

Parent Handbook

Quality Area 6

Collaborative partnership with families

Welcome

Our Parent Handbook explains important information you will need to be aware of whilst your child is in attendance at our service.

We strongly recommend you read the provided information and ask you to sign the last page to confirm your understanding of how the service operates.

We have an open door policy. You and your family are welcome to visit our service at any time.

Service Philosophy

In partnerships with children, families and educators, we will create learning environments that are connected to the local community cultures and places to ensure that the children develop a strong sense of identity and wellbeing whilst feeling they are connected and contributing to their world. This will ensure that the children of Bendigo grow into confident communicators and lifelong learners'.

Service Information

Our Two Services, Annie Galvin Early Learning and the Helen Jessen Early Learning Centre cater for children aged from three months to 6 years.

We are open from 7.00am to 6.00pm Monday to Friday, (50 weeks of the year) and closed on all Victorian public holidays.

Notice will be given in our newsletters, signs throughout the centre and email when these days occur.

Contact Information

Coordinator Early Years Sue Harrison
Phone: 5434 6407
Email: s.harrison@bendigo.vic.gov.au
Website: www.bendigo.vic.gov.au
Service Providers: City of Greater Bendigo

Annie Galvin ELC
Nominated Supervisor: Delina Wyatt
Email: anniegavin@bendigo.vic.gov.au
Phone: (03) 5441 2307 03 5441 5480
Second in Charge: Kelly Austin, Donna Harrison
Educational Leader: Jeni Totta

Helen Jessen ELC:
Nominated Supervisor: Diane Murphy
Email helenjessen@bendigo.vic.gov.au
Phone: (03) 5443 5868 03 5444 1723
Second in Charge: Samantha Wilson-Witt, Sarah Colwell
Educational Leader: Kyra Grant

Types of Care

Both services offer full time and part time places.

Fees

City of Greater Bendigo set the fees annually; current fees can be advised by contacting the centres.

Please provide us with your Child Care Subsidy (CCS) percentage and number of eligible hours and we can provide you with an estimate of your fee. If you don't have a CCS percentage, please call the Family Assistance Office (FAO) on 13 61 50.

On enrolment we will need a CRN (Customer Reference Number) for yourself and your child so we can submit attendances and ensure that you are receiving the maximum entitlement.

Child Care Subsidy (CCS)

Government assistance with the cost of childcare fees is available to eligible families through Services Australia. Some basic requirements must be satisfied for an individual to be eligible to receive Child Care Subsidy (CCS).

These include:

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

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

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

- Combined Family Income
- Activity test – the activity levels of both parents
- Service types – types of childcare service

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

For more information or to make an application go to your MyGov account and access the Centrelink online service.

For further details please speak to our Nominated Supervisors or contact FAO on 13 61 50.

Staffing Arrangements

All staff employed by the City of Greater Bendigo are fully qualified Certificate III, Diploma or Bachelor of Early Education. Both centres enjoy a good retention rate of educators with many now educating past children's children.

All staff are trained in First Aid level 2, Anaphylaxis and Asthma Management, Food Safety and Child Protection. All staff are encouraged to attend further training opportunities throughout the year that is of particular interest to them or will support their work.

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend regular Educators' meetings.

Our Educators are continually evaluating how our curriculum meets the educational needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development throughout the year.

Waiting List

To place your child/children's names on the waiting list please contact your preferred centre by phone, email or visiting.

When a vacancy is available you will be advised and will have two weeks to respond or accept the offer.

Allowable Absences

You can be paid CCS for any absence from approved care your child attends for up to **42 days per child per financial year**. Please talk to us about the additional absences. Absent days over 42 may not be eligible for CCS payments.

Public holidays will be counted as an absence if the child would normally have attended the service on that week day, and fees will be charged for that day for the child. You can access your child's absence record on your online statement by selecting '**View Child Care Details and Payments**' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#)

Regulatory Authorities

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

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

Victoria

Department of Education - Bendigo

Postal address: PO Box 442, Bendigo, Victoria 3552

Location: 7-15 McLaren Street, Bendigo, Victoria 3550

Phone: (03) 5440 3111
Fax: (03) 5442 5321
Email: nwvr@edumail.vic.gov.au

Department of Education - Melbourne
Phone: 1800 809 834
GPO Box 4367
MELBOURNE, Victoria 3001

Service Closing Time and Late Fees

Please be aware the Centres close at **6:00pm**.

