



The Springfield Anglican College

The Tiny Tartan Kindergarten

Policies & Procedures

2024/2025

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Overview

The Tiny Tartan Kindergarten's (TTTK) Teachers and Educators follow a range of policies, procedures and guidelines which reflect current best practice, recommended guidelines and the requirements of the Education and Care Services National Law and National Regulations.

TTTK is also bound by the National Quality Standard (NQS) which sets a benchmark for early childhood education and care and outside school hours and care services in Australia. TTTK is regularly assessed and rated by the Australian Children's Education & Care Quality Authority (ACECQA) in respect of each of seven NQS quality areas.

The seven NQS quality areas are:

- Quality Area 1 – Educational program and practice
- Quality Area 2 – Children's health and safety
- Quality Area 3 – Physical environment
- Quality Area 4 – Staffing arrangements
- Quality Area 5 – Relationships with children
- Quality Area 6 – Collaborative partnerships with families and communities
- Quality Area 7 – Governance and leadership

TTTK has policies and procedures that sit within each Quality Area and are designed to ensure the wellbeing and inclusion of all children. TTTK policies and procedures are developed and reviewed through consultation with families, Educators and other interested parties.

Families are encouraged to contact the Nominated Supervisor if they have any queries or concerns about TTTK policies or procedures.



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NQS 1 – EDUCATION PROGRAM AND PRACTICE

1.1 Education Curriculum & Learning Policy

TTTK aims to create a positive, inclusive learning environment which encourages children to engage in activities and experiences based on their interests and everyday lives and achieve the learning outcomes of an approved learning framework.

TTTK supports its Teachers and Educators to meet the expectations set out in the Early Years Learning Framework (EYLF) and Queensland Kindergarten Learning Guideline (QKLG).

Legislative Requirements

NQS

QA1 1.1.1	Approved learning framework – Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
QA1 1.1.2	Child centred – each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program
QA1 1.1.3	Program learning opportunities – all aspects of the program, including routines are organised in ways that maximise opportunities for each child’s learning
QA1 1.2.1	Intentional teaching – Educators are deliberate, purposeful and thoughtful in their decisions and actions
QA1 1.2.2	Responsive teaching and scaffolding – Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback
QA1 1.2.3	Child Directed learning – Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world
QA1 1.3.1	Assessment and planning cycle – Each child’s learning and development is assessed or evaluated as part of ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection
QA1 1.3.2	Critical reflection – critical reflection on children’s learning and development both as individuals and in groups, drives program planning and implementation
QA1 1.3.3	Information for families – families are informed about the program and their child’s progress through a range of strategies including but not limited to portfolios, parent teacher interviews, critical reflection
QA3 3.2.1	Inclusive environment – outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments
QA6 6.2.2	Access and participation – effective partnerships support children’s access, inclusion and participation in the program
QA7 7.2.2	Educational leadership – the educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle



National Regulations

Reg 73	Educational programs
Reg 74	Documenting of child assessments or evaluations for delivery of educational program
Reg 75	Information about the educational program to be kept available
Reg 76	Information about educational program to be given to parents
Reg 118	Educational leader

EYLF

LO1 – LO5	All learning Outcomes under the Early Years Learning Framework will be addressed through policy and practices
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TTTK Philosophy

TTTK is part of The Springfield Anglican College (**College**) which is a Christian faith community that nurtures live giving relationships and spiritual awareness.

The College is engaged in the fundamental task of forming and informing young minds to ensure that its students are well educated, resilient, creative, compassionate and respectful people of influence.

In promoting the good news of Jesus Christ amongst students, families and staff, the Gospel values are central to all that the College does.

- **Faith** - loving God and our neighbours as ourselves
- **Hope** – fostering a positive, optimistic and empowering environment
- **Love** – demonstrating support, encouragement and compassion
- **Courage** – developing resilience and determination to succeed
- **Community** – respect, tolerance and working together in service to others
- **Justice** – inclusivity, diversity and care for the environment

The College community of faith provides the foundation for the development of Christian values where children can experience the benefits of a supportive community. Children raised in a supportive and life-giving faith community have the opportunity to model Christian values and ways of being, such that they can create and maintain communities of support in later life. The College's ministry is to develop the Christian identity and culture of the College community through a program of religious education, workshop and service.



The faith community is one that:

- expresses its belief in the God of love;
- practices God's love through care and compassion for all;
- responds to the stages of children's development with diverse styles of worship;
- undertakes service toward one another and those in need; and
- implements an interactive, exploratory and persuasive curriculum from a Christian values perspective.

The College provides opportunities for children and staff members to develop Christian Spirituality, which involves the:

- ability to state what they believe about God, others and themselves;
- ability to communicate with God, which includes different forms of prayer;
- willingness to use internal struggles to build character and understanding of self and others;
- disciplines of meditation, prayer, reflection and contemplation;
- passion to be in mission for others, therefore being able to share themselves with the world;
- discipline of study for the purpose of expanding understanding; and
- ability to find meaning in all things and events.

The entire College shares in the responsibility to participate actively in the Christian community through worship, witness and service and to take every opportunity to encourage children and young people in their spiritual development.

Commitment to EYLF & QKLG

TTTK is committed to the EYLF and the QKLG. EYLF Learning Outcomes recognise the importance of literacy, numeracy and social and emotional development. QKLG aims to enrich children's learning in kindergarten, based on the EYLF.

	EYLF Learning Outcomes	QKLG – learning and development area KEY FOCUS
1	Children have a strong sense of identity	<ul style="list-style-type: none"> • Building a sense of security and trust • Acting with increasing independence and perseverance • Building a confident self-identity
2	Children are connected with and contribute to their world	<ul style="list-style-type: none"> • Building positive relationship with others • Showing increasing respect for diversity • Showing increasing respect for environments



3	Children have a strong sense of wellbeing	<ul style="list-style-type: none"> • Building a sense of autonomy • Exploring ways to be healthy and safe • Exploring ways to promote physical wellbeing
4	Children are confident and involved learners	<ul style="list-style-type: none"> • Building positive dispositions towards learning • Showing confidence and involvement in learning • Using technologies for learning and communication
5	Children are effective communicators	<ul style="list-style-type: none"> • Exploring and expanding language • Exploring literacy and numeracy in personally meaningful ways • Exploring numeracy in personally meaningful ways

TTTK Teachers and Educators

TTTK's Teachers and Educators affirm and extend teaching practices, support the development of a curriculum based on an approved learning framework and ensure that children progress towards and achieve the outcomes of that framework.

TTTK's Teachers and Educators:

- plan a curriculum base on children's interests, culture, language, ideas, play and everyday lives – i.e. connection between children, families and communities;
- work in partnership with families to achieve Learning Outcomes and encourage families to contribute to the Curriculum by sharing information about their child or completing activities with children;
- build connections between TTK, schools and the local community;
- include children in decision making, including decisions about indoor and outdoor spaces, programming, routines and documenting their achievements and give them appropriate levels of responsibility;
- make use of spontaneous 'teachable moments' to scaffold children's learning;
- engage in sustained shared conversations with children to extend their thinking;



- support children's learning by participating in child led play;
- provide a balance between child led, child initiated and Teacher / Educator supported learning by creating learning environments and activities that stimulate children's imagination, creativity and curiosity and encourage children to investigate, experiment, explore, solve problems, create and construct;
- use strategies like demonstrating, dramatic play, role play, open questioning, speculating, explaining, shared thinking and problem solving to promote and extend children's learning;
- use resources (e.g. manmade and natural loose parts) and implement activities (e.g. dramatic play, visual arts, role play, games) to promote learning across all Learning Outcomes;
- create outdoor learning spaces which invite open-ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature;
- create both indoor and outdoor spaces that stimulate children's imagination, creativity and curiosity and encourage children to investigate, experiment and solve problems;
- regularly provide opportunities for children to learn individually and as part of a group;
- regularly assess what each child knows, can do and understands through an ongoing cycle of planning, documenting and evaluating and then implement activities to help each child achieve all Learning Outcomes – assessments to take into account the period of time each child spends at the service (i.e. full time / part time);
- regularly add to a child portfolio for each child which includes written assessments of the child's learning – portfolios will be available for a child's family to view, but remain the property of TTK for the duration of the child's enrolment;
- plan the curriculum with each child and the Learning Outcomes in mind and remember that learning is not always predictable and linear;
- celebrate the achievements and learning of each child;
- with parents' consent, liaise with external agencies and professionals to support children with additional needs;
- regularly evaluate their practices and reflect on how well the curriculum is helping each child progress towards and achieve the Learning Outcomes;



- display the curriculum in TTK foyer and encourage families to contribute, make suggestions or ask questions about children’s learning at any time; and
- provide the following information to parents whenever requested:
 - the content and operation of the educational program;
 - information about their child’s participation in the program; and
 - assessment of their child’s development needs, interests, experiences and progress against the Learning Outcomes.

To achieve the required Learning Outcomes, TTK Teachers and Educators utilise a decision-making process with involves:

- **planning** and organising for learning;
- **interacting** and co-constructing learning;
- **monitoring** and documenting learning;
- **assessing** to inform ongoing decisions about learning and sharing information with families and other partners; and
- **reflecting** on learning and practice.

Some of the factors that TTK Teachers and Educators consider during their decision-making process include:

- **responsiveness** to children;
- building inclusive **partnerships**;
- creating inclusive learning **environments**;
- developing learning **contexts** – play, real-life engagements and routines and transitions; and
- promoting children’s **learning** and development.



1.2 Educator & Management Policy

TTTK aims to ensure that positive working relationships are formed between all Teachers, Educators and management. Teachers, Educators and management must at all times conduct themselves in an ethical manner and strive to make all interactions positive and compliant with TTTK's philosophy.

Legislative Requirements

NQS

QA4 4.1.2	Continuity of staff – every effort is made for children to experience continuity of Educators at the service
QA4 4.2.1	Professional collaboration – management, Educators and staff work with mutual respect and collaboratively and challenge and learn from each other, recognising each other's strengths and skills
QA4 4.2.2	Professional standards – Professional standards guide practice, interaction and relationships
QA7 7.1.1	Service philosophy and purpose – a statement of philosophy guides all aspects of the service's operations
QA7 7.1.2	Management systems – systems are in place to manage risk and enable the effective management and operation of a quality service
QA7 7.2.3	Development of professionals – Educators, co-ordinators and staff members performance is regularly evaluated and individual plans are in place to support learning and development

National Regulations

Reg 168	Education and care service must have policies and procedures
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Code of Conduct

TTTK's Approved Provider, Nominated Supervisor, Teachers, Educators and volunteers must abide by the *OUR COMMITMENT: Creating environments for children and young people to thrive* **CODE OF CONDUCT for Anglican Schools and Education & Care Services (Code of Conduct)** and promote positive interactions within TTTK and the local community.



Obligations

TTTK's Approved Provider, Nominated Supervisor, Teachers, Educators and volunteers must:

- commit to TTTK's philosophy and values, including the promotion of a meaningful connection to the NQS and best practice in early childhood education, in partnership with families;
- engage in open and respectful two-way communication and feedback between employees, children's families and management;
- act honestly and with integrity in all interactions between children, families, employees and managers;
- be consistent and reliable in all exchanges with children, families, employees and managers;
- commit to a workplace which values and promotes the safety health and wellbeing of employees, volunteers, children and families;
- commit to an equal opportunity workplace and culture which values the knowledge, experience and professionalism of all employees, team members and managers and the diverse heritage of TTTK's families and children;
- ensure their work is carried out efficiently, economically and effectively;
- act in a professional and respectful manner;
- whilst at work devote their full attention to their role and TTTK's responsibilities;
- comply with all:
 - applicable laws and regulations;
 - TTTK policies and procedure;
 - overarching FSAC Ltd policies;
 - College policies and procedures adopted by TTTK; and
 - Anglican School Commission (**ASC**) policies, procedures and guidelines adopted by TTTK;



- consider all relevant facts and make decisions or take actions fairly, ethically, consistently and with appropriate transparency and if uncertain about the appropriateness of a decision or action, consider whether:
 - the decision or conduct is lawful;
 - the decision or conduct is consistent with policies and objectives;
 - there will be an actual, potential or perceived conflict of interest involving obligations that could influence the business relationship or conflict with business duties;
- comply with the College's *Privacy Policy* when dealing with confidential information and records;
- comply with the ASC's *Protecting Children and Young People in Anglican Education Policy* and *Protecting Children and Young People in Anglican Education Guidelines and Procedures* to keep children safe from harm;
- report breaches or suspected breaches of the Code of Conduct to a manager;
- include children and families in the decision-making process;
- implement activities and experiences that are age appropriate, culturally sensitive and inclusive;
- refrain from developing close personal relationships with children outside of work; and
- refrain from using abusive, derogatory or offensive language.

Management Responsibilities

TSTK's Approved Provider and the Nominated Supervisor are responsible for:

- supporting the Nominated Supervisor, Teachers and Educators in their role;
- keeping all families up to date with relevant issues;
- recruiting and selecting Teachers and Educators;
- ensuring Teachers and Educators have the correct qualifications;
- ensuring Teacher and Educator ratio requirements are met;



- ensuring all Teachers and Educators understand their responsibilities under the Education and Care Services National Law and National Regulations, NQS and EYLF;
- developing TTK policies and ensuring all Teachers and Educators follow those policies and procedures;
- ensuring all Teachers, Educators, visitors and volunteers are aware of and comply with the Code of Conduct;
- investigating and managing complaints and grievances from Educators, staff members, families or volunteers in accordance with the ASC's *Complaints Management in Anglican Education Policy* and *Complaints Management in Anglican Education Guidelines and Procedures*;
- implementing effective communication and consultation procedures with Teachers and Educators about workplace issues;
- promoting the diverse skills and achievements of Teachers and Educators (e.g. at Teacher and Educator meetings, through regular feedback, by sharing information with families and the community through notices and newsletters);
- providing or organising appropriate information, instruction, training or supervision to Teachers and Educators; and
- maintaining the financial viability of TTK.

Visitors

The Approved Provider and Nominated Supervisor will ensure the safety, health and wellbeing of all children by:

- Ensuring visitors are only allowed entry to TTK if they can be adequately identified. Tradespeople, business representatives and early intervention specialists or professionals or support workers provided by early childhood agencies must carry appropriate identification. Family members and friends who for example attend service events or assist with learning activities may be identified by parents of children attending TTK.
- Requiring all visitors to sign in an out of the service for work health and safety and child protection purposes.



- Ensuring visitors, including long term visitors are supervised by Teachers or Educators at all times and are never left alone with any children attending TTTK.
- Ensuring visitors hold a Blue Card if required.
- Ensuring specialist or professionals engaged to support a child are only allowed to visit and engage with the child if written authorisation (including authorisation as part of an education or support plan) has first been obtained from the child's parents.

Communication Procedures

The Approved Provider and Nominated Supervisor may use one or more of the following methods of communication with Teachers and Educators:

- direct conversations
- phone communication including SMS messaging if appropriate
- meetings
- other forms of written communications (e.g. letters, notices, emails)
- Teacher /Educator staff appraisals and reviews

Educator meetings

TTTK hold regular team meetings at a time convenient for all Teachers and Educators. Team meetings occur at least monthly and are held after completion of the school day so all Teachers and Educators can attend and Teacher / Educator to child ratios are not jeopardised.

TTTK Teachers and Educators are also required to attend whole College staff meetings quarterly.

Performance appraisal

TTTK employ caring, loyal and capable Teachers and Educators who bring a high level of skill, appropriate qualifications and a wide range of experience to implement its curriculum and philosophy.

To further TTTK's commitment to quality education and care, the Approved Provider / Nominated Supervisor completes a performance appraisal for all Teachers and Educators every 12 months.

The Approved Provider / Nominated Supervisor will complete a performance appraisal for new Teachers and Educators after they have completed 6 months of service.



Training

TTTK is committed to ensuring that Teachers and Educators receive all necessary training pertinent to their role and have the opportunity to participate in professional development activities in order to reach their full potential through the development of skills and knowledge.

Some training conducted is mandatory for all TTTK Teachers and Educators in order to comply with regulatory and compliance requirements and to ensure that everyone carries out their duties in a safe and effective manner.

