



FAMILY HANDBOOK

Quality Area 6: Collaborative Partnership with Families

Welcome | Our Family Handbook explains important information you will need to be responsive of whilst your child is in attendance at our Service.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how the Service operates. You will be required to sign and return the form on the last page of the handbook to confirm you have read and understand the information you have been given in your enrolment pack.

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

SERVICE INFORMATION

Our Service caters for children aged 3 to 13 years (and still enrolled at Primary School).

Opening times:

SERVICE	BEFORE SCHOOL CARE	AFTER SCHOOL CARE	PUPIL FREE DAYS / VACATION CARE
MOUNT BEAUTY	6:00am - 9:00am	3:20pm - 7:30pm	6:00am - 7:30pm
TAWONGA	6:00am - 9:00am	3:30pm – 6:30pm	6:30am - 6:30pm
DEDERANG	6:00am - 9:00am	3:30pm – 6:30pm	6:30am - 6:30pm

We are closed on Victorian Public Holidays and for 3 weeks over the Christmas / New Year Period.

CONTACT INFORMATION

Phone: Mount Beauty – 0407 336 403 Tawonga – 0429 018 724 Dederang – 0437 009 591

Fax: 03 5754 4930

Email: mount.beauty.ps@education.vic.gov.au

Website: <http://mtbeauty.vic.edu.au/wp/oshc/before-after-school-care/>

Approved Provider Representative: Carolyn Serpell Carolyn.Serpell@education.vic.gov.au

Nominated Supervisor/Educational Leader: Kathleen Lewinson Kathleen.Lewinson@education.vic.gov.au

OSHC Administrator: Monica Sanderson Monica.Sanderson@education.vic.gov.au



SERVICE PHILOSOPHY

Mount Beauty Primary School Council Combined OSHC Services believe that our OSHC Service is a valuable and integral part of our three Schools and local community.

We provide high quality inclusive care for all children that allows them to have fun, develop friendships and build life skills. We value the importance of learning through play and recognise the importance of experiences in the early childhood years. We collaborate with children and families to develop and provide play experiences and choices that are meaningful to children and support their wellbeing, learning and development.

We foster's children's autonomy and development, by providing a program that is reflective of *My Time, Our Place - Framework for School Age Care in Australia*. We support and encourage all children to have: a strong sense of identity and well-being; be connected to and contribute to their world; be involved learners and effective communicators.

We provide an inclusive, safe, nurturing and stimulating environment, encouraging and valuing the unique qualities, emotions, abilities and diversity of all our children and their families, by providing a well-balanced, stimulating program, full of developmentally appropriate experiences, encompassing all aspects of the child's, physical, social, emotional, cognitive, creative and language skills. We work collaboratively with groups and services in our local community, meeting the needs of families when additional support is required.

We encourage and support all children to develop a sense of self-worth, independence, responsibility and respect for others and the environment, by developing self-help, negotiation and problem solving skills, whilst forming stable caring relationships with educators and other children and understanding the differences in culture, language, gender, age, needs and ability.

We welcome all families and educators to our service, encouraging their involvement and participation. Respecting and accommodating the culturally diverse practices of all families and educators.

Our educators recognise children as individuals and have an understanding of their needs. They work as a flexible member of our team. They are sensitive to the needs of families and the community, and are able to respond to these needs through open communication.

Our service promotes awareness and knowledge of the need for and value of quality child care within our community. We are sensitive and responsive to the wide range of social and cultural backgrounds of our community and their ever changing needs.

FEES

Please see our Centre Information for our current fee structure, located at every service or



<http://mtbeautyps.vic.edu.au/wp/oshc/before-after-school-care/>

Families are required to complete the online Child Care Subsidy assessment via the [myGov](#) website prior to starting at the Service. This will determine your eligibility and level of Child Care Subsidy entitlement.

On enrolment we will need the Customer Reference Number (CRN) of the person linked with the child, as well as the child's CRN so we can confirm registration and ensure that you are receiving the appropriate subsidy.

CHILD CARE SUBSIDY (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are three factors that will determine a family's level of Child Care Subsidy, which include:

1. Combined Family Income
2. Activity Test
3. Service Type

Transitioning to Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through [myGov](#). Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of child care your family uses.