In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:00pm. A late fee is incurred for children collected after 6.00pm.

The late fee is \$7.30 per child for every minute and will be added to your next account.

The late fee is strictly adhered to, as two staff members are required to remain at the program until all children are collected. CCS is not applied to late fees.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, then we will contact Department of Families, Fairness and Housing and the Police to take responsibility of your child.

Confidentiality

We are committed to protecting your privacy. We support and are bound by privacy laws and strict confidentiality is maintained at all times.

In order to plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file.

Service Policies and Procedures

You will find a copy of our service policies and procedures in the foyer of the Centre and also in the office. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abiding by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our service and may lead us to change our policies and procedures.

Enrolment Information

Prior to commencing at our service, you will be required to complete all enrolment documentation, including a copy of your child's current Immunisation schedule.

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify the Nominated Supervisor of any changes to enrolment information including:

- Address
- Health
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.

It is essential that we have your child's current immunisation status from the Australian Immunisation Register (AIR). Bookings cannot be confirmed or attendance commenced without this form being provided.

We are also required to have certified copies of any court orders relating to the child.

Cyber safety

Cyber safety is the safe and responsible use of Information and Communication Technologies (ICT). It involves being respectful of other people online, using good 'netiquette' (internet etiquette), and above all, is about keeping information safe and secure to protect the privacy of individuals. Our Service is committed to create and maintain a safe online environment with support and collaboration with staff, families and community.

Goals for your child at our Service

“We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.”

Maria Montessori

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9)

We will create a range of short and long term goals for your child. We will program and observe outcomes based around the in the Early Years Learning Framework including:

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self worth
- Social awareness

- Importance of sustainability
- Self-discipline
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with families; children's first and most influential educators.

Educational Program

We follow the Early Years Learning Framework as per our programming policy. This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to Five years and through the transition to school.

We are committed to providing a developmental and educational program which caters for each child's individual needs, abilities and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and this is supported by Educators who are diligent in their responsiveness to each child. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment which challenges, supports and nurtures a child's development.

If we as Educators have any areas of concern, we will inform you and advise where help may be pursued, e.g. speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

Early Years Learning Framework

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

Belonging

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children’s interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

Being

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children’s lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

Becoming

Children’s identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

Parent Participation

The Service has an *Open Door Policy* and actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills & experiences that the children and the program will benefit from. Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's Educator at a time that suits you throughout the year and offer email, Newsletters, Day Book Journals and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and the program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in the foyer and the office. You are welcome to take a copy home and review at your leisure.

Family Skills, Interests and Talents

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

Your Occupation or Hobby

We welcome all parents to the Service to talk about their occupation or hobby (eg music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored can turn into interest projects providing valuable learning.

Your Home Culture

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

Reading

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

Recyclable Items

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

Special Events

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

Suggestions

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

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

Communication

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

We have many types of communication we use for families, which include:

- ✓ News Feed (Hubworks)
- ✓ Phone calls to your work
- ✓ Emails
- ✓ Letters
- ✓ Face to face
- ✓ Formal meetings

Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service to ensure the safety of your child.

Without a Court Order we cannot stop a parent/guardian named on the enrolment form from collecting a child.

Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival and signed out on departure. The times must be noted.

No child will be allowed to leave our Service with a person who is not stated on the enrolment form unless prior arrangements are made with the Nominated Supervisor and photo ID provided.

Preparing your child for care

Orientation is an important start for your child and family to connect to our service. We encourage each child to attend the Service in the company of a family member at before starting with us. This gives you and your child the opportunity to gain an understanding of our

program, the lay out of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with their assigned Educators so that they can develop strategies with you to support the transition from home to the Service. Educators may take photos of your child in our environment to show and discuss at home. Communication between home and the service must be open and happen often, to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.

Saying goodbye

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This gains trust from the child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Rest assured that we will ring you if your child is distressed.

What to bring to the Service

Backpack

For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled.

Morning Tea, Lunch, Afternoon Tea and snack

Morning Tea, Lunch, Afternoon Tea and a late snack is supplied by the Centre; please do not bring in any foods without prior discussion with Nominated Supervisor.

Also include one drink bottle - again with their name on it. We always provide water and cups but a drink bottle is a great start to independence.