Training may be in areas such as:

- Identification and minimisation of risks
- Policies, procedures, Code of Conduct, TTTK philosophy
- Compulsory training required by industry standards or legislation
- Pedagogy, the approved learning framework, NQS, National Law and Regulations
- Child protection and reporting obligations
- Workplace Health and Safety

Training may be delivered through

- Mentoring by appropriate staff
- In house workshops run by an external trainer
- External workshops or seminars
- Formal TAFE, College or University courses
- On the job training (e.g. through changes in role or through exchange of information between Educators and staff)
- Educator and management exchanges between services
- Provision of appropriate resource (books, movies, documentaries etc.)
- Internal training modules (e.g. College self-help training modules in Nexus).

TTTK expects its Teachers and Educators to take responsibility for their own continuous learning and professional growth. The College sets an annual professional development budget to provide Teachers and Educators with professional development opportunities.

TTTK Teachers and Educators interested in applying for professional development opportunities are required to follow the College's [Staff Training Policy](#) and [Staff Training Procedure](#).

Workplace Health and Safety

TTTK is committed to providing a safe environment for all students, Teachers and Educators free from bullying, unlawful discrimination, sexual harassment, vilification and victimisation where everyone is treated equally and fairly with dignity, courtesy and respect.



TTTK adopts and applies the College's extensive suite of Work Health and Safety related policies and procedures, so far as they are relevant to TTTK. Some of those key policies and procedures include (but are not limited to):

- [*Work Health & Safety Policy*](#)
- [*Work-related Psychological Health & Safety Procedure*](#)
- [*Hazard & Safety Incident Reporting Policy*](#)
- [*Hazard & Safety Incident Reporting Procedure*](#)
- [*Student & Staff Anti-Discrimination Policy*](#)
- [*Student & Staff Anti-Discrimination Procedure*](#)
- [*Staff Anti-Bullying Procedure*](#)

Work experience students and volunteers

TTTK is happy to support work experience students and volunteers in their efforts to become Early Childhood Professionals and they will be encouraged to obtain the qualifications necessary to work with children under the National Quality Framework.

The Approved Provider or Nominated Supervisor will:

- (a) appoint a Teacher or Educator to be the student or volunteer's supervisor, arrange a pre-placement visit for the student or volunteer and inform TTTK staff when this will occur; and
- (b) inform TTTK families when work experience students or volunteers will be working and their role.

TTTK Teachers and Educators will:

- maintain open communication with work experience students and volunteers;
- support the needs of all students and volunteers undertaking work experience during their placement;
- pass relevant skills and knowledge onto each student and volunteer;
- ensure all Teachers and Educators are provided with relevant feedback about tasks that each student or volunteer is required to complete;
- be aware of student and volunteer expectations; and
- have the time and capabilities to support each student and volunteer in their placement.



Work experience students and volunteers will:

- learn about the children through observation and practical experience;
- develop skills and abilities needed to care for and educate children;
- learn about working as part of a team in the Early Childhood Profession;
- learn strategies employed when working in a team environment;
- learn skills already acquired by Teachers and Educators;
- become familiar with families and children attending TTTK; and
- keep Teachers and Educators aware of all written work requirements.



1.3 Excursion Policy

TTTK includes excursions as part of their program to allow children meaningful opportunities to actively explore and engage with the world around them.

Legislative Requirements

NQS

QA 1	The educational program enhances each child's learning and development.
QA 2 2.3.1	Supervision – At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA 2 2.3.2	Incident and emergency management – Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
QA 4 4.1.1	Organisation of Educators – the organisation of Educators across the service supports children's learning and development.
QA6 6.4.1	Transitions – Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

National Regulations

Reg 99	Children leaving the education and care premises
Reg 100	Risk assessments must be conducted before excursion
Reg 101	Conduct of risk assessment for excursion
Reg 102	Authorisation for excursions
Reg 168(2)(ga)	Transportation of children (if applies)

EYLF

QKLG

Duty of Care

Procedures

As part of the TTTK curriculum children participate in scheduled excursions either within the College grounds or the local community.



Parents are informed on enrolment and during orientation that activities outside TTK occur as part of the learning program. Some of those activities include (but are not limited to) visits to the College's:

- oval;
- courts;
- undercover area;
- library;
- prep play ground;
- music room;
- Chinese room;
- Head of Primary Office;
- Prep classrooms

TTK must maintain required staff / child ratios at all times and follow all legislative guidelines for excursions.

A risk assessment must be completed by the responsible TTK Teacher or Educator and be approved by the College's Workplace Health and Safety Officer before an excursion takes place.

The Approved Provider and TTK's Nominated Supervisor must ensure a risk assessment is carried out in accordance with regulation 101 before an authorisation is sought under regulation 102 for an excursion.

The risk assessment for an excursion must:

- ensure a separate Transport Risk Assessment is conducted before any child utilises transport – in accordance with Regulation 102B, using the ACECQA transport risk assessment template;
- identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion;
- specifically address how the identified risks will be managed and minimised;
- consider and address:
 - the route and destination for the excursion;
 - any water hazards;
 - any risks associated with water-based activities;
 - the transport method to and from the proposed destination;
 - the number of adults and children involved in the excursion;
 - whether any adults with specialised skills are required – taking into account the risks identified;
 - the proposed activities;



- the proposed duration of the excursion; and
- necessary items to be taken.

The Approved Provider and Nominated Supervisor must ensure that a child enrolled at TTTK is not taken on an excursion outside TTTK without prior written authorisation having been given. TTTK must ensure that all authorisations meet the requirements set out in Reg 102D.

The authorisation must be given by a parent or other person named in the child's enrolment record as having authority to authorise the taking of the child outside TTTK by a Teacher or Educator and must include:

- child's name;
- reason for the excursion;
- date of excursion (unless the authorisation is for a regular outing);
- description of destination;
- destination address;
- method of transport;
- proposed activities;
- period the child will be away from TTTK;
- anticipated number of children participating in the excursion;
- anticipated ratio of Teachers/Educators to children;
- anticipated number of staff members and / or other adults attending to accompany and supervise the excursion; and
- confirmation that a risk assessment has been prepared and is available at TTTK.

If the excursion is a regular outing, the authorisation only needs to be obtained once in a 12-month period.



1.4 Diversity, Inclusion and Social Justice Policy

TTK celebrates, respects and supports diversity and seeks to provide an environment where all children are provided with equal opportunities to reach their potential. TTK follows the ethos and teachings of the Anglican Church and acknowledge that Children attending TTK bring with them a rich diverse cultural and social background and experience that must be valued and nurtured.

Legislative Requirements

NQS

QA1 1.1.1	Approved Learning Framework – Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicator.
QA5 5.1	Respectful and equitable relationships are maintained with each child.
QA5 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QA5 5.1.2	The dignity and rights of every child are maintained.

EYLF

QKLG

Anti-Discrimination Act 1991 (Qld)

Obligations

TTK recognises that a nation’s culture is one based on a set of ethics that arises out of its beliefs. Australia is a multicultural society with a variety of cultural expressions including dress, food, customs, language and religion.

TTK Teachers and Educators seek to show a positive attitude towards and acceptance of other cultures.



TTTK programs are designed to assist children to have a greater acceptance of all cultures through the EYLF vision for a child's learning of *Belonging, Being and Becoming* and support a child's self-esteem and pride in their family, community, ethnic and linguistic heritage.

Parents are asked to:

- inform TTTK of the family and child's cultural and language requirements at the time of enrolment;
- inform TTTK of the family and child's additional needs (if any) at the time of enrolment and at any subsequent time such needs are identified;
- be encouraged to contribute to the TTTK's program and operation by sharing information about their child's needs; and
- keep informed through the College Parent Lounge, noticeboard or other appropriate forms of communication about TTTK's policies and procedures.

TTTK Teachers and Educators will:

- ensure that their interactions with children, promotes gender equality;
- ensure that their interactions with children promotes equality regardless of race, culture or differences;
- encourage children to develop to their full potential regardless of different abilities or needs;
- ensure that their language and daily practices are inclusive and non-discriminatory;
- have the opportunity to develop their understanding of inclusion principles and anti-bias through professional development;
- provide inclusive resources, experiences and materials;
- ensure the physical environment reflects an inclusive and antibias approach; and
- implement a range of practices to actively counteract bias or prejudice.

TTTK adopts and applies the following College's policies and procedures, so far as they are relevant to TTTK:

- [*Student and Staff Anti-Discrimination Policy*](#)
- [*Student and Staff Anti-Discrimination Procedure*](#)
- [*Student Diversity Policy*](#)
- [*Transgender & Gender Diverse Student Procedure*](#)



NQS 2 – CHILDREN’S HEALTH & SAFETY

2.1 General Health & Safety Policy & Procedures

TTTK has implemented policies and procedures to encourage hygienic practices and to ensure that children, staff, parents and visitors are provided with a clean, healthy and safe environment.

Relevant laws and other provisions

- Duty of Care
- *Work Health & Safety Act 2011* (Qld)
- *Get Up & Grow* (2009)
- EYLF
- QKLG
- NQS – Quality Area 2
- Education and Care Services National Regulations 2011
- *Staying Healthy* 5th Edition

Protocols

TTTK’s Approved Provider and Nominated Supervisor are responsible for ensuring that Teachers, Educators and Volunteers:

- implement appropriate health and hygiene practices;
- implement safe practices for the handling, preparation and storage of food;
- provide children with easy access to safe drinking water at all times; and
- offer children food on a regular basis throughout the day from the children’s own lunch boxes.

During the admission and enrolment process, parents are required to advise whether their child has any particular health issues, including any medications, special dietary requirements or other special needs. The Enrolments Officer and Nominated Supervisor will ensure that TTTK Teachers and Educators are made aware of a child’s particular needs.

The Nominated Supervisor must ensure that TTTK Teachers and Educators have the appropriate education and training to support the health needs of the children which include:

- administering medications;
- responding to allergic reactions;
- administering basic first aid; and



- following dietary requirements.

In addition the Nominated Supervisor must ensure that there is at least one Teacher or Educator with a current First Aid qualification present at TTTK at all times whilst children are in attendance.

TTTK adopts and applies the following College's policies and procedures, so far as they are relevant to TTTK:

- *Work Health & Safety Policy*
- *Work Health & Safety Policy Statement*
- *First Aid Procedure*



2.2 Medical Conditions Policy

TTKK takes children's medical, health and welfare issues seriously and recognises that some children have special medical issues that may need to be managed through the development of a Medical Management Plan.

Relevant laws and other provisions

- Duty of Care
- *Work Health & Safety Act 2011* (Qld)
- EYLF
- QKLG
- NQS – Quality Area 2
- Education and Care Services National Regulations 2011

Protocols

First Aid qualifications

TTKK requires all Permanent Teachers and Educators to:

- hold a current First Aid qualification equivalent to HLTAID012 – Provide First Aid in an education and care setting; and
- undertake annual Cardiopulmonary Resuscitation (CPR) refresher training equivalent to HLTAID009

Parent responsibilities

Parents must advise TTKK of their child's medical condition and any particular requirements for the management of that medical condition upon enrolment.

If a child is diagnosed with a medical condition after enrolment, parents must immediately advise TTKK of their child's diagnosed medical condition and any particular requirements for the management of that medical condition.

Parents must immediately notify TTKK in writing of any changes to their child's medical conditions, medication requirements or emergency contact details whilst their child remains enrolled at TTKK.



Parents must:

- (a) provide any necessary medication, equipment and consumables required for emergency treatment;
- (b) ensure that medication and equipment is not out of date and is clearly labelled with the child's name and dosage information; and
- (c) replace any expired or used medications.

If a child arrives at TTTK without their required medication and such medication cannot be immediately supplied the child will not be allowed to remain at TTTK.

Medical Management Plan (MMP)

A MMP is a unique, written agreement between TTTK, the child, the child's parents and any relevant medical advisors (if applicable) which details:

- (a) the child's specific medical care needs, including a list of medications and required doses;
- (b) the actions that TTTK agrees to take to meet those needs;
- (c) instructions on what to do if the medical condition deteriorates;
- (d) the procedures to be followed in emergencies;
- (e) parent notification procedures; and
- (f) the name and contact details of the doctor or health professional that helped develop the plan.

A MMP must contain a current photograph of the child.

A MMP must be prepared for children:

- diagnosed with:
 - allergies which cause anaphylaxis (e.g. food or insect allergies);
 - severe asthma;
 - diabetes;
 - epilepsy and seizures; or
 - any condition that may require an emergency response
- who require the administration of health care procedures.



Risk Minimisation Plan

The Nominated Supervisor in consultation with the parents of a child requiring a MMP must develop a Risk Minimisation Plan (**RMP**) to ensure that:

- the risks relating to the child's specific health care need, allergy or medical condition are assessed and minimised;
- appropriate protocols are in place for the safe handling, preparation, consumption and service of food;
- appropriate protocols are in place to notify parents of any known allergens that pose a risk to a child;
- appropriate protocols are in place for identification of the child, access to the child's MMP and access to the child's medication; and
- appropriate protocols are in place to ensure that the child does not attend TTTK without their required medication.

Communication

The Nominated Supervisor is responsible for ensuring that the relevant details of a MMP and RMP are communicated to TTTK Teachers and Educators and any other College staff who are likely to have responsibility for the child at any time. Communication of a MMP will be done in a confidential manner on a need-to-know basis.

The Approved Provider and Nominated Supervisor will ensure that a copy of the Medical Conditions Policy is provided to the parents of a child enrolled at TTTK if TTTK is aware that the child has a specific health need, allergy or other relevant medical condition.

Anaphylaxis & Allergy Management

Allergies occur when a person's immune system reacts to substances (allergens) in the environment. Allergies commonly arise from particular foods, insect bites, some materials (e.g. latex) and certain medications.

Anaphylaxis is a potentially life threatening, severe and sudden allergic reaction to an allergen. Typically the onset of symptoms is rapid, although the onset of symptoms can be delayed. Anaphylaxis should always be treated as a medical emergency.

A MMP is required for all children that suffer from allergies which cause anaphylaxis.

TTTK adopts and applies the College's *Allergy & Anaphylaxis Procedure* for allergy management and the management of children at risk of anaphylaxis.



To minimise susceptible children being exposed to foods that might trigger anaphylaxis or an allergic reaction, TTTK Teachers and Educators will:

- ensure children do not share food, utensils or food containers;
- use non-food rewards with children;
- request that parents label all drink bottles, lunchboxes and food containers with their child's name;
- consider and if necessary, restrict the use of food products in craft activities, science experiments and cooking activities done with the children;
- sensitively adjust children's seating arrangements to reduce the risk of exposure to allergens; and
- regularly review TTTK's document risk management practices to prevent the triggering of an anaphylactic reaction and implement improvements where possible.

In addition the Nominated Supervisor will:

- instruct Teachers, Educators and Volunteers about measures necessary to prevent cross contamination when handling, preparing and serving food;
- consider requesting that all parents not send a particular food that might cause an allergic reaction to a child attending the TTTK;
- consider the food allergies of all children – noting that it may not be practical to prohibit all foods that may trigger an allergic reaction;
- ensure Teachers, Educators and Volunteers are aware of and consult children's MMP and RMP;
- ensure all permanent Teachers and Educators have anaphylaxis management training
- ensure all Teachers and Educators administer medication in accordance with TTTK's Administration of Medication Policy;
- ensure that the Australian Society of Clinical Immunology and Allergy's Action Plan poster for Anaphylaxis is prominently displayed at TTTK; and
- ensure that an emergency auto injection device kit is stored at TTTK in an easily accessible location know to all Teachers and Educators, but inaccessible to children and away from direct sources of heat.

In respect of nuts and nut products, commercial food processing practices make it impossible for TTTK to totally eliminate nuts or nut products. Therefore TTTK operates on the basis of being 'nut aware' rather than 'nut free'.



Asthma Management

Asthma is a medical condition in which a person's airways become inflamed, narrow and swell, producing extra mucus which can make it difficult for the person to breathe.

A MMP is required for all children that suffer from severe asthma.

TTTK adopts and applies the College's *Asthma Procedure* for the management of children with asthma.

To minimise susceptible children being exposed to common triggers which can give rise to an asthma attack, TTTK Teachers and Educators will:

- if appropriate, implement wet dusting to ensure dust is not stirred up;
- reorganise activities so children are not exposed to extreme temperatures;
- restrict certain natural elements from inside environments (e.g. flowers with pollen);
- supervise children's activities and exercise at all times;
- keep children indoors during periods of heavy pollution, smoke, haze or after severe storms or windy conditions have stirred up pollen levels in the air; and
- regularly review TTTK's document risk management practices to prevent the triggering of an asthma attack and implement improvements where possible.

