Provider/Committee is to be notified by the Nominated Supervisor/s of the intention for a volunteer or student to commence at the Service. The Approved Provider/Committee in consultation with the Nominated Supervisor/s will confirm the placement of the student/volunteer.

Students who are completing a workplace assessment require documentation of that placement and a training agreement must be signed and details noted, prior to the student commencing.

The placement of a student or volunteer will be considered with regards to the current commitments of the Service staff and health and wellbeing of children, families and staff. Students (enrolled in studying towards a qualification or over 18 years of age) and volunteers that are participating at the Service are required to hold a current Positive Notice (Blue Card).

Food and Nutrition at Kindy



Borilla Kindy encourages children to eat healthy foods. Fruit, vegetables, cracker biscuits, cheese and sandwiches are suggested as appropriate morning tea snacks. We suggest a healthy lunch of sandwiches, salads, pita bread, fresh/dried fruit, pasta, rice or yoghurt. The recommended drink for young children is water. Please speak to your teacher and/or educator if you would like support in this area.

Physical activity for children

Being physically active every day is an important part of child growth and development. Playing and exploring helps children develop physical and social skills. Borilla Kindergarten incorporates outside, active play as part of the daily routine (weather permitting).

- Parents of children aged one to five should be encouraged to allow their child to be physically active for at least three hours each day, spread throughout the day. Inactive or sedentary time should be minimised in children.
- Kindergarten aged children (3 years to school age) should spend at least 180 minutes a day in a variety of physical activities, of which 60 minutes is energetic play such as running, jumping and kicking and throwing, spread throughout the day - noting more is better. (Taken from Nutrition – Food brought from Home Policy)



Workplace health and safety- Safety at the centre

The safety of your child is of paramount concern to us. On a daily basis staff carry out routine procedures to ensure an optimal level of safety is maintained. Such procedures include: raking sandpits to check for foreign objects or animal faeces, covering sandpits after use, emptying water trays when not in use, and checking equipment and the environment for wear and tear. Other safety procedures include:

- ensuring all dangerous items are kept in locked cupboards
- disposal of a syringe and/or packaging found discarded on centre grounds or within close proximity to the service, as per Gowrie's policy statements
- completing incident report forms to document injury
- training staff on accident and emergency procedures
- ensuring that safety devices are installed
- requiring all permanent staff to hold a current senior first aid certificate
- ensuring that kitchen & office doors are shut when an adult is not there



Should you have a concern about any safety issue please see the director.

Keeping Animals at Kindy



To include pets, as appropriate, is an integral part of an education program without compromising the health and safety of families, staff, students, volunteers and visitors to our services. Borilla Kindergarten has chickens on the premises.

When keeping animals as pets in a kindergarten environment, careful consideration of The Gowrie's policy regarding the keeping of animals must be given to ensure the safety, health and hygiene of children,

adults and pets.

Pets must be kept in a secure and appropriate surrounding that allows for supervised child access only. Strategies and practices should be discussed between parents and staff. These include:

- safe and hygienic handling and feeding of animals

- strict hand-washing guidelines
- hygienic handling of animals' food and drink containers and bedding
- cleaning of cage/enclosures.
- wearing safety goggles when necessary.

Borilla Kindergarten has chickens on site.

Workplace Bullying

Borilla Community Kindergarten considers bullying unacceptable behaviour and will not tolerate it under any circumstances. Workplace bullying includes behaviours that intimidate, offend, degrade or humiliate a worker. Borilla Kindy will not tolerate workplace bullying by staff, committee members, parents or any other person. We have grievance and investigation procedures to deal with workplace bullying. Any reports of workplace bullying will be treated seriously and investigated promptly, confidentially and impartially.

You can be assured that incidences of workplace bullying are rare at our Centre. We believe this is due to the positive strategies we have in place to ensure our staff are happy, for we are aware of the crucial and influential role staff play in your child's life. Please assist us in continuing to protect the rights of individuals by providing a safe and respectful work environment.

Persons authorized to collect children

At the time of enrolment, you must enter the names, addresses and telephone numbers of persons authorized to collect your child into the enrolment program, XAP. It is your responsibility to notify the Centre of any changes in this authorization. The Centre requires photo ID (eg. driver's licence details) to verify the identity of the collector. Families can add collectors to their child's file on XAP. Each person must use their own code when collecting a child. Children will only be released to the authorized peoples nominated on your child's file.



Children must be collected and signed out of the Centre (via the digital sign in/out) by an adult or person over 16 years with their own sign in code.