ALLOWABLE ABSENCES

You can be paid for any absence from approved care your child attends for up to 42 days per child per financial year. Additional absences beyond 42 days for certain reasons may be approved and paid. Please talk to us about the additional absences.

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 Centrelink app](#).

REGULATORY AUTHORITIES

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

Our Service is regulated by the Australian Children's Education and Care Quality Authority (ACECQA) as well as the Department of Education and Training Victoria. To contact our Regulatory Authority, please refer to



the contact details below:

Department of Education and Training

GPO Box 4367, Melbourne Vic 3001

<https://www.education.vic.gov.au/childhood/providers/regulation/Pages/default.aspx>

email: licensed.childrens.services@edumail.vic.gov.au

Phone: 1300 307 415

SERVICE CLOSING TIME AND LATE FEES

Please be aware that Mount Beauty closes at 7:30pm and Tawonga and Dederang close at 6:30pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after closing time. A late fee is incurred for children collected after closing time.

The fee is \$10 per child for every 10 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as staff members are required to remain at the Service until all children are collected.

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 Human Services 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 to ensure strict confidentiality is maintained.

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 on the sign in desk. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations.



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 using our software provider: <https://mbpscouncil.fullybookedccms.com.au/family/login>

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 or Administrator 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 copies of your child's immunisation status and any medical management plans.

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

GOAL 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.

In the school age care setting 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's wellbeing, development and learning'. (My Time Our Place Framework p.7)

We will create a range of short and long-term goals for your child that we will program to and observe on, which will be based on the outcomes in the My Time Our Place Framework and include:

- Mutual respect and empathy
- 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
- Concern and responsibility for self and others

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 My Time Our Place Framework (MTOF) as per our programming policy. The Framework has been designed for use by school age care educators working in partnership with children, their families and the community, including schools. It represents Australia's first national framework for school age care to be used by school age care educators, and aims to extend and enrich children's wellbeing and development in school age care settings.

This Framework is linked to the Early Years Learning Framework which focuses on children from birth to five years. It extends the principles, practices and outcomes to the contexts and age range of the children and young people who attend school age care settings. Further, the National Quality Standard for Early Childhood Education and Care and School Age Care supports the implementation of this national framework by ensuring that necessary environments, facilities, staffing arrangements, resources and management structures are in place.

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 Educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment that 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.

MY TIME OUR PLACE FRAMEWORK

All children experience meaningful and joyful learning, enriching their childhood. The view of children's lives as characterised by belonging, being and becoming that underpins the Early Years Learning Framework is fundamental to the My Time, Our Place – Framework for School Age Care in Australia.

BELONGING

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. In school age care, and throughout life, relationships are crucial to a sense of belonging. 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. 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. During the school age years children develop their interests and explore possibilities. School age care settings give children time and place to collaborate with educators to organise activities and opportunities meaningful to them.

BECOMING

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming acknowledges children's ongoing learning and development. 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 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 such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children use 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 collaborate with others, express ideas and make meaning using a range of media and communication technologies

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 and 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 at a time that suits you throughout the year and offer email, SMS, 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 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 Policy Folder on the sign in desk. 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 our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

Your occupation or hobby

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g. 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 which 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.

Recyclable items

We are always on the lookout for recyclable items for the service. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet 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:

- * Newsletters
- * Phone calls
- * Emails
- * Letters
- * Face to face
- * Daily reports
- * 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. *Without a Court Order we cannot stop a parent collecting a child.*

ARRIVAL AND DEPARTURE

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

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

PREPARING YOUR CHILD FOR OUTSIDE-SCHOOL HOURS 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 three times before they start the day 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 Educators so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child (ony) 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 during the day 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 a 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 will gain 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, we'll contact you if your child becomes distressed.

WHAT TO BRING TO THE SERVICE

Backpack

Please ensure it is large enough to hold all their belongings and is clearly labelled.

Morning and afternoon tea and lunch

We encourage families to pack nutritious foods for their children. We also have an in-house chef, who prepares all snacks for Before and After School Care, and lunches during Vacation Care.

Clothing

It is helpful to your child if they are dressed in non- restrictive, serviceable and 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 and jump as well as being easy for the child to take off and put on by themselves.

Unsuitable shoes are thongs and gumboots and we prefer that these NOT be worn to the Service. Lace up runners 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 t-shirts to have sleeves (no mid-rift 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.