In addition the Nominated Supervisor will:

- consider children's asthma triggers before allowing pets into TTTK;
- ensure indoor temperatures are kept at optimal levels for the conditions;
- assist Teachers and Educators to monitor pollution levels and adverse weather events;
- ensure that the National Asthma Council Australia's Action Plan Poster is prominently displayed at TTTK; and
- ensure that an emergency asthma First Aid kit is kept at TTTK, containing the following:
 - blue or grey reliever puffer;
 - at least 2 spacer devices, compatible with the puffer; and
 - at least 2 face masks compatible with the spacer for use by children under 5.

:



Diabetes Management

Diabetes is a medical condition that involves the body producing insufficient amounts of insulin, which is a hormone that helps convert glucose (sugar) from food into energy.

Type 1 diabetes is caused by a lack of insulin produced in the body and is fatal without insulin injections.

Type 2 diabetes is caused by lifestyle factors, such as obesity, lack of exercise and overeating and is usually treated through diet, exercise and occasionally insulin injections.

Treatment for diabetes involves balancing the level of glucose in the body so that it is neither too high or too low. If glucose levels are too low a person may suffer hypoglycaemia. If glucose levels are too high a person may suffer hyperglycaemia.

A MMP is required for children that suffer from diabetes.

TTTK adopts and applies the College's *Diabetes Procedure* for the management of children with diabetes.

TTTK Teachers and Educators will implement measures to reduce the risk of a child suffering adverse effects from their diabetes which include (but are not limited to):

- complying with recommendations set out in the child's MMP; and
- ensuring the child eats at regular intervals and has appropriate levels of carbohydrates.

In addition the Nominated Supervisor will:

- ensure information about the diet of a child with diabetes is considered when planning any relevant TTK activity (e.g. cooking experience).



2.3 Exclusion Policy

TTTK excludes children, Teachers, Educators and Volunteers with infectious diseases to reduce the spread of the infectious disease throughout TTTK. TTTK adopts and applies the exclusion periods published in the National Health and Medical Research Guidelines – Table 1.1 Recommended Minimum Exclusion Periods, which are reproduced in **Appendix 1**.

Relevant laws and other provisions

- Education and Care Services National Regulations 2011 (85, 86, 88)
- NQS – Quality Area 2
- Staying Healthy 5th Edition

Protocols

Exclusions are intended to reduce the spread of an infectious disease by reducing the contact with others who are at risk of catching the disease. The exclusion of one ill child can prevent many other children, Teachers, Educators and volunteers from becoming ill.

Not all infectious diseases require an exclusion.

The need for an exclusion and the length of an exclusion depends upon:

- how easily the infection can spread;
- how long the child is likely to be infectious; and
- how severe the disease can be.

TTTK requires that minimum exclusion periods be complied with, regardless of whether a Doctor states that a child or other person is fit to return to TTTK before the expiry of the minimum exclusion period.

A child, Teacher, Educator or volunteer may need to stay at home longer than the minimum exclusion period before feeling well enough to return to TTTK.

For some serious infectious diseases or where hospitalisation has occurred, a medical certificate may be required before a child, Teacher, Educator or volunteer can return to TTTK.

In the event of an outbreak of a disease for which immunisation is available (e.g. measles, whooping cough etc.) TTTK will exclude any child that has not been medically vaccinated (even if the child is well) for the duration of the outbreak.



2.4 Immunisation Policy

TTK encourages all children to be vaccinated to protect them against the outbreak of vaccine preventable diseases which can cause serious illness, disability or death. TTK supports the recommendation of the National Health and Medical Research Council in Australia that all children should be immunised.

Relevant laws and other provisions

- Education and Care Services National Regulations 2011 (85 – 88, 92 -96)
- NQS – Quality Area 2
- Staying Healthy 5th Edition

Immunisations

Parents are required to provide TTK with a copy of their child's Immunisation History Statement (available online via Medicare) at the time of enrolment.

Parents are also required to update their child's vaccination status by submitting updated Immunisation History Statements to TTK following each vaccination.

Immunisation information for the following diseases must be kept updated for school records:

- Diphtheria / Tetanus / Whooping Cough (Triple Antigen)
- Haemophilus Influenzae Type B
- Poliomyelitis (Oral Polio Vaccine)
- Measles / Mumps / Rubella
- Hepatitis B
- Boosters as required

A schedule setting out the recommended vaccines and schedule points under the National Immunisation Program from 1 November 2023 is set out in **Appendix 2**.

For further information about immunisations and vaccinations see: health.gov.au/immunisation

A non-immunised child will be excluded from TTK in the event of an outbreak of a disease for which immunisation is available (e.g. measles, whooping cough etc.) for the duration of the outbreak.



2.5 Administration of Medication Policy

TTTK recognises that strict procedures for the administration of medication are required to ensure the health, safety and wellbeing of all children attending TTTK. TTTK Teachers and Educators will only administer medication to a child if appropriate authorisation has been given or if the child is experiencing an asthma or anaphylaxis emergency.

Relevant laws and other provisions

NQS

QA2 2.1.2	Health practices and procedures – effective illness and injury management and hygiene practices are promoted and implemented
QA2 2.2.1	Supervision – at all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard

National Regulations

Reg 90	Medical Conditions policy
Reg 91	Medical Conditions policy to be provided to parents
Reg 92	Medication record
Reg 93	Administration of medication
Reg 94	Exception to authorisation requirement – anaphylaxis or asthma emergency
Reg 95	Procedure for administration of medication
Reg 96	Self-administration of medication

EYLF

LO3	Children take increasing responsibility for their own health and physical wellbeing Educators promote continuity of children’s personal health and hygiene by sharing ownership of routines and schedules with children, families and the community
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Administration of prescription medication

TTTK Teachers and Educators are not authorised to administer prescription medication to a child unless the:

- (a) the child’s parent or another person authorised by the child’s parent (**Responsible Person**) has given written authorisation to administer the medication;



- (b) the prescription medication is in its original packaging;
- (c) the prescription medication is not expired and has a pharmacy label attached which includes the following information:
 - (i) the child's full name;
 - (ii) the dosage and method of administration;
 - (iii) time to be taken or frequency of the dosage; and
 - (iv) the medical practitioner's name.

A Teacher or Educator will only administer prescription medication to a child if all the above criteria have been met.

Before administering the prescription medication, the Teacher or Educator must ensure that the identity of the child and the dosage of medication to be given is checked by another Teacher or Educator who must then witness them giving the child the prescription medication.

Parents must bring any prescription medicine in a zip lock bag clearly labelled with the child's name and ensure that the medication is handed to the child's Teacher or Educator upon arrival. The child's Teacher or Educator will ensure that the medication is appropriately stored and is inaccessible to all children.

Under no circumstances must prescription medication be left in a child's bag, on top of lockers or in any other unsecured location.

Parents must enter the details of the prescription medication to be given on the 'Medication Form' located in the medical file. The details recorded must include the time and date the medication was last administered, the time and date the medication is next required to be administered, the dosage and the manner in which the medication is to be administered.

Upon administration of the medication to the child, the Teacher or Educator will record the following details:

- dosage of medication administered;
- manner in which the medication was administered;
- time and date the medication was administered;
- name and signature of the person administering the medication; and
- name and signature of the witness.



Administration of non-prescription medication

TTTK will not administer non-prescription medication (including paracetamol, ibuprofen, aspirin and other painkillers, over the counter medications, creams or homeopathic medication) unless the medication has been prescribed by a medical practitioner and the following requirements are met:

- (a) the Responsible Person has given written authorisation to administer the medication;
- (b) the medication is in its original packaging;
- (c) the medication is not expired and has a pharmacy label attached which includes the following information:
 - (i) the child's full name;
 - (ii) the dosage and method of administration;
 - (iii) time to be taken or frequency of the dosage; and
 - (iv) the medical practitioner's name.

A Teacher or Educator will only administer non-prescription medication to a child if all the above criteria have been met.

Before administering the non-prescription medication, the Teacher or Educator must ensure that the identity of the child and the dosage of medication to be given is checked by another Teacher or Educator who must then witness them giving the child the non-prescription medication.

Parents must bring any non-prescription medicine in a zip lock bag clearly labelled with the child's name and ensure that the medication is handed to the child's Teacher or Educator upon arrival. The child's Teacher or Educator will ensure that the medication is appropriately stored and is inaccessible to all children.

Under no circumstances must non-prescription medication be left in a child's bag, on top of lockers or in any other unsecured location.

Parents must enter the details of the non-prescription medication to be given on the 'Medication Form' located in the medical file. The details recorded must include the time and date the medication was last administered, the time and date the medication is next required to be administered, the dosage and the manner in which the medication is to be administered.



Upon administration of the medication to the child, the Teacher or Educator will record the following details:

- dosage of medication administered;
- manner in which the medication was administered;
- time and date the medication was administered;
- name and signature of the person administering the medication; and
- name and signature of the witness.

Administration of asthma puffers, spacers and nebulisers

All children suffering from asthma must have a Medical Management Plan.

All asthma medication will be administered in accordance with the Administration of Medication Policy and the child's Medical Management Plan.

Nebulisers will not be administered more often than four hourly and if more frequent use is required the child should not be attending TTTK. Parents are required to demonstrate the use of a nebuliser to the Teacher or Educator to ensure that both the Teacher or Educator and the child feel secure and comfortable using the nebuliser.

Administration of anaphylaxis medication

All children suffering from anaphylaxis must have a Medical Management Plan setting out the triggers, symptoms and management techniques.

Parents must supply an EpiPen labelled with the child's name.

All anaphylaxis medication will be administered in accordance with the Administration of Medication Policy and the child's Medical Management Plan.



Anaphylaxis or asthma emergencies

A Teacher or Educator may administer medication to a child in an anaphylaxis or asthma emergency without authorisation.

The Teacher or Educator will ensure:

- the child is positively reassured, calmed and removed to a quiet area and kept under direct supervision;
- the child's parents are contacted; and
- emergency services are contacted so that if necessary, the child can be transported to hospital by ambulance.

Emergencies not involving anaphylaxis or asthma

A Teacher or Educator may administer medication to a child in an emergency (not involving anaphylaxis or asthma) if:

- (a) the Responsible Person verbally authorises the administration of the medication; or
- (b) in the case where the Responsible Person cannot be contacted, a registered medical practitioner or emergency service authorises the administration of the medication.

If a Teacher or Educator is unsure about administering a medication to a child after receiving verbal authorisation from the Responsible Person, the Teacher or Educator may seek additional authorisation from a registered medical practitioner or emergency service.

The Teacher or Educator will ensure:

- the child is positively reassured, calmed and removed to a quiet area and kept under direct supervision;
- the child's parents are contacted; and
- emergency services are contacted so that if necessary, the child can be transported to hospital by ambulance.

A Teacher or Educator will not administer medication on the Responsible Person's verbal authorisation in any non-emergency situation.



Medication records

TTTK maintains a Medication Record which complies with the National Regulations and the ACECQA guidelines.

TTTK's Medication Record contains the following information:

- the name of the child requiring medication;
- name of the medication;
- dose to be administered;
- how the dose is to be administered;
- time and date the medication was last administered;
- time and date (or circumstances) when the medication should be next administered;
- name and signature of the person administering the medication; and
- name and signature of the person that checked the child's identity and medication dosage before it was administered and witnessed the administration of the medication.

Management of medication

Medicines in possession of TTTK are managed in accordance with the College's [Substance Management Plan \(Medicines\)](#).



2.6 Illness, Injury and Trauma Policy

TTTK takes a proactive approach in managing illness, injury and trauma to ensure the health, safety and wellbeing of all children attending TTTK.

Relevant laws and other provisions

- Duty of Care
- *Work Health & Safety Act 2011* (Qld)
- NQS – Quality Area 2
- Education and Care Services National Regulations 2011 (85-87, 89)

Protocols

As part of TTTK's enrolment process, parents are required to give their written permission for the Nominated Supervisor (or delegate) to obtain appropriate medical attention for their child and to use their child's health and personal information for the purposes of:

- rendering care and assistance to the child, including emergency or other medical assistance; and
- reporting any injury or illness required by law.

If a child is involved in an accident, sustains an injury or trauma whilst attending TTTK, the Nominated Supervisor must ensure that the child's parents are notified as soon as practicable, but no later than 24 hours after the occurrence.

All permanent TTTK Teachers and Educators hold a current recognised First Aid qualification which includes training in anaphylaxis and asthma management and receive annual CPR refresher training.

TTTK is equipped with First Aid kits that are kept in prominent, accessible locations to allow for quick retrieval when required. The location of First Aid kits is marked by a prominent sign depicting a white cross on a green background. First Aid kits are regularly checked and replenished in accordance with the College's [First Aid Safety Procedure](#).

TTTK Teachers and Educators must comply with the First Aid safety requirements, including wearing appropriate personal protective equipment, set out in the College's [First Aid Safety Procedure](#).



If a child presents with an injury or illness whilst attending TTTK the following steps will be followed:

- TTTK Teachers and Educators will attend to comforting and calming the child as a priority;
- the child will be assessed and if required appropriate First Aid administered;
- no medication will be administered unless permitted under the Administering Medication Policy;
- the child will be separated from other children and made as comfortable as possible in a quiet, well ventilated area;
- the child's parents will be notified to collect their child as soon as practicable;
- TTTK Teachers and Educators will monitor the child until the child's parent arrives;
- if the child's condition deteriorates or requires more than basic First Aid, an ambulance will be called to provide emergency medical attention; and
- if the child is required to be transferred to hospital a Teacher or Educator will accompany the child in the ambulance.

All costs incurred in obtaining medical attention will be the responsibility of the child's parents.

All injuries or illnesses must be recorded in an Incident Report Form by the Teacher or Educator administering care or First Aid as soon as reasonably possible. The Incident Report Form must be presented to the child's parent and signed by the parent no later than 24 hours after the incident.

The Incident Report Form must contain the following information:

- child's name and age;
- date and time of accident or onset of illness;
- details of accident or relevant circumstances surrounding the child becoming ill and any apparent symptoms;
- name of supervising Teacher or Educator present at the time of the accident or onset of illness;
- treatment administered and/or action taken including details as to whether First Aid kit or other medication was used;
- details of any products or structures involved (if relevant);
- outcome of incident including involvement of Queensland Ambulance, Transport Board etc.;
- time, date, name and result of attempts to notify parent;
- name and signature of Teacher or Educator completing the Incident Report Form and witness's signature; and
- signature of parent.

The completed Incident Report Form will be retained on the child's individual file.



In the case of an accident, where a parent is required to sign documents relating to a child's medical treatment and cannot be contacted, then the Nominated Supervisor (or delegate) is authorised to sign for the parent.

In the event of a minor injury, the parent will be informed of the injury and of the treatment given upon collection of their child.

In the event of a serious injury, a local practitioner or the ambulance will be contacted immediately and then the parent or if necessary, the child's emergency contact person.

The Nominated Supervisor is obliged to report serious incident through the National Quality Agenda IT system (IQ1 Notification of Incident Form) within 24 hours of the incident and must also report the incident through the College's online safety incident report form.



2.7 Infectious Diseases Policy

TTK has a responsibility to ensure the safety and wellbeing of its children, Teachers, Educators and Volunteers and to reduce the spread of infectious diseases throughout TTK.

Relevant laws and other provisions

- Duty of Care
- NQS – Quality Area 2
- Education and Care Services National Regulations 2011 (88)
- National Health and Medical Research Council recommended periods of exclusion
- Staying Healthy 5th Edition

Protocols

TTK monitors advice from the Commonwealth Government Department of Health and Queensland Health in respect of the spread of infectious diseases within the community.

Under its Exclusion Policy, TTK excludes children, Teachers, Educators and Volunteers with certain infectious diseases to reduce cross infection and the spread of infectious diseases throughout TTK.

Parents are reminded that minimum exclusion periods apply for certain illnesses and conditions. Children must not attend TTK during an exclusion period.

If a child becomes unwell with an infectious condition, TTK will provide initial first aid treatment and contact the child's parents to collect the child.

Parent responsibilities

Parents must immediately notify TTK if their child is suspected of having or diagnosed with an infectious disease or if someone in the child's immediate family is suspected of having or diagnosed with an infectious disease.

Parents must not send their child to TTK:

- if they know or suspect their child has an infectious disease;
- during the minimum exclusion period an infectious disease; or
- if they have been given a direction by the Nominated Supervisor not to send their child to TTK.