Our centres are registered and accredited with Nutrition Australia to ensure all menus reflect Healthy Eating practices. Our menus are low in salt, fats and sugars and provide children with up to 50% of their Daily Recommended Intake.

Reference: Nutrition Australia

<http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes>

Breastfeeding

This service supports breastfeeding. Families that are breastfeeding should speak to the Nominated Supervisor to be aware of our policies on storing and serving breast milk. Families that are formula feeding should also consult our Nominated Supervisor to be aware on how we need the formula prepared and stored.

Clothing & Shoes

It is helpful to your child if they are dressed in non-restrictive, serviceable, easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by him/herself.

If you wish to provide a set of waterproof pants, jacket and rain boots for outside play in the winter please do so but ensure children have suitable footwear and clothing to change into. Unsuitable shoes for childcare are thongs, crocs, ugg boots and gumboots and we prefer that these are NOT worn to the Service. Lace up joggers or sandals are appropriate. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all dresses and t-shirts to have sleeves, no mid-riff tops and hats that are broad brimmed are essential for effective sun safety.

Spare clothes

Every now and then accidents occur and it may be necessary for your child to get changed into a fresh set of clothes. Please include a complete change of clothes every day which can stay in your child's bag...just in case.

Toys

The Service has an abundance of toys and we ask that children **do not bring in toys from home**. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

Behaviour Guidance

Educators follow a Behaviour Guidance Policy (Quality Area 5: Relationships with Children) which extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others, for property and respect for self, whilst learning to regulate their behaviour. If you require further information on this policy please ask Educators.

Rest and Sleep

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide mattresses for children and play soft relaxation music in the background. As per our Outdoor Sleeping Policy, when the weather permits there may be opportunities to rest outdoors. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with Educators. All children are encouraged to self-settle at rest/sleep times with an educator close by for re-assurance.

Birthdays

It is very exciting for a child to be having a birthday, however due to the high risk associated with allergies, families are reminded that we are an 'Allergy Aware' service and food cannot be brought into the service.

Sun Safety

In line with our Sun Protection Policy children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (+), which is reapplied according to the manufacturers recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

When should I keep my child at home?

Our service is a busy and demanding day for the bodies and minds of our children, so your child needs to be able to participate fully in the daily program. We are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

To try and prevent the spread of disease, please monitor your child's health and watch for:

- A runny nose with green discharge
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic

Please do not bring your child to the service if they display any of the above symptoms.

If a child becomes ill whilst at the service the child's parents or person responsible for the child will be contacted to organise collection of the child.

When the child is collected, the family will have the following information made available to them to present to their doctor if necessary: symptoms, date of onset, general behaviour of the child leading up to the illness and any action taken.

It is recommended that children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.

Infectious Diseases

The following information has been supplied by the National Health and Medical Research Council re: exclusion from the Service of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

| Condition | Exclusion |
|---|--|
| Hand, foot and mouth disease | Until all blisters have dried. |
| Hib | Exclude until medical certificate of recovery is received. |
| Hepatitis A | Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness. |
| Herpes – cold sores | Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible. |
| Influenza and flu-like illnesses | Exclude until well. |
| Measles | Exclude for at least 4 days after onset of rash. |
| Meningitis (bacterial) | Exclude until well. |
| Meningococcal infection | Exclude until adequate carrier eradication therapy has been completed. |
| Mumps | Exclude for 9 days or until swelling goes down (whichever is sooner). |
| Poliomyelitis | Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery. |
| Rubella (German measles) | Exclude until fully recovered or for at least 4 days after the onset of rash. |
| Salmonella, Shigella | Exclude until diarrhoea ceases. |
| Streptococcal infection (including Scarlet Fever) | Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well. |
| Tuberculosis | Exclude until a medical certificate from an appropriate health authority is received. |
| Whooping Cough | Exclude the child for 5 days after starting antibiotic treatment. |
| Worms (intestinal) | Exclude if diarrhoea present. |

Please see attached fact sheet

Immunisation

All parents/guardians planning to enrol their child at childcare or kindergarten in Victoria **must** provide the service with:

- a current Immunisation History Statement from the Australian Immunisation Register (AIR); **AND**
- the statement must show that the child is up to date with all vaccinations that are due for their age, or that they are able to receive.

The Immunisation History Statement from the AIR lists the vaccines the child has received and, if applicable, which vaccines are due in the future and when. Medical exemption may also be listed, where applicable.