Custodial and resident conflict

Parents who wish to restrict another parent or family member from collecting their child must provide a certified copy of any court order (stamped with an official seal) to the Centre upon enrolment or immediately following issue by a law enforcement agency.

Staff will respect and adhere to the restrictions stated in the order while respecting each individual's right to privacy. Should a restricted person attempt to collect the child, the director will secure the safety of all children, staff, parents and visitors, and notify the police. The custodial parent will then be contacted.

Injuries and Incidents at Kindy

Ensuring the safety of children and staff is paramount to the Kindergarten Service, therefore it is a requirement that all permanent teachers/educators hold current approved first aid qualifications which includes training in anaphylaxis management and emergency asthma management.

Policies and procedures are in place for reporting incidents and injuries that occur at kindy. This includes illness and or medical events.

Hygiene Practices

Encouraging good hygiene practices in kindergarten helps children develop lifelong positive hygiene habits and reduces the risk of cross infection between children and adults.

Good hygiene practices used in this service includes but is not limited to:

- encouraging children and adults to follow appropriate handwashing practices
- using appropriate nappy changing and toileting methods
- keeping bathrooms, kitchens, sleep and rest areas and play areas clean
- using appropriate procedures for nose wiping and for teaching children how to wipe their own noses
- displaying poster and signs about hygiene procedures at child height in bathrooms and play areas
- ensuring equipment and toys are regularly cleaned and well maintained

- encouraging and supporting children in following appropriate
- implementing appropriate food handling, preparation and storage practices
- providing information to families about the recommended immunisation schedule for children
- developing clear procedures for handling and disposing of bodily fluids such as blood and any contaminated items used in first aid
- providing information to families on exclusion periods of illness and infectious disease

Communication

Feedback about your child

Information regarding your child's kindy day will be available in numerous ways.

These may include:

- daybook on display near sign in tablet
- notice board displays
- Facebook post
- email/s sent home
- face-to-face chats with teachers and educators (for a more comprehensive discussion please make an appointment for a meeting so adequate time can be allocated)

Interviews

Families will be provided with at least two opportunities to have formal interviews with their child's teacher to share information about the child and family and also about the Centre. This is stated in the National Quality Standard, Quality Area 6. Two interviews will be available to parents.

The first will be the initial interview held before the child attends Kindy.

The second (a mid-year review) will be offered during terms 1, 2 or 3.

Parents & Carers are invited to request an interview at any time the teacher is available. Please ask the staff to arrange a time for you to meet with them. Talking during session can be difficult as staff are responsible for all children at this time. Please make arrangements with your child's Teacher, as they are more than willing to sit down and have a chat before or after Kindy

sessions. Other interviews are available upon request. The Director is also available for interviews.

Newsletters: via email, Sway, Facebook or paper version



Newsletters are periodically sent out to each family. These may include reminders of upcoming events, current issues in early childhood, possibly favourite songs, rhymes, stories and other information the staff think may be of interest to you. If requested, newsletters can be emailed to parents.

Noticeboards

Information about early childhood issues, child work displays, parent information nights and other relevant items will be displayed on the noticeboard. Please take the time to read notices regularly.

Grievances and complaints (grievance procedure)



If you have a concern or complaint the ensuing procedure is followed.

- Raise your concerns with the Nominated Supervisor (Director). The Nominated Supervisor will then make a time with the parent or guardian to discuss the matter and work through possible solutions or offer supportive material.
- If families feel that their grievance has not been resolved satisfactorily at this level, the parent/guardian will be encouraged to place the complaint in writing and address the matter to the President who will bring the complaint/concern to the attention of the Executive Committee for noting and action.
- In the instance of a service not being able to process a grievance complaint satisfactorily to all parties the Central Governing Body will be informed. The CGB will then discuss their process with the service.
- All complaints and grievances will be handled with respect for confidentiality and procedural fairness will be observed in all aspects of handling a complaint.
- See Flow Chart on Office Board for full Grievance Flow Chart.

- Borilla Kindergarten Management Committee can be contacted via email:
committee@borillakindy.qld.edu.au

We hope that all concerns of families can be satisfactorily met. However, if you are unhappy with the result of the complaint handling you should approach the early education consultant and The Gowrie Queensland, identifying yourself and the concern you have.

After discussion with the parent, director, management committee and person whom the complaint is made against, the early education consultant will investigate the complaint focusing on the issue of concern. Finally, if a parent is not happy about the resolution of their complaint, they may contact the Department of Education, Early Childhood Education & Care Team.