Children suffering from the following conditions must remain at home until feeling better:

Condition	Recommendation
Vomiting	Child should be kept at home for 24 hours from completion of the vomiting attack
Diarrhoea	Child should be kept at home for 24 hours from the last attack and have a normal bowel motion before they return
Conjunctivitis	Child should be kept at home from the time medical treatment has started until the discharge has stopped
Ear infections	Child should be kept at home whilst discharge persists
Colds - thick green discharge - persistent or deep cough - wheezing - fever - listlessness or lack of appetite	Child should be kept at home for a minimum of 24 hours or until well enough to cope with a normal kindergarten day

For some serious infectious diseases or where hospitalisation has occurred, a medical certificate may be required before a child can return to TTTK.

Nominated Supervisor responsibilities

The Nominated Supervisor will:

- notify TTTK families of any outbreak of an infectious disease by posting notices at the TTTK, communicating via Nexus or communicating directly with families; and
- notify relevant authorities in the event of an outbreak of a notifiable infectious disease.

TTTK adopts and applies the College's *Contagious Conditions Procedure*, so far as it is relevant to TTTK.



2.8 Hygiene Policy

TTTK has implemented appropriate hygiene practices to ensure the health, safety and wellbeing of its children, Teachers, Educators and Volunteers and to limit the spread of disease.

Relevant laws and other provisions

- Duty of Care
- *Work Health & Safety Act 2011* (Qld)
- NQS – Quality Area 2
- Education and Care Services National Regulations 2011 (77)
- Staying Healthy 5th Edition

Protocols

Hand hygiene

TTTK requires its Teachers, Educators, Volunteers and children to practice hand hygiene by washing their hands with soap and water or in appropriate circumstances using an alcohol-based hand sanitiser.

Teachers, Educators and Volunteers will model appropriate hand hygiene practices and promote hand hygiene as a positive experience for children, using a variety of resources including charts, videos, songs and chants to assist children develop good hand hygiene practices.

Soap and water is the most effective method of hand hygiene as soap and running water loosens dirt and flushes away germs. Teachers, Educators, Volunteers and children are required to wash their hands thoroughly with soap and water:

- before handling, preparing or eating food;
- before and after wearing disposable gloves;
- on entering and exiting the classroom (beginning and end of day);
- before and after administering First Aid;
- after going to the toilet;
- after handling animals or engaging in other activities which could lead to the spread of infection;
- after contact with cleaning of bodily fluids (i.e. blood, mucus, vomit, urine, faeces etc.); and
- before and after participating in activities such as playdough and sand play.



The process of thoroughly washing, rinsing and drying hands takes approximately 30 seconds and involves the following steps:

- wet hands with running water;
- apply soap to hands;
- lather soap and rub hands thoroughly, including the wrists, palms, between fingers, around thumb and under the nails for at least 15 seconds – which is the time it takes to sing 'Happy Birthday' once;
- rinse thoroughly under running water; and
- dry hands thoroughly with paper towel.

After washing hands with soap and water, hands must be effectively dried to remove any germs not rinsed off and to avoid attracting bacteria.

Alcohol-based hand sanitisers (with an alcohol content of 60-80%) are an effective way to remove germs that have been picked up from contaminated surfaces but do not remove dirt from hands. Alcohol based hand sanitisers can be useful on excursions, in the playground or where soap and water are not available. Alcohol based hand sanitisers must be kept out of reach of children and only used under adult supervision.

The process involved in using alcohol-based hand sanitisers is as follows:

- apply the amount of hand sanitiser as recommended by the manufacturer to palms of dry hands;
- rub hands together spreading the hand sanitiser between fingers, around thumbs and under nails; and
- continue rubbing until hands are dry.

TTTK will provide alcohol-based hand sanitiser for use by parties and visitors. Parents are encouraged to use the alcohol-based hand sanitiser on arrival and departure.

Gloves

TTTK maintains a supply of disposable gloves at all times. Teachers and Educators are responsible for notifying the Nominated Supervisor when the supply of disposable gloves need to be replenished.

TTTK recommends that disposable gloves be worn when:

- cleaning up bodily fluids (e.g. blood, mucus, vomit, urine, faeces);
- changing nappies;
- administering First Aid; and
- Handling food.



Disposable gloves must be disposed of after use and must never be reused or washed for reuse.

Safe removal of disposable gloves involves the following steps:

- Pinch the outside of one glove near the wrist and peel off the glove so it ends up inside out.
- Keep hold of the peeled off glove in the gloved hand whilst taking off the other glove – put one or two fingers of the ungloved hand inside the wrist of the second glove. Peel off the second glove from the inside and over the first glove, so you end up with the first glove inside the second glove.
- Place the used gloves in a plastic-lined, hands free rubbish bin or a plastic-lined bucket or container.
- Wash hands.
- Tie up the plastic liner and remove it to the outside rubbish bin.

Sneezing and coughing

Many germs can be spread through the air by droplets from sneezing and coughing.

Covering the mouth and nose when sneezing or coughing can reduce how far droplets travel and can stop them from contaminating other surfaces.

Sneezing or coughing into hands allows germs to stay on hands and contaminate other surfaces, unless hands are immediately washed.

The correct way to minimise the spread of germs through the air by droplets from sneezing and coughing is to sneeze or cough into the inner elbow or by using a tissue to cover the mouth and nose.

If using a tissue, the used tissue must be disposed of in a rubbish bin and hands washed with either soap and water or an alcohol-based sanitiser.

General

TSTK keeps all food in sealed and dated containers in cupboards to protect against vermin.

Covered waste bins are conveniently placed throughout TSTK and are emptied daily.

TSTK only uses recycled items originating from a hygienic environment.



2.9 Sun Protection Policy

TTTK is committed to providing effective sun protection strategies for its children, Teachers, Educators and Volunteers.

Relevant laws and other provisions

- Duty of Care
- *Work Health & Safety Act 2011* (Qld)
- NQS – Quality Areas 1,2,3,4,6 & 7
- Education and Care Services National Regulations 2011 (114)
- Qld Cancer Council – Early Childhood settings SunSmart Policy Guidelines

Protocols

TTTK is a proud SunSmart member and is involved in various SunSmart activities to promote protection from the harmful effects of ultraviolet radiation from the sun.

TTTK requires all children to wear sun protective clothing, hats and SPF 50+ broad spectrum sunscreen whilst outside. TTTK's uniform requirements provide appropriate sun protective clothing and include a bucket hat.

Children attending TTTK are required to wear their hat and have sunscreen on whenever they are outside, including the undercover areas.

Parents are requested to apply sunscreen to their child at home before arriving at TTTK. Sunscreen should be applied at least 20 minutes before sun exposure. For parents that forget to apply sunscreen at home, sunscreen is provided next to the sign in sheet in the foyer.

TTTK Teachers and Educators will ensure sunscreen is reapplied to children every two hours or earlier if required – e.g. during times of increased physical activity.

TTTK supplies a generic brand of SPF 50+ sunscreen for use during the day. Parents may supply their own SPF 50+ broad-spectrum, water-resistant sunscreen for their child if preferred.



TTTK Teachers and Educators monitor UV levels through the SunSmart App and wherever possible:

- avoid outdoor activities during peak UV times;
- reduce time spent in the sun between 10am and 3pm; and
- maximise the use of available shade for outdoor activities.

TTTK Teachers and Educators are expected act as positive role models for children in all aspects of Sun Safety behaviour.



2.10 Emergency Response Policy

In the event of an emergency TTTK may need to be evacuated or go into lockdown. TTTK has implemented processes to ensure that evacuations and lockdowns are carried out in a rehearsed, timely, calm and safe manner. TTTK recognises that the safety and wellbeing of its children, Teachers and Educators is of paramount importance.

Relevant laws and other provisions

- Duty of Care
- *Work Health & Safety Act 2011* (Qld)
- NQS – Quality Area 2
- Education and Care Services National Regulations 2011 (77)
- Staying Healthy 5th Edition

Protocols

Emergency situations can arise at TTTK for a variety of reasons including (but not limited to) an incident occurring at TTTK or a threat to children, Teachers or Educators.

In the unlikely event of an emergency, TTTK follows the procedures set out in the College's [Emergency Response Plan – Primary Campus](#).

To assist in the management of emergencies at TTTK:

- emergency evacuation procedures are clearly displayed near the entrance and emergency exits of each kindergarten room;
- a copy of the emergency and evacuation floor plan and instructions are prominently displayed near the exits of each kindergarten room;
- emergency contact numbers are clearly displayed near the phone;
- Teachers and Educators complete mandatory annual first response fire safety training (which includes how to safely use fire safety equipment);
- Teachers and Educators ensure that all exits are kept clear and unlocked (to facilitate a quick departure in the case of an evacuation);
- kindergarten facilities are equipped with fire safety equipment (i.e. fire extinguishers and fire blankets); and
- kindergarten facilities are equipped with alarms to warn of pending emergencies.



Evacuation & lockdown drills

TTTK Teachers and Educators conduct their own regular evacuation and lockdown drills with the children at least once per term (minimum every 3 months) and keep records of those drills.

Evaluation feedback sheets are completed following each drill and sent to the College's Workplace Health and Safety Officer.

In addition TTTK participates in regular College wide evacuation and lockdown drills.

TTTK adopts and applies the following College's policies and procedures, so far as they are relevant to TTTK:

- [*Work Health & Safety Policy*](#)
- [*Work Health & Safety Policy Statement*](#)
- [*Emergency Response Plan – Primary Campus*](#)



2.11 Food & Nutrition Policy

TTTK recognises that good nutrition supports children's health, development and learning. TTTK supports the principles set out in *Get Up & Grow – Healthy eating & physical activity for early childhood for children (2009)*.

Relevant laws and other provisions

- NQS – Quality Area 2
- Education and Care Services National Regulations 2011 (77 & 78)
- Get Up & Grow – Healthy eating & physical activity for early childhood (2009)

Aims

Through its Food & Nutrition Policy, TTTK strives to achieve the following:

- consistency with the principles set out in *Get Up & Grow – Healthy eating & physical activity for early childhood for children (2009)*;
- assist families to encourage children to:
 - eat appropriate foods to grow and develop naturally;
 - enjoy a wide variety of nutritious food including wholemeal breads, wholemeal cereals, vegetables and fruits;
 - include milk, yoghurt, cheese or suitable alternatives;
 - limit saturated fats and moderate total fat intake;
 - encourage drinking water;
 - limit the consumption of sugars and food containing added sugar;
 - choose low salt foods;
 - eat foods containing calcium and iron; and
 - participate in physical activity in conjunction with appropriate food.
- identify strategies needed to deliver nutritional care;
- safely prepare and store food;
- provide information to parents about nutrition provided to children whilst in TTTK's care; and
- encourage children to engage in physical activity.



TTTK has developed the following five key policy areas:

Area A – Healthy Food & Beverages

This addresses what, when and how much.

Goals

- To provide information on nutritious foods to assist parents in deciding appropriate food to supply to their child.
- Cooking experiences which increase children's knowledge of healthy food.

Strategies

- Information will be given to parents showing the nutritious value of providing food from the five food groups:
 - breads & cereals
 - dairy foods
 - meat & meat alternatives
 - fruit
 - vegetables & legumes.
- Water will be the primary drink and will be available at all times.
- Parents will be informed when their child is not eating well and a strategy will be developed to monitor their progress.

Area B – Safe Food Strategies

This addresses how to store, prepare, cook and serve food safely.

Goals

To give families information on how to store, prepare and serve food in a hygienic manner and to promote hygienic food practices.

Strategies

- A routine will be followed where children eat at regular and predictable intervals.
- Children will be required to remain seated when eating and drinking.



- Teachers, Educators and children will wash their hands before eating, drinking or handling food.
- Food will be stored safely. Classrooms are temperature controlled and the refrigerator will be kept at 4 degrees Celsius or below.
- Parents will be encouraged to use freezer blocks in their child's lunch boxes to help keep food cold.
- Lunch boxes supplied by parents will be stored in the climate-controlled classroom.
- In cooking activities, Teachers and Educators will carefully supervise the children, ensuring safety around hot food, beverages and appliances at all times.
- Teachers and Educators will be kept informed of children's specific dietary needs and food allergies and intolerances and follow any Risk Minimisation Plans that have been developed for particular children.
- Working areas where food is prepared will be kept in a clean and hygienic manner.

Area C – Social Aspects of Food

This addresses social, cultural and family issues surrounding food.

Goals

To reinforce the values of family, school and community by providing a caring eating environment that reflects those values.

Strategies

- To select recipes and food related activities from a variety of different cultures.
- To celebrate special occasions with culturally significant and appropriate foods (e.g. birthday cakes, Easter food etc.).
- Food will not be used as a form of punishment or reward either by its provision or denial.
- Teachers and Educators will participate in the eating of food with the children when appropriate.
- Children will be seated when eating and drinking.
- Emphasis will be placed on promoting an eating environment where children are relaxed and able to enjoy their food with sufficient time to eat without feeling rushed.
- Care will be taken to ensure children with special dietary needs are not excluded from food related activities or singled out by their dietary differences.



Area D – Learning About Food

This addresses the preparation of food and food awareness activities.

Goals

To teach children about food, nutrition and hygiene.

Strategies

- Children participate in the preparation of food to give them practical experience in the preparation of food.
- Children learn about the foods they eat and the importance of eating healthy foods – e.g. Food Pyramid.
- Children will be instructed in the importance of good hygiene when handling food.
- Children may participate in food related activities including but not limited to cooking, food art and food music.

Area E – Monitoring the Nutrition Policy

This addresses the monitoring of the nutritional policies that are in place.

Goals

- To monitor TTTK's performance with respect to the nutrition policy.
- To identify key areas of effectiveness.
- To use a consultative process that includes staff, parents and children to identify and improve any areas which are not optimal.

Strategies

- To make TTTK's Food Nutrition Policy available to all parents.
- To seek input from the children to assist in evaluating cooking activities.
- To seek input from parents to evaluate TTTK's Food Nutrition Policy.



Area F – Engaging in Physical Activity

This addresses the link between nutrition and the need for physical activity.

Goals

- To engage children in physical activity through active play.

Strategies

- To encourage physical activity through play and structured physical activities.
- To limit sedentary activity to less than an hour at a time.



2.12 Food Handling Policy

TTTK handles all food with care to ensure that the food is not contaminated, allowed to be contaminated or is unfit for consumption.

Relevant laws and other provisions

- Duty of Care
- NQS – Quality Area 2
- Local Authority (Ipswich City Council) food handling by-laws
- Education and Care Services National Law
- Education and Care Services National Regulations 2011 (77 & 78)

Protocols

The Nominated Supervisor is responsible for ensuring that all food preparation and food preparation areas comply with all laws and regulations.

TTTK Teachers and Educators must:

- comply with TTTK's Hygiene Policy, particularly in respect of hand hygiene;
- ensure that hair does not fall into food (noting long hair must be tied back) when preparing any food for children;
- ensure all food preparation surfaces and utensils are thoroughly cleaned before use and kept clean;
- ensure all perishable items brought by Teachers, Educators or children from home are stored in a climate-controlled classroom with freezer packs or alternatively refrigerated;
- cover and refrigerate all perishable items;
- store all non-perishable items in airtight containers;
- check and clean the refrigerator weekly; and
- clean the microwave and stove after each use.

Food that has fallen on the ground or handled by another child must not be eaten by anyone.

Food that is not fit to be eaten must be immediately disposed of in an appropriate manner and not eaten by anyone.



2.13 Anti-Bullying Policy

TTTK recognises its duty to children to provide a safe and positive learning environment where individual differences and diversity within the kindergarten is respected and accepted. TTTK does not tolerate bullying.

Relevant laws and other provisions

- Duty of Care
- *Workplace Health & Safety Act 2011* (Qld)
- NQS – Quality Area 2 and 5
- *Child Protection Act 1999* (Qld)
- *Child Protection Regulations 2000* (Qld)
- *Commissioner for Children and Young People Act 2000* (Qld)

Protocols

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment.

Bullying can take many forms including:

- physical bullying – e.g. hitting, pushing, spitting or damaging someone's belongings etc.;
- psychological bullying – e.g. name calling, threats, taunting, teasing etc.;
- indirect bullying – e.g. deliberate acts of exclusion or spreading untrue rumours;
- cyber bullying – e.g. threatening harm using technology.

TTTK adopts and applies the College's [Student Anti-Bullying Policy](#) and [Student Anti-Bullying Procedure](#), so far as it is relevant to TTTK.