An Immunisation History Statement from the AIR is the only type of immunisation record accepted by early childhood and care services for the purposes of confirming enrolment and must be provided within the two months prior to the child starting at the service.

Your GP or immunisation nurse will refer to [national clinical guidelines](#) to determine what vaccines are recommended at what age, what needs to be on a catch-up program and what is considered a valid medical reason not to be fully immunised.

Once enrolled, you will need to provide your child's service with a new Immunisation History Statement whenever your child receives or was due to receive immunisation/s.

The service will regularly remind you of the need to keep this information up to date with them throughout the time your child is attending.

Medication

Medication can only be administered to a child by Educators from its original packaging with pharmacy instruction sticker.

On arrival at the service families, must give medication to Educators for safe storage and complete a medication authorisation form. **Under no circumstances should medication be left in children's bags.**

Medical Conditions

It is vital that we are aware of any medical conditions i.e. allergies or asthma.

Families are required to explain any medical conditions on the enrolment form as well as provide us with any diagnosis from the doctor.

On enrolment the Service requires a Medical Plan filled in by your Doctor, you and the Educators to assist in managing your child's needs.

The Action Plan is to be updated every 12 months or as required when updated by medical practitioner.

Accidents

The nominated supervisor will contact parents immediately if a child is involved in a serious accident at the Service. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers.

An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and will be signed by an educator, and by the parent.

Emergency Drills

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

Children's Safety

- Never leave children unattended in cars while collecting children from the Service.
- Car parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.
- Never leave a door or gate open.
- Never leave your children unattended in a room.
- Children are not permitted into the kitchen and laundry areas.

Workplace Health and Safety

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

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

Helen Jessen Early Learning Centre Philosophy

The Helen Jessen Early Learning Centre acknowledges that we are sharing the land of the Dja Dja Wurrung peoples, which we are committed to respecting and protecting. We share our responsibility to the first Australians in our ongoing work towards reconciliation in a post sorry Australia. HJELC pays respect to past, present, and emerging Elders, traditional owners and custodians of the Kulin Nation, the Dja Dja Wurrung people.

Our relationships with children, families and with each other are guided by CoGB Organisational Values, the VEYLDF, EYLF, regulations, policies, philosophy, children's development, abilities and interests, ongoing reflection, and family contributions. HJELC team embeds shared thinking and practices to assist children to develop:

- A strong sense of identity
- Connections with their world
- A strong sense of well being
- To become confident and involved in their learning
- And effective communicators

HJELC value and respect being part of a quality and well organised service. Positive partnerships with families are maintained and children's wellbeing is first and foremost. The team at HJELC embrace the uniqueness of each child and their differing abilities. We view children as competent and capable learners who learn and explore at their own rate.

Inclusive Practice at HJELC includes:

- Embracing Aboriginal and Torres Strait Islander Pedagogy
- Practicing cultural competency
- Creating safe and respectful spaces for children
- Embedding families' values and expectations in our curriculum
- Embracing differing abilities
- Representing the diversity of children and families in our resources, communications and celebrations
- Seeking input and feedback from families and our community to direct our curriculum

Sustainability:

The HJELC is strongly committed to sustainability. We will strive to help children become environmentally aware, leading them to become the protectors and preservers of our natural environment in the future.

Connection to Nature:

At HJELC children experience, enjoyment and understanding of the natural environment in an indoor/outdoor program which supports children's sense of agency. We are committed to connecting children to the natural world. This includes:

- Bush Kinder and bush walks
- Allowing children to experience biodiversity and varying weather conditions
- Open ended play/Loose parts play
- A free flow of activity between our outside and inside spaces and promoting outdoor sleeping opportunities where possible

Professional development:

The Educators at HJELC are part of a professional team who value and demonstrate a commitment to quality improvement. To support this commitment, educators attend training and professional development to keep up to date with current research and theories, expand knowledge and reflect on practices. We are committed to:

- Embedding early childhood theories and the VEYLDF in our program
- An exchange of shared thinking
- Critically reflecting on practices
- Seeking feedback from colleagues, mentors, children, and families

Parent Acknowledgement

I/We have read this handbook carefully. I/We understand the commitment that you are undertaking and our responsibilities to the Service.

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

| | |
|-------------------------|--|
| Family Name | |
| Parent Name | |
| Child/ren's Name | |
| Parent Signature | |

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

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Have you completed the orientation evaluation? Please circle Yes/ No