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 that extends across the whole Service giving consistency of expectation of all children. 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 and refer to the Policy manual.

PHYSICAL PLAY

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experiences, on a daily basis for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

- Develop strong bones and muscles
- Improve strength and balance
- Develop Flexibility and coordination
- Develop Fundamental Movement Skills
- Develop spatial awareness
- Develop mathematical concepts
- Learn to cooperate and share with others
- Promote healthy growth and development
- Be confident as they learn to control their bodies and understand their limits

SUSTAINABILITY

Our Service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching.

In order to empower our sustainability program we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.



SUN SAFETY

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 (at least SPF 30+), 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.

Sun hat

As per our SunSmart Policy, a sun protective hat must be worn every day when playing outside, from 1st October to 30th April, for protection against the sun. Please make sure to include it in your child's bag every day regardless of the weather conditions during this time period.

WHEN SHOULD I NOT SEND MY CHILD TO THE SERVICE?

Our Service is a busy and demanding day for the bodies and minds of our children, 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, green nose
- 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. If the child is unable to be collected, educators will contact the child's emergency contact for collection.

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

Your child should not attend the Service if they have had Panadol or Neurofen within 24 hours for a temperature. It is extremely important that staff members are aware if a child has had either medication so we do not re-administer and potentially overdose.



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.

If your child has been away due to illness, please check with the Service as to whether or not you will need a certificate before your child returns.

INFECTIOUS DISEASES

The National Health and Medical Research Council have supplied the following information regarding: 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 at least 4 days of appropriate antibiotic treatment has been completed.
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. Re-admit after receiving medical certificate of recovery.
RUBELLA (GERMAN MEASLES)	Exclude until fully recovered or for at least four days after the onset of rash.
SALMONELLA, SHIGELLA	Exclude until there has not been a loose bowel motion for 24 hours.
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 receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.
WHOOPING COUGH	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment.
WORMS (INTESTINAL)	Exclude until there has not been a loose bowel motion for 24 hours.

If your child is unimmunised according to our records, then they will be excluded until the threat has passed.

IMMUNISATION

From 1 January 2018, children who are unvaccinated due to their parent's conscientious objection are no longer entitled to Child Care Subsidy (CCS), if your child is unvaccinated, you will be responsible for full payment of fees. The Public Health and Wellbeing Act 2008 prevents Victorian child care centres from enrolling children unless approved documentation is provided that indicates that the child:

- Is fully immunised for their age
- Has a medical reason not be vaccinated
- Is on a recognised catch up schedule

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

Families eligible to receive Child Care Subsidy (CCS) and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

For an up to date immunisation schedule, please refer to <https://www.health.gov.au/health-topics/immunisation/immunisation-throughout-life/national-immunisation-program-schedule>.

MEDICATION

Educators can only administer medication prescribed by a doctor. They cannot administer non-prescription drugs or dietary supplements unless a doctor provides the Service with written authorisation.



Educators can only administer medication to a child from its original packaging with pharmacy instruction sticker.

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

ALLERGIES OR ASTHMA

It is vital that we are aware of any allergies or asthma. Families are required to explain any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the doctor. The Service has a procedure the staff follow to minimise allergic reactions.

The Service requires an Action Plan filled in by your Doctor to assist in managing your child's needs. The Action Plan is to be updated every 12 months.

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 must be signed by an educator, the Nominated Supervisor and the parent.

EMERGENCY DRILLS

Throughout the year the Service will hold emergency drills in conjunction with the Primary School, these will 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 evacuation plan will be displayed in every room.

CHILDRENS SAFETY

- Never leave children unattended in cars while collecting children from the Service.
- Cars parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.
- Never leave a door or gate open.
- Never leave your children unattended in a room.

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 buildings and equipment or general work health and safety issues, please contact the Nominated Supervisor immediately.

EDUCATOR RATIO AND QUALIFICATIONS

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 meetings.

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

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





PARENT ACKNOWLEDGEMENT

I have read this handbook carefully. I understand the commitment that you are undertaking and your responsibilities to the Service. I have completed the enrolment form at the Service. I have read and agree to comply with the requirements set out in this handbook and in the Service’s policies.

FAMILY NAME	
NAME	
CHILD/REN’S NAME	
SIGNATURE	

Please list what skills talents, interest 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? YES / NO