The Nominated Supervisor will ensure that all TTTK Teachers and Educators have access to information about bullying and strategies to use to assist children to deal with bullying.

TTTK Teachers and Educators will be vigilant identifying and eliminating bullying behaviour when interacting with children.



All children will be taught that bullying is unacceptable behaviour through stories, discussion and education programs.

TTTK's program will give children opportunities to engage in activities that promote secure, respectful and reciprocal relationships with others.

Any reports of bullying will be investigated by the Nominated Supervisor and dealt with in accordance with the College's *Student Anti-Bullying Procedure*.



2.14 Child Protection Policy

TTTK is committed to ensuring the safety and wellbeing of all children and the protection of children from harm. TTTK seeks to provide a safe and supportive learning environment for all children and encourage behaviour that upholds the dignity and protection of children from harm.

Relevant laws and other provisions

NQS

QA2 2.2.3	Child protection – Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect
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National Regulations

Reg 84	Awareness of child protection law
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Protocols

TTTK as part of the Anglican Schools' Brisbane Diocese, is bound by policies and procedures established by the Anglican Schools Commission (**ASC**) in respect of child protection and appropriately responding to concerns for the physical and psychological safety of children.

TTTK adopts and applies:

- [Protecting Children and Young People in Anglican Education Policy](#)
- [Protecting Children and Young People in Anglican Education Guidelines and Procedures](#)
- [Working with Children in Anglican Education Policy](#)
- [Working with Children in Anglican Education Guidelines and Procedures](#)
- [Our Commitment: Creating environments for children and young people to thrive – Code of Conduct for Anglican Schools and Education and Care Services](#)

TTTK in consultation with the College has implemented a [Statement of Commitment](#) to the safety and wellbeing of children and the protection of children from harm, which is prominently displayed at TTTK.

TTTK in consultation with the College has developed a [Child and Youth Risk Management Strategy \(CYRMS\)](#) to ensure that practices and procedures are implemented to:

- support the wellbeing of children affected by the services provided by TTTK; and
- protect children from harm.



The CYRMS, Statement of Commitment and above listed policies and procedures are available at TTTK reception and on Nexus.

As part of TTTK's induction process, new Teachers and Educators are required to:

- acknowledge the CYRMS and Protecting Children and Young People in Anglican Education Policy, Guidelines and Procedures prior to commencement by signing the ASC's 'Acknowledgement of Understanding Form'; and
- sign an Acknowledgement of Agreement Form for Code of Conduct for Anglican Schools and Education and Care Services.

All TTTK Teachers and Educators must complete annual compulsory ASC child safety protection training and compulsory ASC supplementary child safety protection training.

TTTK together with the College has established a dedicated child protection page on Nexus which contains all child protection policies and other relevant resources.

TTTK has appointed an Appropriate Person for children or other persons to talk to about any concerns that they may have. Posters with the Appropriate Person's name, title and photograph are prominently displayed at TTTK.

If TTTK Teachers, Educators or Volunteers have concerns that may relate to a reasonable suspicion a child is need of protection, regardless of the type of abuse or neglect they are required to raise their concerns with the Nominated Supervisor or Approved Provider. Such reasonable suspicion may arise from:

- first hand observation of the child or family;
- what the child, parent or other person has disclosed; and/or
- what can reasonably be inferred based on observation, professional training and experience.

TTTK adopts and applies the following College's policies and procedures, so far as they are relevant to TTTK:

- *Working with Children Risk Management and Blue Card Policy*
- *Working with Children Risk Management and Blue Card Procedure*
- *National Register Check Policy*
- *National Register Check Procedure*
- *Staff Recruitment & Selection Policy*
- *Staff Recruitment & Selection Procedure*



2.15 Water Safety Policy

TTTK recognises that water safety is an important issue that must be taken seriously by Teachers and Educators when engaging with children in any water activity.

Relevant laws and other provisions

NQS

QA2 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
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Other

- Duty of Care
- Education and Care Services National Law (s 165, 167, 174)
- Education and Care Services National Regulations (101, 168)

Protocols

TTTK Teachers and Educators will undertake a risk assessment before commencing any activity that involves children playing with water.

TTTK Teachers and Educators must ensure that all children participating in activities involving water are appropriately supervised and protected from harm and hazards. Teachers and Educators must be conscious of the physical environment and attuned to the needs of individual children.

Teachers and Educators must ensure that any containers, pools troughs etc. used during the activity involving water are emptied at the end of the activity and before the children move indoors.

Teachers and Educators will, if appropriate to do so, use any remaining water in a sustainable way – e.g. watering grass or garden.



2.16 Sleep, Rest, Relaxation and Clothing Policy

TTTK endeavours to meet each child's needs for sleep, rest and relaxation in a safe and caring manner that takes into consideration the preferences and practices of each child's family.

Relevant laws and other provisions

NQS

QAS 2.1.1	Wellbeing and comfort – Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation
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National Regulations

Reg 81	Sleep and Rest
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EYLF

LO3	Children take increasing responsibility for their own health and wellbeing <ul style="list-style-type: none">• Children recognise and communicate their bodily needs (e.g. thirst, hunger, rest, comfort, physical activity)• Educators consider the pace of the day within the context of the community• Educators provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation
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Protocols

Typically children benefit from periods of rest which help them grow and assists their learning and development. TTTK implements rest periods which are consistent with the developmental needs of children.

TTTK's Nominated Supervisor will ensure:

- children have a quiet and restful environment for sleep and rest, whilst still being under close supervision of Teachers and Educators;
- children have comfortable spaces to engage in quiet experiences; and
- Teacher and Educator ratios are maintained while children are sleeping and resting.



TTTK's Nominated Supervisor will also ensure that Teachers, Educators and Volunteers:

- So far as is consistent with TTTK Policies, accommodate each child and family's preferences for rest, sleep and clothing. This includes preferences related to a child's social and cultural heritage. In line with the principles and objectives of the National Law, if a resting child falls asleep without assistance in circumstances where families have requested the child not have naps, Teachers and Educators may allow the child to sleep for a period they believe to be in the best interests of the child's health and well-being.
- Follow the recommendations from Red Nose (www.rednose.com.au). If a child has a medical condition which prevents Teachers and Educators from following such recommendations, for example a condition which prevents a child from being placed on their back, an alternative resting practice must be authorised by a registered medical practitioner in writing. This must be part of the child's Medical Management Plan.
- Verbally communicate daily with parents about their child's sleep and rest routines at TTTK and at home.
- Regularly monitor all children who are sleeping with specific attention to breathing patterns.
- Monitor the temperature of the rest environment to ensure it is comfortable without becoming too hot or cold.
- Help children learn about their needs for rest and comfort and where appropriate negotiate the need for sleep and rest with children. Children will be encouraged to communicate their needs where possible and to make appropriated decisions.
- Provide children who do not require sleep or rest with quiet activities.
- Support children who need rest and relaxation outside TTTK's designated 'rest time'.
- Group children in a way that minimises overcrowding.
- Comfort children when required. TTTK discourages rocking children to sleep so that children do not have that expectation from their families at home.



Safe resting practices for preschool children (3-5 years)

TTTK Teachers, Educators and Volunteers will:

- place preschool children on their back to rest;
- allow preschool children to find their own sleeping position if they move while sleeping or after lying on their back initially;
- ensure a preschool child's face is never covered with bed linen while they are sleeping;
- use light bedding as the preferred option;
- settle children in beds without bottles (for safety and dental hygiene reasons); and
- play calm, relaxing music.

Safety checks – Beds, Environment

TTTK regularly conducts safety checks of all beds and equipment in the resting environment.

Hygiene practices

TTTK Teachers and Educators will ensure:

- mattress protective covers are cleaned with soap and water daily and when visibly soiled using the three-step cleaning process;
- cleaning schedules are displayed in the kitchen area; and
- each child has their own bed lined which is washed weekly following their last day at TTTK.

If a cot or mattress becomes soiled, TTTK Teachers and Educators will take the following steps:

- wash their hands and put on disposable gloves;
- clean the child;
- remove and dispose of their gloves;
- dress the child;
- wash the child's hands and their own hands;
- put on a new pair of disposable gloves; and
- clean the bed as follows:
 - remove the bulk of the soiling or spill with absorbent paper towels;
 - place soiled linen in a plastic-lined, lidded laundry bin;
 - clean the bed thoroughly with detergent and water;
 - disinfect the bed as required;
 - remove and dispose of gloves and wash their hands; and
 - provide clean linen for the bed.



Clothing

Children attending TTTK are encouraged to wear TTTK uniform, which is comfortable, suitable for all weather and allows them to explore and play feely whilst minimising the risk of injury. Teachers and Educators may remove necklaces or other jewellery items from children if they consider such items to be a possible safety risk.

For safety reasons TTTK does not allow children to wear amber teething necklaces or bracelets, which are choking risks if the beads on the necklace or bracelet break apart.

On dress up days or when children need to be changed into spare clothes, Teachers and Educators will encourage parents to dress their children or provide clothing that:

- is loose and cool in summer to prevent overheating and warm enough for cold weather including outdoor play in winter;
- protects them from the sun during outdoor play in accordance with TTTK's Sun Protection Policy;
- does not restrict children's comfort or compromise their safety when sleeping and resting;
- does not compromise their safety during activities (e.g. clothes with cords);
- allows easy access for toileting (e.g. elasticised trousers, track pants etc. instead of buttons, zips, belts etc.);
- can get dirty when children play and engage in activities;
- includes appropriate footwear so children can play comfortably and safely – noting that closed shoes are part of TTTK's dress requirements; and
- is clearly labelled with the child's name.

Teachers, Educators and Volunteers will:

- ensure children are protected from the sun during outdoor activities in accordance with TTTK's Sun Protection Policy;
- monitor children to ensure they are appropriately dressed for all weather, play experiences, rest and sleep routines;
- provide children with clean and appropriate spare clothes if needed; and
- encourage children to use aprons for messy play and art experiences to protect their clothing.



NQS 3 – PHYSICAL ENVIRONMENT

3.1 Space & Facilities Requirements Policy

TTTK provides a safe and stimulating environment which is accessible to all children and is designed to allow for their physical and psychological comfort.

Relevant laws and other provisions

- *Work Health & Safety Act 2011* (Qld)
- NQS – Quality Area 3
- Education and Care Services National Regulations 2011 (103-111; 113-115)
- National Construction Code Volume 1 & 2 Building Code of Australia
- Budgeting and Planning Policy

Protocols

TTTK provides the following:

- access to furniture, materials and developmentally appropriate equipment which are safe, clean, in good repair and suitable for the educational program;
- outdoor areas that are enclosed by an appropriate fence or barrier;
- a minimum of 3.25 sqm of unencumbered floor space per child;
- indoor space that allows for the ready supervision of all parts from any other part including all functional areas (excluding the kitchen unless it is primarily used as part of an educational program) and provides reasonable separation between each group's areas;
- a minimum outdoor play space of 7 sqm of unencumbered outdoor space per child with adequate useable shade space;
- well ventilated rooms;
- well ventilated indoor spaces with adequate natural light and maintained at a suitable temperature to ensure the safety and wellbeing of children;
- adequate, developmentally and age-appropriate toilet, hand washing, bathing and drying facilities for children;
- convenient access to toilet, hand washing, bathing and drying facilities from the indoor and younger outdoor spaces;
- laundry facilities;
- hygienic facilities for storing soiled clothing and linen prior to their disposal or laundering, inaccessible to children;
- adequate facilities for the safe handling, preparation, storage and disposal of food and beverages;



- adequate areas for the carrying out of administrative duties, consulting with children's parents and conducting private conversations;
- organised space to encourage choice and to facilitate active engagement with the environment;
- shaded outdoor play space to protect children from over exposure to ultraviolet radiation from the sun;
- outdoor spaces which allow children to explore and experience the natural environment; and
- premises that are maintained in a way that does not obstruct the view of Teachers and Educators and allows them to supervise children at all times whilst still respecting the rights and dignity of the children.

TTTK does not have a swimming pool on its premises.



3.2 Workplace Health and Safety Policy

TTTK is committed to ensuring that it maintains a safe and healthy working environment for all Teachers, Educators, children, contractors, volunteers and visitors.

Relevant laws and other provisions

- Duty of care
- *Work Health & Safety Act 2011* (Qld)
- NQS – Quality Areas 2 and 3
- Education and Care Services National Regulations 2011
- *Child Protection Act 1999* (Qld)

Protocols

TTTK is committed to:

- (a) ensuring that the protection of children is a key consideration when considering WHS related matters;
- (b) the risk management process and ensuring consistency between the nature of workplace activities and the scale of health and safety risks;
- (c) complying with relevant work health and safety legislation and other relevant Acts, Regulations, Standards and Codes of Practice;
- (d) establishing measurable objectives and targets for work health and safety to ensure continuous improvement aimed at elimination of work-related illness and injury;
- (e) provision of appropriate health and safety training to all Teachers and Educators;
- (f) the consultation process to ensure Teachers and Educators are included in the decision-making processes impacting on work health and safety;
- (g) the dissemination of health and safety information to Teachers, Educators, contractors, volunteers and visitors to the workplace;
- (h) effective implementation of the health and safety policy; and
- (i) consistent implementation of policy provisions in all areas of TTTK.



TTTK recognises that Teachers, Educators, children, contractors, volunteers and visitors have a shared responsibility to contribute to everyone's health and safety.

TTTK conducts their activities and maintains a work environment that:

- protects the health, safety and welfare of all persons affected by its workplace activities;
- actively encourages controlling risk in the workplace by comprehensive risk assessment and risk management practices; and
- strives for continuous improvement in workplace health and safety.

TTTK's Nominated Supervisor is a member of the College's Workplace Health and Safety Committee.

TTTK adopts and applies the following College's policies and procedures, so far as they are relevant to TTTK:

- *WHS Policy Statement*
- *WHS Policy Statement Procedure*
- *Work Health & Safety Policy*
- *Work Health & Safety Roles & Responsibilities Procedure*
- *Work Health & Safety Committee Procedure*
- *WHS Consultation Procedure*
- *Work-related Psychological Health & Safety Procedure*
- *Hazard & Safety Incident Reporting Policy*
- *Hazard & Safety Incident Reporting Procedure*
- *Rehabilitation and Return to Work Procedure*



NQS 4 – STAFFING ARRANGEMENTS

4.1 Roles and Responsibilities Policy

TTTK encourages the building of a cohesive team of qualified and motivated Teachers and Educators, equipped with appropriate training and knowledge to enable them to discharge their role at the kindergarten. TTTK has a responsibility to ensure that the person in day-to-day charge of the kindergarten is a fit and proper person and has sufficient skills to be in charge of the kindergarten.

Relevant laws and other provisions

- Duty of Care
- NQS – Quality Areas 1-7
- Education and Care Services National Regulations 2011 (24(k), 34, 35, 46, 47, 125, 126, 133, 136-141, 143, 145, 146, 147-149, 151, 152, 155, 156, 168 and 238A)
- Education and Care Services National Law (s 162(1)(a)-(c), 108(1)(b) and 112(c))

Protocols

The Approved Provider must ensure that either the Nominated Supervisor or a Responsible Person is always present at TTTK whilst children are being educated and cared for.

TTTK's Nominated Supervisor is also the College's Head of Primary.

The Nominated Supervisor is responsible for:

- implementing the educational programs;
- supervision and safety of the children;
- food and beverages provided for the children;
- administration of medication;
- excursions;
- staffing; and
- other matters as prescribed under the regulations.

Any change of the Nominated Supervisor must be notified to the Regulatory Body.

The name of the Responsible Person in charge on a given day will be recorded on a clearly visible sign in the kindergarten's foyer.

The Responsible Person must be a person over the age of 18 years and have:



- adequate knowledge and understanding of the provision of education and care to children;
- the ability to effectively supervise and manage a kindergarten;
- at least 3 years' experience working as an Educator in a kindergarten or a children's service or a school or in a service regulated under a former education and care service law;
- an approved diploma level education and care qualification or an approved early childhood teaching qualification; and
- given their written consent.

The Approved Provider must appoint in writing a suitably qualified and experienced Teacher or Educator as the Educational Leader to lead the development of the educational programs in the kindergarten.

All TTTK Teachers and Educators report to the College's Head of Primary in respect of the implementation and outcomes of TTTK's learning program and the efficient and effective operation of the kindergarten.



4.2 Employment of Teachers and Educators Policy

TTTK is committed to attracting and maintaining the highest calibre and best qualified people for roles in the kindergarten.