Early Childhood Education and Care

Department of Education

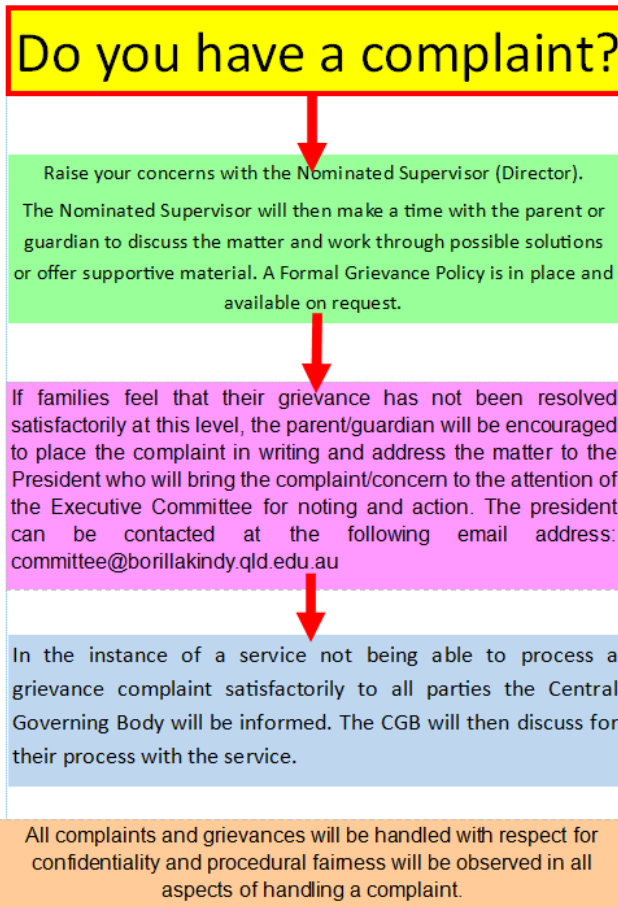
Email: ecec@qed.qld.gov.au

PO Box 15033

GOV (13 74 68): 24 hours, 7 days.

CITY EAST QLD 4002

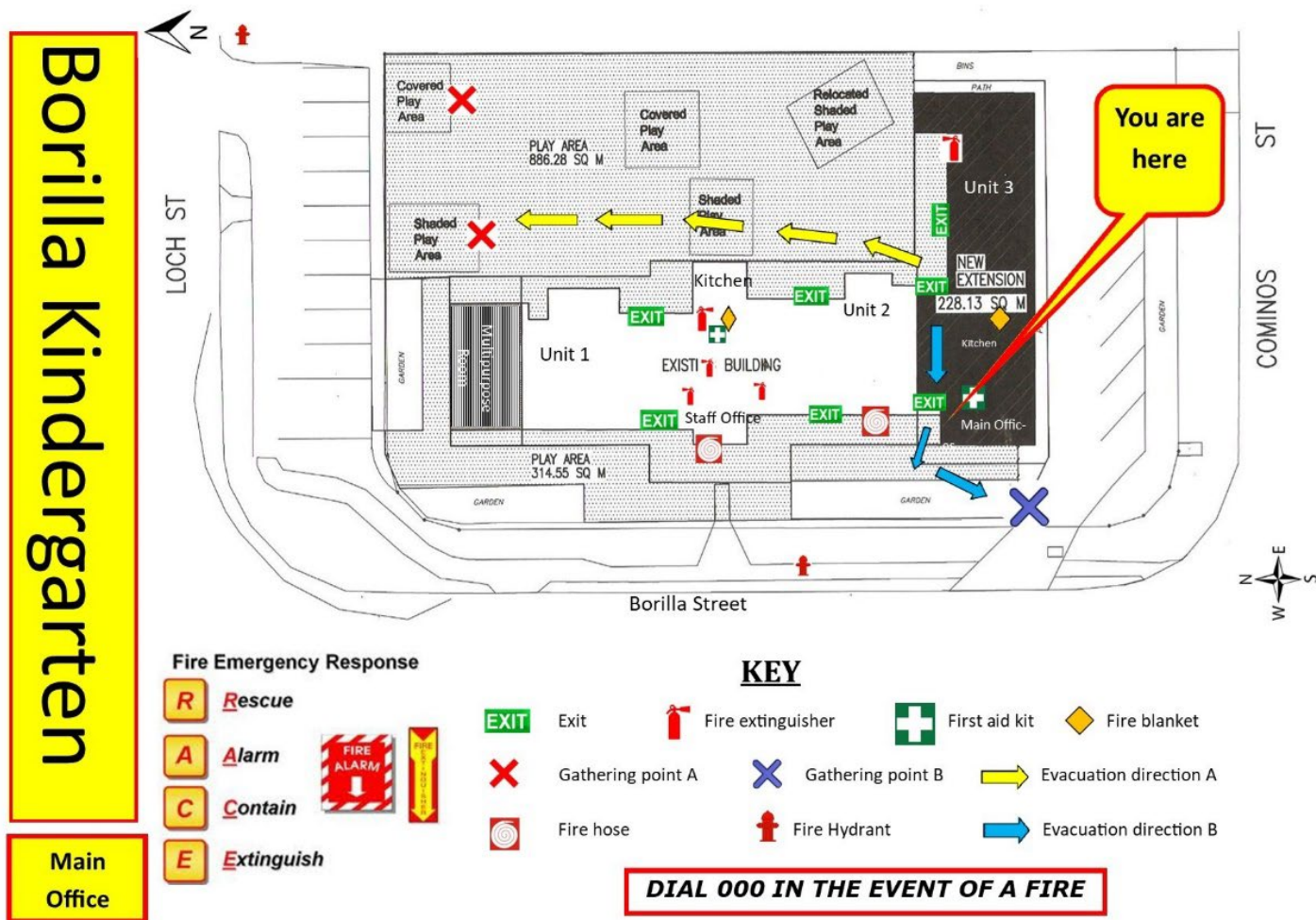
A register of complaints will be kept at the Centre to enable us to review Centre practice.