Relevant laws and other provisions

- Duty of Care
- NQS – Quality Area 4
- Education and Care Services National Regulations 2011 (Part 4.4 areas relevant to Centre-based care)

Protocols

The need for new Teachers and Educators in TTTK will be identified by the Head of Primary who will work with the College's Human Resources and Compliance Officer to recruit the highest calibre and best qualified person for the role.

TTTK follow best practice recruitment and selection processes to ensure that all vacancies are filled by the best available applicant on merit.

TTTK conducts screening checks for all of its Teachers, Educators and Volunteers in respect of the following:

- (a) Queensland Working with Children Blue Card Check – Educators and Volunteers require a Blue Card and Kindergarten Teachers require an Exemption Card; and
- (b) Anglican Church of Southern Queensland National Register Check.

TTTK adopts and applies the following College's policies and procedures, so far as they are relevant to TTTK:

- [*Staff Recruitment & Selection Policy*](#)
- [*Staff Recruitment & Selection Procedure*](#)
- [*Working with Children Risk Management and Blue Card Policy*](#)
- [*Working with Children Risk Management and Blue Card Procedure*](#)
- [*National Register Check Policy*](#)
- [*National Register Check Procedure*](#)



Records

The Approved Provider must keep a staff record which includes the following information:

Position	Information
Nominated Supervisor	<ul style="list-style-type: none"> • Full name, address and date of birth • Evidence of qualifications held or being worked towards • Evidence of any approved training completed (including first aid) • Details of Queensland Working with Children Blue Card check (including identifying number of check and expiry date of check) – if applicable • Details of Teacher Registration (including identifying number of teacher registration and expiry date of registration)
Staff members	<ul style="list-style-type: none"> • Full name, address and date of birth • Evidence of qualifications held or being worked towards • Evidence of any approved training completed (including first aid) • Details of Queensland Working with Children Blue Card check (including identifying number of check and expiry date of check)
Educational Leader	<ul style="list-style-type: none"> • Name of the person designated as the Educational Leader
Volunteers & Students	<ul style="list-style-type: none"> • Full name, address and date of birth • Details of Queensland Working with Children Blue Card check (including identifying number of check and expiry date of check) • Day on which the volunteer or student participates at TTTK, the date and hours of participation
Responsible Person	<ul style="list-style-type: none"> • Name of the Responsible Person for each time that children are being educated and cared for.

The Approved Provider must also keep Educator records which includes the following information:

- name of each Educator who works directly with children being educated and cared for; and
- hours that each Educator works directly with children being educated and cared for.

The Educator record may be kept on a daily, weekly or monthly basis or any longer periodic basis determined by the Approved Provider.



4.3 Duty of Care Policy

TTTK has a duty to take reasonable steps to protect children from reasonably foreseeable risks of harm and injury. This requires not only protection from known risks, but also protection from harm and injury that could foreseeably arise and against which preventative measures can be taken.

Relevant laws and other provisions

- NQS – Quality Area 4
- Education and Care Services National Regulations 2011 (168)
- *Work Health & Safety Act 2011* (Qld)

Protocols

TTTK adopts and applies the College's *Duty of Care to Students Policy* so far as it is relevant to TTTK.

When planning activities for children, TTTK's Teachers and Educators must carefully balance the risk involved in the activity with the intended outcomes. The duty of care includes providing appropriate and constant levels of supervision to children at all times.

TTTK Teachers and Educators must:

- be aware of their duty of care for the safety and welfare of children at all times;
- take all reasonable steps necessary to minimise harm and injury to children;
- report any concerns about systems, practices, processes, incidents etc. to the Nominated Supervisor;
- consider the big picture in terms of potential risks and look beyond the immediate activity or task;
- discuss duty of care with Colleagues and be on the lookout for potential risks at all times;
- only proceed with an activity if confident that the likelihood of harm and injury have been properly assessed and appropriate control measures are implemented; and
- not assume that:
 - because they have an assistant to supervise the children that their responsibility is reduced;
 - the person previously using the facilities or equipment have left them in a safe state; or
 - children and young people perceive the risks that an adult does or abide by rules or behave in a reasonable manner in respect of potential risks at all times.

The Nominated Supervisor will ensure that all TTTK Teachers and Educators receive training on their duty of care.



4.4 Participation of Volunteers and Students on Practicum Placements Policy

TTTK values volunteers and students as an integral part of the staffing of the Kindergarten. All kindergarten policies apply to volunteers and students on practicum placements.

Relevant laws and other provisions

- NQS – Quality Area 2, 4, 6
- Education and Care Services National Regulations 2011 (149)
- *Commission for Children and Young People and Child Guardian Act 2000 (Qld)*

Protocols

All students undertaking practicum placements with TTTK, will be subject to the conditions set down by TTTK, College and relevant university.

All students are required to hold a valid working with children Blue Card and must comply with the relevant Education and Care Services National Regulations 2011 whilst they are attending TTTK.

All volunteers must hold a valid working with children Blue Card, or if seeking to rely on an existing Blue Card exemption must sign a declaration confirming that they are not a restricted person.

TTTK Teachers and Educators must ensure that no volunteers are left alone with children in their care.

All TTTK volunteers will be required to participate in an induction.

TTTK must keep a staff record of the following:

- full name, address and date of birth of each student or volunteer participating at TTTK;
- the day, date and hours each student or volunteer participates at TTTK.

TTTK adopts and applies the following College policies and procedures so far as they are relevant to TTTK:

- [*Working with Children Risk Management and Blue Card Policy*](#)
- [*Working with Children Risk Management and Blue Card Procedure*](#)
- [*Volunteer Policy*](#)
- [*Volunteer Procedure*](#)



4.5 Code of conduct Policy

TTTK requires its staff and volunteers to abide by and model high standards of behaviour in the performance of their duties.

Relevant laws and other provisions

- NQS – Quality Area 4
- *Commission for Children and Young People and Child Guardian Act 2000* (Qld)
- *Education (Accreditation of Non-State Schools) Act 2001* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- *Education (Queensland College of Teachers) Act 2005* (Qld)
- *Work Health and Safety Act 2011* (Qld)

Protocols

TTTK adopts and applies the *OUR COMMITMENT: Creating environments for children and young people to thrive CODE OF CONDUCT for Anglican Schools and Education & Care Services (Code of Conduct)*.

Staff contracts require that staff abide by the Code of Conduct.

TTTK staff and volunteers are given a copy of the Code of Conduct and a copy of the *Creating Environments for Students to Thrive – An Induction Overview of: Protecting Children and Young People, Child and Youth Risk Management and Code of Conduct + Acknowledgement of Understanding (Induction Overview)*.

TTTK staff and volunteers are required to sign:

- an acknowledgment from the Code of Conduct;
- an acknowledgment of understanding from the Induction Overview; and
- a College acknowledgment of Induction Documents.

The Code of Conduct is readily accessible at TTTK and on Nexus.

The Code of Conduct sets out, clarifies and affirms the standards of behaviour expected of all staff and volunteers that undertake their role in TTTK and aims to help them understand and fulfill their legal and professional responsibilities in achieving a safe and supportive workplace environment.



The Code of Conduct is also intended to meet the Approved Provider's obligation to provide a Code of Conduct for all employees under TTTK's Child and Youth Risk Management Strategy, as detailed in the *Commission for Children and Young People and Child Guardian Act 2000* (Qld) and to comply with the relevant provisions of the *Education (Accreditation of Non-State Schools) Act 2001* (Qld).

Failure to comply with the Code of Conduct may result in TTTK staff facing termination of employment or other disciplinary action.

TTTK adopts and applies the following College policies and procedures so far as they are relevant to TTTK:

- [*Staff Termination of Employment Policy*](#)
- [*Staff Termination of Employment Procedure*](#)
- [*Unsatisfactory Work Performance Policy*](#)
- [*Unsatisfactory Work Performance Procedure*](#)



4.6 Staff Professional Development Policy

TTTK is committed to ensuring that its staff receive all necessary training pertinent to their role and have the opportunity to participate in professional development activities in order to reach their full potential through the development of skills and knowledge.

Relevant laws and other provisions

- Duty of Care
- NQS – Quality Area 4
- Education and Care Services National Regulations

Protocols

TTTK conducts some training that is mandatory for all staff in order to comply with regulatory and compliance requirements and to ensure that staff perform their duties in a safe and effective manner.

The Nominated Supervisor must ensure that Teachers and Educators are aware of the existence and application of current child protection law and any obligations they have under those laws.

TTTK supports staff professional development and encourages its staff to develop their knowledge and skills through appropriate ongoing professional development.

TTTK staff may apply to participate in any professional development opportunities relevant to their role.

TTTK adopts and applies the following College policies and procedures so far as they are relevant to TTTK:

- [Staff Training Policy](#)
- [Staff Training Procedure](#)



4.7 Staff Complaints Policy

TTTK recognises the importance of having a clear process to follow in the event that a staff member wishes to make a complaint in respect of TTTK.

Relevant laws and other provisions

- Duty of Care
- NQS – Quality Area 2
- Education and Care Services National Regulations 2011 (168)
- *Work Health and Safety Act 2011* (Qld)

Protocols

TTTK adopts and applies the ASC's *Complaints Management in Anglican Education Policy* and *Complaints Management in Anglican Education Guidelines and Procedures* for the handling of complaints.

TTTK recommends that any concerns or complaints be first raised and discussed with the Head of Primary.

To facilitate a better understanding of the complaints process TTTK also adopts and applies the College's *Guide to Making a Complaint* which provides a summary of the complaint's procedure. This guide must be read together with the more detailed Complaints Management in Anglican Education Policy Guidelines and Procedures.



4.8 Dress Standard Policy

TTTK is committed to ensuring that at all times, staff present themselves in an appropriate manner and convey a professional and positive image.

Relevant laws and other provisions

- Duty of Care

Protocols

TTTK staff are required to maintain a professional appearance whilst at work or attending work related functions. A high standard of personal grooming is expected from all staff regardless of their role.

Attire worn by staff will be consistent with the physical requirements of their duties to facilitate comfortable and safe working conditions.

TTTK recognises that its staff may have diverse personal and cultural characteristics which influence the way in which they choose to present themselves.

TTTK staff must keep their nails at a short length, as long nails are dangerous and inappropriate around children.

TTTK Teachers and Educators must wear a name badge at all times, to help parents identify staff members.

TTTK adopts and applies the following College policies and procedures so far as they are relevant to TTTK:

- [Dress Standard Policy](#)
- [Dress Standard Procedure](#)



NQS 5 – RELATIONSHIPS WITH CHILDREN

5.1 Respect for Children Policy

TTTK staff recognise that all children are unique and valued individuals and deserve to be treated with dignity and respect.

Relevant laws and other provisions

- Duty of Care
- NQS – Quality Area 5
- Education and Care Services National Regulations 2011 (155, 156)
- Education and Care Services National Law

Protocols

TTTK will ensure that:

- so far as reasonably possible, children are considered and actively involved in the ongoing development of TTTK's education program and the evaluation of that program;
- it offers a range of activities that actively counteracts bias or prejudice;
- it reviews its policies and procedures annually; and
- its Teachers and Educators:
 - foster self-esteem and confidence in children;
 - respect the diversity of children's backgrounds and abilities and accommodate the individual needs of each child;
 - treat all children equitably; and
 - avoid making comparisons between children.



5.2 Interactions with Children Policy

TTTK staff recognise that all children are unique and valued individuals and deserve to be treated with dignity and respect.

Relevant laws and other provisions

- Duty of Care
- NQS – Quality Areas 1,2,4,5 and 6
- Education and Care Services National Regulations 2011 (155, 156)
- Education and Care Services National Law
- *Work Health & Safety Act 2011* (Qld)
- *Child Protection Act 1999* (Qld)

Protocols

The Approved Provider and Nominated Supervisor must ensure that all children are given opportunities to interact and develop positive relationships with each other and with TTTK staff.

TTTK Teachers and Educators will ensure:

- all children are encouraged to express themselves and their opinions by providing a variety of opportunities through their interactions with the children;
- all children have opportunities to become self-reliant and to develop self-esteem by providing experiences that allow children to make decisions and take responsibility for those decisions through encouragement and modelling;
- that the dignity and rights of each child are maintained at all times;
- that each child is given positive guidance and encouragement toward acceptable behaviour;
- that children are not required to undertake activities that are inappropriate, having regard to each child's family and cultural values;
- children are engaged in activities that are age, physically and developmentally appropriate;
- that a child is not separated from other children for any reason other than illness or accident and in circumstances where a child is required to be separated for medical reasons, other opportunities are considered for the child to feel included; and
- that when programs are modified according to risk minimisation plans, children maintain a sense of inclusion and belonging.



5.3 Delivery and Collection of Children Policy

TTTK has implemented procedures relating to the delivery and collection of children to ensure the safety and wellbeing of children at all times.

Relevant laws and other provisions

NQS

QA2 2.2.1	Supervision – at all times reasonable precautions and adequate supervision ensure children are protected from harm and hazard
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National Regulations

Reg 99	Children leaving the education and care service premises
Reg 158	Children's attendance record to be kept by approved provider

Protocols

TTTK is only licensed to operate during its advertised opening times. Children and families are not permitted to enter and remain in TTTK classrooms outside of those advertised opening times.

Arrival

- All children must be signed in by their parent or person who delivers them to TTTK. If the parent or other person forgets to sign their child in, the child will be signed in by the Nominated Supervisor or TTTK Teacher or Educator. Children who attended EY ABCC must be signed in by an EY ABCC Educator.
- A TTTK Teacher or Educator will greet and receive each child upon arrival.
- Children will be designated a locker or shelf space both in the TTTK foyer and inside the classroom which will be marked with the child's name.



Departure

- All children must be signed out by their parent or person who collects them from TTTK. If the parent or other person forgets to sign their child out, the child will be signed out by the Nominated Supervisor or TTTK Teacher or Educator.
- Children can only be collected by a parent, an authorised nominee named on their enrolment record or a person authorised by a parent or authorised nominee to collect the child. Authorisations from parents or authorised nominees must be in writing.
- Children attending EY ABCC will be signed out by the Nominated Supervisor or TTTK Teacher or Educator and then signed into the EY ABCC program by the EY ABCC staff member, using EY ABCC's digital platform.
- Except in the event of an emergency (including medical emergency), children may only leave TTTK if a parent or authorised nominee provides written authorisation for the child to leave, including authorisation to go on an excursion.
- No child will be released into the care of an unauthorised person. If an unauthorised person becomes aggressive or violent and refuses to leave TTTK, the Nominated Supervisor, TTTK Teacher or Educator will:
 - ensure the safety of all TTTK's children and staff and implement lockdown procedures; and
 - telephone the police on 000.
- The Nominated Supervisor must ensure that the authorised nominee pick up list for each child is kept up to date. Records of authorised nominees are kept in each child's enrolment file and in the emergency contact folders.
- No child will be released into the care of anyone not known to TTTK Teachers or Educators. Parents must give TTTK staff prior notice where:
 - the person collecting the child is someone other than those mentioned on the enrolment form (e.g. in an emergency / with written permission); or
 - there is a variation in the persons picking up the child, including where the child is collected by an unauthorised nominee who is unknown to TTTK staff.
- If TTTK Teachers and Educators do not know a person collecting the child by appearance, that person must be able to produce photo evidence to establish their identity. If TTTK staff cannot verify the identity of the person collecting the child they will not release the child into the person's care.



- If a parent appears to be intoxicated or under the influence of drugs and TTTK staff are of the opinion that the person is unfit to collect their child, they will:
 - discuss their concerns with the parent, if possible, in the absence of the child;
 - suggest that they contact the other parent or an authorised nominee to collect the child;
 - if the parent insists on taking the child, report the circumstances to the police and raise their concerns with the Nominated Supervisor in accordance with the TTTK's Child Protection Policy.

- If an authorised nominee or person authorised by a parent or authorised nominee appears to be intoxicated or under the influence of drugs and TTTK staff are of the opinion that the person is unfit to take responsibility for and collect the child, they will not let the child leave with the person and contact the child's parent to arrange for another person to collect the child.

- If a child has not been collected by 3.05pm TTTK staff will attempt to contact the child's parent by telephone. In accordance with TTTK's enrolment agreement, the child will be signed out of TTTK and placed into the care of EY ABCC (if staff / children ratios permit). A fee is payable for EY ABCC attendance.

- If a child has not been collected from EY ABCC by closing time, the Nominated Supervisor or Responsible Person in charge of the EY ABCC will follow all ABCC policies and procedures including (but not limited to):
 - attempting to contact the child's parents or other authorised nominees;
 - where possible leaving a voicemail or SMS message on the parent's phone advising that they will wait up to 30 minutes before ringing the police or Child Protection Hotline;
 - wait for 30 minutes and if the parents or authorised nominee has not arrived, ring the police or Child Protection Hotline for guidance on the appropriate action to take.

- At the end of each day TTTK staff will check all lockers and the premises including indoors and outdoors to ensure that no child remains on the premises after closing.

- TTTK will keep a record of the details of any child's absence during the day.



5.4 Behaviour Management Policy

TTTK is committed to providing a safe kindergarten environment based on Christian ethics and values.

Relevant laws and other provisions

- Duty of Care
- NQS – Quality Areas 2 and 5
- *Anti-Discrimination Act 1991* (Qld)
- *Commission for Children and Young People & Child Guardian Act 2000* (Qld)
- *Education (Accreditation of Non-State Schools) Act 2006* (Qld)
- *Education (General Provisions) Act 2006* (Qld)

Protocols

TTTK's children behaviour management processes are founded on the values of:

- **FAITH** – loving God and our neighbours as ourselves
- **HOPE** – fostering a positive, safe, optimistic and empowering environment
- **LOVE** – demonstrating cooperation, encouragement and compassion
- **COURAGE** – developing resilience, effort and determination to succeed
- **COMMUNITY** – respect, tolerance and working in service to others
- **JUSTICE** – inclusivity, equity, diversity and care for the environment

TTTK staff play an important role in modelling and nurturing appropriate relationships that exemplify Gospel values and express a sense of belonging, forgiveness, inclusiveness and tolerance.

TTTK adopts and applies the following College Policies and Procedures:

- [Behaviour Management Policy](#)
- [Behaviour Management Procedure](#)



NQS 6 – COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

6.1 Access Policy

TTTK is founded on Christian beliefs and values which are central to its ethos and offers a program designed to include children from various backgrounds. TTTK welcomes children from all families that accept its ethos, regardless of their religious or ethnic origin.

Relevant laws and other provisions

- NQS – Quality Area 6
- Education and Care Services National Regulations 2011 (73, 75, 76, 80, 86, 99, 102, 111, 157, 168, 171, 173)
- Education and Care Services National Law (s 172, 175)

Protocols

TTTK's Teachers and Educators work to understand individual children's backgrounds and provide opportunities that are sensitive to their needs.

TTTK's program encourages equality and cultural diversity.

To enable children to participate in the range of activities offered at TTTK, the Nominated Supervisor regularly consults with parents and invites suggestions.



6.2 Admission and Enrolment Policy

TTTK strives to deliver an enrolment and orientation process that meets all legal requirements and the needs of each child and family, allowing them to feel safe and secure in the level of care TTTK provides.

Relevant laws and other provisions

NQS

QA2 2.1.2	Health practices and procedures – effective illness and injury management and hygiene practices are promoted and implemented
QA6 6.1.1	Engagement with the service – families are supported from enrolment to be involved in the service and contribute to service decisions

National Regulations

Reg 77	Health, hygiene and safe food practices
Reg 78	Food and beverages
Reg 79	Service providing food and beverages
Reg 80	Weekly menu
Reg 88	Infectious diseases
Reg 90	Medical conditions policy
Reg 92	Medication record
Reg 93	Administration of medication
Reg 96	Self-administration of medication
Reg 97	Emergency and evacuation procedures
Reg 99	Children leaving the education and care service premises
Reg 100	Risk assessment must be conducted before excursion
Reg 101	Conduct of risk assessment for excursion
Reg 102	Authorisation for excursions
Reg 157	Access for parents
Reg 160	Child enrolment records to be kept by approved provider and family day care coordinator
Reg 161	Authorisations to be kept in enrolment record
Reg 162	Health information to be kept in enrolment record
Reg 168	Education and care service must have policies and procedures
Reg 173	Prescribed information is to be displayed
Reg 177	Prescribed enrolment and other documents to be kept by approved provider
Reg 181	Confidentiality of records kept by approved provider
Reg 183	Storage of records and other documents



EYLF

LO1	Children feel safe, secure and supported
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Protocols

TTTK's enrolment documents are prepared and regularly updated by the College's enrolment team in conjunction with Head of Primary. All enrolment documents are completed electronically.

Enrolment Process

- All enrolment applications for TTK must be completed via the College website and be accompanied with payment of the non-refundable application fee (as set out in the Application Guidelines).
- Although not compulsory, prospective families are encouraged to arrange a tour of the College as part of the application process.
- Applications are placed in an enrolment pool pending the interview stage.
- Interviews involving the parents and child/children and the Head of Primary (or delegate) are arranged and for families that have not previously toured the College an opportunity to tour the College is available.
- The Head of Primary reviews all applications to ensure that the College can offer the child concerned a progressive and engaging academic, cultural, physical and spiritual education.
- Subject to available placements, an Enrolment Letter of Offer will be issued to successful applicants with all relevant documents that need to be completed and signed (either manually or electronically).
- In order to secure a place for their child/children at TTK, parents must:
 - accept the enrolment offer;
 - complete all relevant documents provided; and
 - pay all enrolment fees and charges (as set out in the online enrolment form).
- Once enrolment is finalised, parents will be invited to participate in information sessions as a new parent of the College, including a kindergarten orientation session.



- Enquiries regarding TTTK's enrolment process can be directed to the Enrolment Officer or Head of Primary.
- In order for TTTK to fulfil its duty of care responsibilities, TTTK collects, records and securely retains the following information:
 - the child's personal details including name, address and date of birth;
 - relevant medical details including immunisation details;
 - relevant parental/guardianship and residential details;
 - primary language spoken at home;
 - copies of relevant court orders;
 - details of people authorised to collect children from TTTK;
 - name, home address and phone numbers of parents/carers;
 - name, home address and phone numbers of persons who may be contacted in an emergency;
 - name, address and phone number of the child's doctor;
 - authorisation to seek emergency medical, hospital and ambulance services;
 - any special medical, physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child; and
 - medication records if required.
- All information obtained through the enrolment process will be kept in strictest confidence and used only for the purposes for which it was obtained.



6.3 Communication With Parents Policy

TSTK encourages communication with, participation of and feedback from parents and recognises that such communication, participation and feedback enhances the service that TSTK provides.

Relevant laws and other provisions

- NQS – Quality Area 6
- Education and Care Services National Regulations 2011 (157,168)
- *Child Care Act 2002* (Qld)

Protocols

- For new families, the first point of contact will be a member of the enrolments team or the Head of Primary who will explain TSTK's education program, identify the child's needs in consultation with parents and the child and respond to any questions about TSTK and its programs.
- Prior to commencement at TSTK, parents will receive a Handbook, which is based on the TSTK's policies and procedures.
- Parents may discuss any issues or concerns about their child with the Nominated Supervisor or any of TSTK's Teachers and Educators.
- All persons entering TSTK must be identified and approved by the Nominated Supervisor (or delegate). An approved person is someone who has been given permission by the parent, TSTK staff or College.
- Persons leaving TSTK are welcome to provide oral or written feedback regarding their visit.
- The Nominated Supervisor will treat all enquiries and concerns and the person making them seriously and with respect. Wherever possible the Nominated Supervisor will answer any questions or provide requested information or if unable to do so will seek the assistance of another member of the College.
- TSTK will consider any communication or feedback given when reviewing its policies, procedures and program.



- Information for parents about changed TTK policies and procedures will be communicated in an appropriate manner including one or more of the following ways:
 - College website;
 - Nexus;
 - notice boards;
 - verbally;
 - by letter.

- For any changes to policies, in particular those under Education and Care Services National Regulations 2011 (168), parents will receive a formal letter detailing the changes at least 14 days before the changes take effect.



6.4 Communication and Community Policy

TTTK recognises that it is part of a local community and seeks to act as a responsible neighbour and member of the community to further the interests of its community and enhance the experience of children as members of the community.

Relevant laws and other provisions

- NQS – Quality Area 6
- EYLF

Protocols

- The Nominated Supervisor is responsible for ensuring that TTTK holds current contact information in respect of relevant community resources and that:
 - staff are made aware of those resources through regular staff meetings and other means of communication; and
 - parents have access to such information if requested by them.
- TTTK will regularly share information about relevant community resources through Nexus.
- Members of the community may discuss any issues or concerns in respect of TTTK with the Nominated Supervisor, by appointment after school hours.
- The Nominated Supervisor will treat all issues and concerns and the person making them seriously and with respect. Wherever possible the Nominated Supervisor will answer any questions or provide requested information or if unable to do so will seek the assistance of another member of the College.
- TTTK will consider any communication or feedback given when reviewing its policies, procedures and program.



6.5 Non-Staff Complaints Policy

TTK recognises the importance of having a clear process to follow in the event that someone wishes to make a complaint in respect of TTK.

Relevant laws and other provisions

- NQS – Quality Area 6
- EYLF

Protocols

TTK adopts and applies the ASC's *Complaints Management in Anglican Education Policy* and *Complaints Management in Anglican Education Guidelines and Procedures* for the handling of complaints.

TTK recommends that any concerns or complaints be first raised and discussed with the Nominated Supervisor.

To facilitate a better understanding of the complaints process TTK also adopts and applies the College's *Guide to Making a Complaint* which provides a summary of the complaint's procedure. This guide must be read together with the more detailed Complaints Management in Anglican Education Policy Guidelines and Procedures.



NQS 7 – LEADERSHIP AND SERVICE MANAGEMENT

7.1 Quality Improvement Plan Policy

TTTK is required to have a Quality Improvement Plan to meet its legal and regulatory obligations.

Relevant laws and other provisions

- NQS – Quality Area 7
- Education and Care Services National Regulations 2011 (55, 56, 238)

Protocols

TTTK has implemented a Quality Improvement Plan against the National Quality Standard and the Regulations. TTTK's Quality Improvement Plan:

- identifies any areas that TTTK, staff, children, families and community consider may require improvement;
- contains a statement of the philosophy of the service;
- is reviewed and revised annually and when directed by the Regulatory Authority; and
- is available for submission to the Regulatory Authority on request.



7.2 Privacy Policy

TSTK is committed to protecting and managing Personal Information in accordance with the *Privacy Act 1988* (Cth) and the Australian Privacy Principles.

Relevant laws and other provisions

- Duty of Care
- NQS – Quality Area 7
- Education and Care Services National Regulations 2011 (181-184)
- *Privacy Act 1988* (Cth)

Protocols

TSTK respects the privacy of all individuals and seeks only the information it needs to provide a quality service and protect the children in its care.

All Personal Information gathered by TSTK will be handled with confidentiality and sensitivity in accordance with legal requirements.

TSTK staff are required to sign a Confidentiality Agreement prior to employment which is retained on their personnel file.

TSTK adopts and applies the College's [Privacy Policy](#).



7.3 Insuring Risk Management Policy

TTTK is committed to the identification and appropriate management of risks that effect its operations.

Relevant laws and other provisions

- Duty of care
- NQS – Quality Area 7
- Education and Care Services National Regulations 2011 (36, 97, 100, 101)

Protocols

TTTK is committed to ensuring a safe and healthy workplace for all Teachers, Educators, children, contractors, volunteers and visitors and makes all necessary resources (e.g. people, facilities, equipment etc.) available for that purpose.

TTTK always conducts its activities in a manner and provides a work environment that:

- protects the health, safety and welfare of all persons affected by its workplace activities; and
- actively encourages risk controls through comprehensive risk assessment and risk management practices.

TTTK strives for continuous ongoing improvement and will address any risk management issue as a priority.

The Nominated Supervisor is responsible for:

- integrating workplace health and safety into all aspects of the workplace;
- promoting communication about workplace health and safety as a normal component of all aspects of work;
- planning, developing, implementing and monitoring a workplace health and safety program; and
- taking effective action to provide and maintain a healthy and safe workplace.

Teachers and Educators are responsible for:

- working in a healthy and safe manner;
- encouraging others to work in a healthy and safe manner;
- cooperating with, supporting and promoting workplace health and safety in the workplace; and
- reporting any unsafe conditions or practices that comes to their attention.



The Head of Primary will in conjunction with the Workplace Health and Safety Officer develop and maintain a risk management program including a method of ensuring that TTTK takes appropriate steps to comply with:

- TTTK's policies and procedures;
- the Service Approval applicable to TTTK; and
- the laws applicable to TTTK.

The Head of Primary or delegate acting as Quality Officer, is responsible for monitoring changes in the Quality Areas, law or other regulatory requirements and will proactively keep up to date with such changes (e.g. by subscribing to appropriate information services, industry bodies, participating in appropriate forums etc.).

The Head of Primary will monitor TTTK staff on an ongoing basis and through the staff appraisal process, ensure that all staff understand and apply TTTK's policies and procedures.

The Head of Primary will inform staff of all changes and requirements through appropriate staff training programs.

TTTK adopts and applies the following College's policies and procedures, so far as they are relevant to TTTK:

- [*WHS Policy Statement*](#)
- [*WHS Policy Statement Procedure*](#)
- [*Work Health & Safety Policy*](#)
- [*Work Health & Safety Roles & Responsibilities Procedure*](#)
- [*Work Health & Safety Committee Procedure*](#)
- [*WHS Consultation Procedure*](#)
- [*Work-related Psychological Health & Safety Procedure*](#)
- [*Hazard & Safety Incident Reporting Policy*](#)
- [*Hazard & Safety Incident Reporting Procedure*](#)
- [*Rehabilitation and Return to Work Procedure*](#)



7.4 Fees Policy

TTTK's fees are set by the College Board and are reflective of the costs of providing quality care and education within the College's philosophy.

Relevant laws and other provisions

- NQS – Quality Area 7
- Education and Care Services National Regulations 2011 (168)

Protocols

TTTK fees for the kindergarten program provided during term time between 8.15am and 3.00pm are managed through the College's Finance Team. Any queries concerning fees must be directed to the College's Finance Team.

Child Care Benefit (CCB%) and Child Care Rebate (CCR) do not apply to TTTK fees.

TTTK's current fee schedule is displayed in the foyer of TTTK and is available on the College website.

7.4.1 Queensland's Free Kindy Subsidy Policy

As part of the Queensland's Government Free Kindy Subsidy Program, families that meet the criteria set out below will be eligible for the subsidy:

- The child must have turned four years old by 30 June in the year they participate in the program.
- A family may not claim the subsidy from any other kindergarten program provider.
- If the child attends a second sessional provider, the family must nominate via the Funding Nomination Form which sessional provider is to receive the subsidy.
- If the child attends a second, long care provider, the sessional provider must receive the subsidy.

The subsidy is applicable to 600 hours over the kindergarten school year, which equates to a part-time position over 39 to 40 weeks.

The Free Kindy Subsidy (**FKS**) can only be claimed once per child, per year.

The FKS directly off-sets a child's kindergarten fees and is paid directly to services to reduce out-of-pocket expenses for eligible parents.



Families enrolled in either the full-time program or who nominate another sessional provider as the recipient of the subsidy will be required to pay the tuition fees listed in the Domestic Fee Schedule.

All booklist items are provided free of charge to all Kindergarten students.

All families are required to pay the annual Capital Levy fee listed in the Domestic Fee Schedule.

TTTK will ensure that details of the FKS will be provided to families via TTTK's Orientation Handbook and the kindergarten orientation section of the College website.

TTTK will ensure families receive a Kindergarten Funding Nomination Form through which families declare and nominate any alternative providers used and which provider they nominate to receive the subsidy. This form is also available on the kindergarten orientation section of the College website.

Families will be reimbursed the full FKS to which they are eligible. However, families will be reimbursed for no more than the cost of their kindergarten program fees.

To ensure receipt of the FKS from Independent Schools Queensland Central Governing Body (ISQCGB), TTTK will provide enrolment data to ISQCGB in a timely manner and maintain FKS funding compliance as per TTTK's Central Governing Body Agreement.

TTTK will ensure that the FKS is applied with sound financial and governance practices. Details of receipt and application of these funds will be provided annually to ISQCGB in TTTK's audited financial statements.

Parents and carers of the child are responsible for:

- completing the Kindergarten Funding Nomination Form and returning it to the College by the requested date; and
- familiarising themselves with the eligibility criteria and Fee's schedule provided on the kindergarten orientation section of the College website.