Evacuation procedures

Emergency evacuation and Lockdown procedures are practiced regularly within the service. Each drill is recorded and filed meet licensing requirements.

Regularly rehearsing your service's emergency and evacuation rehearsals is important in ensuring children and staff know what to do in the event of an emergency and provides an opportunity to help support and build on children's coping mechanisms and resilience.



Emergency Procedure Classrooms

1. CEASE WORK IMMEDIATELY AND FOLLOW SERVICE EMERGENCY EVACUATION PLAN

2. Activate RACE:

R Rescue people in immediate danger if you can do so without endangering yourself. Exit via safe fire exit. Close doors to room with fire.

A Alarm - sound the alarm

C Close all doors and windows if time permits but the safety of Teachers / Educators and children is paramount.

E Evacuate the building:

- A staff member in each room is to collect the emergency bag (each bag contains emergency contact numbers, roll book, first aid supplies, water and books).
- Once all children have gathered where the teacher is standing, the teacher is to walk all children through the exit that is furthest from the emergency to the designated gathering point (Point A or Point B).
- Contact Emergency Services 000 (our alarm is a localised alarm and does not automatically notify Emergency Services).
- Children are to be checked against the roll.
- Administration staff will have staff sign-in device to check all staff / students / volunteers signed in for that day.
- Inform the Nominated Supervisor if any children / staff are unaccounted for.

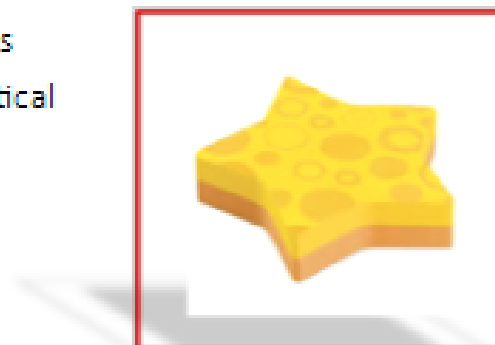
3. Return to classrooms when the all clear is given.

Lockdown Procedure

LOCKDOWN PROCEDURES ARE DESIGNED TO SECURE TEACHER/ EDUCATORS AND CHILDREN IN THE CASE OF POTENTIAL THREATS.

WHEN A THREAT OCCURS SERVICE MANAGEMENT MUST:

- Activate lock down signal and arrange for all children to be safe.
- Dial 000 - Contact police with as much information as possible when it is safe to do so or notify somebody who can contact police.
- The Fire Alarm PA located at the Emergency Alarm Box in Unit 1/2 Office is to be used with either of the following announcements:
 1. *We are in a lockdown situation, please secure your rooms* **OR**
 2. *This announcement is to inform all classes that the **library visit** has been cancelled. (**library** being the code word for emergency)*
- It is also at the discretion on the Nominated Supervisor/ Responsible Person at the time to move throughout the Service informing the Teacher/ Educator quietly of the situation if this approach suits the threat at the time. This will also assist with the management of the children.
- There is also a colour card which raises the alarm to all staff that there is a critical situation in progress if it needs to be done quietly and unobtrusively.



WELCOME TO TEAM BORILLA KINDY!



#borillagorilla4life

#deadlyborillagorilla