TTTK will:

- take a copy and record the information provided by parents on the Kindergarten Funding Nomination Form;
- provide ISQ CGB with enrolment and program information via the ISQ Kindergarten Portal; and
- make updates to the ISQ Kindergarten Portal for any terminated or new enrolments.



7.4.2 Low SES (SEIFA) Subsidy Policy

As part of the Queensland Kindergarten Funding Scheme (**QKFS**), the Low SES Subsidy provides eligible services with additional funds to reduce out-of-pocket expenses for parents and families by supporting the service as a whole. Services eligible for this subsidy are located in Socio-Economic Indexes for Areas (**SEIFA**) areas 1-4. The funding is a per child loading of 45% of the standard subsidy rate for services operating in locations in SEIFA 1 and 2 areas and a per child loading of 30% of the standard subsidy rate for services operating in locations within SEIFA 3 and 4 areas.

For further information see:

- QKFS – Guidelines for Central Governing Body Organisations and Member Kindergarten Services
- ISQCGB Operating and Best Practice Guide

TTTK will ensure that the Low SES Subsidy is used to support all families with eligible kindergarten children by keeping its kindergarten program fees accessible and ensuring that parents and carers incur minimum out-of-pocket expenses.

To ensure the receipt of the Low SES Subsidy from ISQCGB, TTTK will provide enrolment data to ISQCGB in a timely manner and maintain FKS funding compliance as per its Central Governing Body Agreement.

Receipt of the Low SES Subsidy from ISQCGB will be in conjunction with receipt of the FKS subsidy by semester.

TTTK will ensure that the Low SES Subsidy is applied with sound financial and governance practices. Details of receipt and application of these funds will be provided annually to ISQCGB in TTTK's audited financial statements.



7.5 Quality Compliance Policy

TTTK strives to comply with the National Quality Standards and the Education and Care Services National Regulations 2011 and meet or exceed the level required to obtain and maintain the 'National Quality Standard' rating.

Relevant laws and other provisions

- Duty of care
- NQS – Quality Area 7
- Education and Care Services National Regulations 2011 (55-72)

Protocols

TTTK has developed and implemented written policies for conduct of the kindergarten, including at least the matters required by regulation 168 of the Education and Care Services National Regulations 2011 and to a National Quality Standard compliance level.

The Head or Primary or delegate will act as Quality Officer and must:

- ensure and monitor the implementation of this Quality Compliance Policy;
- check for, record and act on any non-compliance with this Quality Compliance Policy or any Quality Areas by the kindergarten or its staff; and
- monitor changes in the Education and Care Services National Regulations 2011 which may affect or require a change to any of TTTK's policies and procedures.

TTTK adopts a Statement of Service Philosophy, as part of its policies and procedures, which reflects National Quality Standard compliance with the Quality Principles (as a minimum) and which accurately reflects the values promoted by the Approved Provider and College Board. TTTK's Statement of Service Philosophy is displayed prominently within TTTK, in the Staff Handbook and in the Parent Handbook and enrolment materials.

Teacher and Educators are an important part of TTTK and:

- are consulted as appropriate in the development and modification of all policies and procedures;
- are provided with an up-to-date Staff Handbook, containing relevant information necessary to enable them to abide by TTTK's policies and procedures; and
- agree to adhere to all values, policies and procedures through written terms of employment and role statements, including acceptance that material or repeated failure to comply may result in termination of their employment.



- The Head of Primary is responsible for conducting regular informal assessments and formal annual performance reviews of all staff's adherence to policies and procedures and to take immediate appropriate steps to address non-compliance.

Children and their families are an important part of TTTK and are:

- actively invited to participate in decision-making and policy development where appropriate; and
- kept informed of all policies and procedures and their means of communicating with TTTK through the Parent Handbook.



7.6 Provider Approval / Service Approval Policy

TTTK is a regulated business operated by The Springfield Anglican College. FSAC LTD Board is the Governing Body of The Springfield Anglican College and is the Approved Provider for TTTK.

Relevant laws and other provisions

- Duty of care
- NQS – Quality Area 7
- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011 (15-23, 24, 25, 27-29, 31-33, 34-36 and 39-45)

Protocols

FSAC LTD is the approved provider of TTTK – which is an Education and Care Service operated by The Springfield Anglican College.

The Head of Primary will ensure that the FSAC LTD Board are kept updated on all changes to the law and regulations as they apply to their duty as an Approved Provider.

The Nominated Supervisor with the support of the Head of Primary will ensure that TTTK complies with all regulations pertaining to its operation as an Education and Care Service.

Appendix 1

Table 1.1 Recommended minimum exclusion periods

Condition	Exclusion of case	Exclusion of contacts*
<i>Campylobacter</i> infection	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
<i>Cryptosporidium</i>	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Diarrhoea (no organism identified)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
<i>Haemophilus influenzae</i> type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded



Condition	Exclusion of case	Exclusion of contacts*
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded



Condition	Exclusion of case	Exclusion of contacts ^a
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours ^b	Not excluded
Rubella (German measles)	Exclude until the person has fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chickenpox)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Worms	Exclude if loose bowel motions are occurring Exclusion is not necessary if treatment has occurred	Not excluded

National Immunisation Program Schedule

Childhood vaccination

(also see vaccination for people with medical risk conditions)

Age	Diseases	Vaccine Brand	Notes
Birth	<ul style="list-style-type: none"> Hepatitis B (usually offered in hospital) 	H-B-Vax® II Paediatric or Engerix B® Paediatric	Should be given to all infants as soon as practicable after birth. The greatest benefit is if given within 24 hours and must be given within 7 days.
2 months (can be given from 6 weeks of age)	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Rotavirus Pneumococcal Meningococcal B (Aboriginal and Torres Strait Islander children) 	Infanrix® hexa or Vaxelis® Rotarix® Prevenar 13® Bexsero®	Rotavirus vaccine: First dose must be given by 14 weeks of age. Meningococcal B vaccine: Prophylactic paracetamol recommended.
4 months	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Rotavirus Pneumococcal Meningococcal B (Aboriginal and Torres Strait Islander children) 	Infanrix® hexa or Vaxelis® Rotarix® Prevenar 13® Bexsero®	Rotavirus vaccine: The second dose must be given by 24 weeks of age. Meningococcal B vaccine: Prophylactic paracetamol recommended.
6 months	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Pneumococcal (Children with specified medical risk conditions) Pneumococcal (Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld) Meningococcal B (Aboriginal and Torres Strait Islander children with specified medical risk conditions) 	Infanrix® hexa or Vaxelis® Prevenar 13® Prevenar 13® Bexsero®	Pneumococcal vaccine: An additional (3rd) dose of 13vPCV is required for Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld, and all children with <u>specified medical risk conditions</u> for pneumococcal disease. Refer to the Immunisation Handbook. Meningococcal B vaccine: Prophylactic paracetamol recommended.
6 months to <5 years (annually)	<ul style="list-style-type: none"> Influenza 	Age appropriate	Administer annually. In children aged 6 months to less than 9 years of age in the first year of administration, give 2 doses a minimum of 1 month apart. One dose annually in subsequent years. Information on <u>age appropriate vaccines</u> is available in the Immunisation Handbook or the annual ATAGI advice on seasonal influenza vaccines.
12 months	<ul style="list-style-type: none"> Meningococcal ACWY Measles, mumps, rubella Pneumococcal Meningococcal B (Aboriginal and Torres Strait Islander children) 	Nimenrix® M-M-R® II or Priorix® Prevenar 13® Bexsero®	Meningococcal B vaccine: Prophylactic paracetamol recommended.
18 months	<ul style="list-style-type: none"> <i>Haemophilus influenzae</i> type b (Hib) Measles, mumps, rubella, varicella (chickenpox) Diphtheria, tetanus, pertussis (whooping cough) Hepatitis A (Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld) 	ActHIB® Priorix-Tetra® or ProQuad® Infanrix® or Tripacel® Vaqta® Paediatric	Hepatitis A vaccine: First dose of the 2-dose hepatitis A vaccination schedule if not previously received a dose.
4 years	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), polio Pneumococcal (Children with specified medical risk conditions) Pneumococcal (Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld) Hepatitis A (Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld) 	Infanrix® IPV or Quadracel® Pneumovax 23® Pneumovax 23® Vaqta® Paediatric	Pneumococcal vaccine: Administer first dose of 23vPPV at age 4 years, followed by second dose of 23vPPV at least 5 years later. Refer to the Immunisation Handbook for <u>specified medical risk conditions</u> . Hepatitis A vaccine: Not required if previously received 2 doses (first dose at age ≥12 months) at least 6 months apart.
≥ 5 years (annually)	<ul style="list-style-type: none"> Influenza (Children with specified medical risk conditions) Influenza (Aboriginal and Torres Strait Islander children) 	Age appropriate Age appropriate	Administer annually. In children aged 6 months to less than 9 years of age in the first year of administration, give 2 doses a minimum of 1 month apart. One dose annually in subsequent years. Information on <u>age appropriate vaccines</u> is available in the Immunisation Handbook or the annual ATAGI advice on seasonal influenza vaccines.

Adolescent vaccination

(also see vaccination for people with medical risk conditions)

Age	Diseases	Vaccine Brand	Notes
All ages	<ul style="list-style-type: none"> Influenza (adolescents with specified medical risk conditions) Influenza (Aboriginal and Torres Strait Islander adolescents) Pneumococcal (adolescents with specified medical risk conditions) 	Age appropriate Age appropriate Prevenar 13® and Pneumovax 23®	Influenza vaccine: Administer annually. For information on an <u>age appropriate vaccines</u> or <u>specified medical risk conditions</u> refer to the Immunisation Handbook or the annual ATAGI advice on seasonal influenza vaccines. Pneumococcal vaccine: For people with <u>specified medical risk conditions</u> administer a dose of 13vPCV at diagnosis followed by 2 doses of 23vPPV. Refer to the Immunisation Handbook for <u>dose intervals</u> .
12–13 years (Year 7 or age equivalent)	<ul style="list-style-type: none"> Human papillomavirus (HPV) Diphtheria, tetanus, pertussis (whooping cough) 	Gardasil®9 Boostrix® or Adacel®	HPV vaccine: Single dose recommended. Not required if previously received. If dose was missed and not previously received, a catch-up is available up to and including 25 years of age.
14–16 years (Year 10 or age equivalent)	<ul style="list-style-type: none"> Meningococcal ACWY 	Nimenrix®	

National Immunisation Program Schedule *(continued)*

Adult vaccination

(also see vaccination for people with medical risk conditions)

Age	Diseases	Vaccine Brand	Notes
All ages	<ul style="list-style-type: none"> Influenza (adults with specified medical risk conditions) Influenza (Aboriginal and Torres Strait Islander adults) Pneumococcal (adults with specified medical risk conditions) Shingles (herpes zoster) (adults with specified medical risk conditions)* 	Age appropriate Age appropriate Prevenar 13® and Pneumovax 23® Shingrix®	Influenza vaccine: Administer annually. For information on age appropriate vaccines or specified medical risk conditions refer to the Immunisation Handbook or the annual ATAGI advice on seasonal influenza vaccines. Pneumococcal vaccine: For people with specified medical risk conditions administer a dose of 13vPCV at diagnosis followed by 2 doses of 23vPPV. Refer to the Immunisation Handbook for dose intervals . Shingles vaccine: For immunocompromised people aged 18 and older with specified medical risk conditions administer 2 doses. Refer to the Immunisation Handbook for dose intervals.
50 years and over	<ul style="list-style-type: none"> Pneumococcal (Aboriginal and Torres Strait Islander adults) Shingles (herpes zoster) (Aboriginal and Torres Strait Islander adults)* 	Prevenar 13® and Pneumovax 23® Shingrix®	Administer a dose of 13vPCV, followed by first dose of 23vPPV 12 months later (2–12 months acceptable), then second dose of 23vPPV at least 5 years later. Shingles vaccine: For Aboriginal and Torres Strait Islander people 50 years and older administer 2 doses. Refer to the Immunisation Handbook for dose intervals.
65 years and over	<ul style="list-style-type: none"> Influenza (annually) (non-Aboriginal and Torres Strait Islander adults) Shingles (herpes zoster) (non-Aboriginal and Torres Strait Islander adults)* 	Age appropriate Shingrix®	Influenza vaccine: Administer annually. The adjuvanted influenza vaccine is recommended in preference to standard influenza vaccine. For information on age appropriate vaccines refer to the Immunisation Handbook or the annual ATAGI advice on seasonal influenza vaccines. Shingles vaccine: For people 65 years and older administer 2 doses. Refer to the Immunisation Handbook for dose intervals.
70 years and over	<ul style="list-style-type: none"> Pneumococcal (non-Aboriginal and Torres Strait Islander adults) 	Prevenar 13®	
Pregnant women	<ul style="list-style-type: none"> Pertussis (whooping cough) Influenza 	Boostrix® or Adacel® Age appropriate	Pertussis vaccine: Single dose recommended each pregnancy, ideally between 20–32 weeks, but may be given up until delivery. Influenza vaccine: In each pregnancy, at any stage of pregnancy.

Additional vaccination for people with medical risk conditions

Age	Diseases	Vaccine Brand	Notes
All ages	<ul style="list-style-type: none"> Meningococcal ACWY Meningococcal B 	Nimenrix® Bexsero®	For people with asplenia, hyposplenia, complement deficiency and those undergoing treatment with eculizumab. Refer to the Immunisation Handbook for dosing schedule. The number of doses required varies with age.
≥ 6 months (annually)	<ul style="list-style-type: none"> Influenza 	Age appropriate	For people with specified medical risk conditions that increases their risk of complications from influenza. Refer to the Immunisation Handbook for information on age appropriate vaccines .
<12 months	<ul style="list-style-type: none"> Pneumococcal 	Prevenar 13® and Pneumovax 23®	For people with specified medical risk conditions that increase their risk of pneumococcal disease, an additional (3rd) dose of 13vPCV in infancy, followed by a routine booster dose at age 12 months (as with other healthy children), then followed by 2 doses of 23vPPV. Refer to the Immunisation Handbook.
≥12 months	<ul style="list-style-type: none"> Pneumococcal 	Prevenar 13® and Pneumovax 23®	For people with specified medical risk conditions that increase their risk of pneumococcal disease, administer a dose of 13vPCV at diagnosis followed by 2 doses of 23vPPV. Refer to the Immunisation Handbook for dose intervals .
≥5 years	<ul style="list-style-type: none"> <i>Haemophilus influenzae</i> type b (Hib) 	Act-Hib®	For people with asplenia or hyposplenia, a single dose is required if the person was not vaccinated in infancy or incompletely vaccinated. (Note that all children aged <5 years are recommended to complete Hib vaccination regardless of asplenia or hyposplenia).

- The National Immunisation Program (NIP) provides the above routine vaccinations free to infants, children, adolescents and adults who have, or are eligible for a Medicare card.
- All Aboriginal and Torres Strait Islander children aged 6 months to less than 2 years of age are eligible for meningococcal B vaccines if missed at the recommended schedule points. Refer to the Immunisation Handbook for timing of doses.
- All people (including refugees and humanitarian entrants) less than 20 years of age are eligible for the NIP vaccines missed in childhood, except for HPV which is available free up to and including age 25. The number and range of vaccines and doses that are eligible for the NIP funded catch-up is different for people aged less than 10 years and those aged 10-19 years. Refer to the Immunisation Handbook for timing of doses.
- Refugees and humanitarian entrants aged 20 years and over are eligible for the following vaccines if they were missed: diphtheria-tetanus-pertussis, chickenpox, poliomyelitis, measles-mumps-rubella and hepatitis B, as well as HPV (up to and including age 25). Refer to the Immunisation Handbook for timing of doses.
- National Immunisation Program Schedule current from 1 November 2023.
- *If individuals have received Zostavax® through the NIP, they will need to wait 5 years before accessing Shingrix® for free. If individuals have received Zostavax® privately, they are eligible for Shingrix®. An interval of 12 months is recommended from the date of Zostavax® vaccination.

State and territory health departments may also fund additional vaccines. Check the immunisation schedule for your area.

State/Territory	Contact Information
Australian Capital Territory	(02) 5124 9800
New South Wales	1300 066 055
Northern Territory	(08) 8922 8044
Queensland	13 HEALTH (13 4325 84)
South Australia	1300 232 272
Tasmania	1800 671 738
Victoria	immunisation@health.vic.gov.au
Western Australia	(08) 9321 1312