



**Pagewood
Kindergarten**

2-5's High Quality Accredited Child Care

Pagewood Kindergarten Family Information Handbook

Opened:

7:30am till 6:00pm
Monday to Friday

Address:

1A Dudley Street
PAGEWOOD, NSW 2035
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Email: info@pagewoodkindy.com.au

ABN: 61 136 901 374

Pagewood Kindergarten

Welcome

Pagewood Kindergarten has been established since March 1977, and has been under new management since September 2009. The centre is now privately owned by Susan (local resident, working in Education for over 20 years and mother of 2 adult children) and Agostino (over 13 years experience in childcare, local resident, has been a keen soccer coach at local Pagewood Soccer Club and father of one adult son), Our private ownership allows us to reinvest right back into the centre, continually enhancing and improving our home-like environment, staff training and centre resources.

The centre operates as both preschool and Long Day Care, to cater for our working parents, whilst providing an enriched curriculum that prepares children for the next step into school. It is open between 7.30 am and 6 pm and is licensed for 29 children ranging in age from 2 years to 5 years. The centre is open 52 weeks a year and only closes on Public Holidays.

Pagewood Kindergarten prides itself in its safe and home-like environment. We aim to support the individual needs of families based on open communication, along with developmentally appropriate learning centres and a curriculum that is challenging, stimulating and along with and empowers children to develop a positive self-image and love of learning.

Our School Readiness and Transition into School Program provides children with an opportunity to learn through fun group activities, literacy experiences, phonics and number skills.

The playroom implements the FAMILY GROUPING SYSTEM. Some advantages of Family Grouping lie in the opportunities it presents for:

- The modelling of social, emotional and language skills to younger children through the stimulation of older children.
- The development of feeling of concern and responsibility towards younger children by older children - which should lead in later years, to attitudes of concern for the welfare of the community and the development of a sense of involvement and responsibility.
- The Non separation of siblings.
- The dissipation of the rivalry and competitiveness, which invariably develop in same age groups.

We are licensed by the Department of Community Services and are Registered and Accredited under the National Child Care Accreditation Council.

Orientation

As part of centre policy we invite all families to attend an orientation procedure before the commencement of your child. Orientation involves the explanation of the following:

- ❖ Our Daily routine
- ❖ Menu Planning
- ❖ Programming/Observations/daily diaries/portfolios
- ❖ Policies and Procedures
- ❖ Immunisation
- ❖ Children's Lockers and parents pockets
- ❖ Sign in/out folder and communication chart
- ❖ Medication folder
- ❖ Parent involvement/Accreditation
- ❖ Evaluation

Aims of the centre

The staff at Pagewood Kindergarten aim to adhere to the Australian Early Childhood Code of Ethics. These ethics provide a framework for staff commitments in the areas of children, families, colleagues and the community.

The overall aim of Pagewood Kindergarten is *to provide a homelike and caring environment in which children can develop to their full potential.*

Children

The aims of the centre in relation to children include:-

- ❖ To treat all children as individual regardless of cultural background, gender or developmental level
- ❖ To consider children as unique individuals with varying needs and abilities
- ❖ To provide a loving and caring environment where children feel comfortable to express their needs, wants and interests
- ❖ To provide an environment in which children feel safe and secure
- ❖ To provide children with the opportunities to explore the world around them through experiences that are challenging to the individual
- ❖ To give children the opportunity to extend their learning and further their own discovery of themselves with appropriate guidance from staff
- ❖ To listen to and respect children's own ideas and interests
- ❖ To develop and extend each child in all areas of development, physically, emotionally, cognitively and socially at their own pace

Parents and Families

The aims of the centre in relation to parents and families include:-

- ❖ For all parents and families to feel welcome and comfortable within the centre
- ❖ To treat all parents and families equally regardless of cultural background and gender
- ❖ To develop a positive relationship with all parents and families and to communicate openly and effectively
- ❖ To encourage parents to take an active interest in, and role in their child's development
- ❖ To encourage all families to actively participate in their child's room activities at any time

Program

The aims of the centre in relation to the program include:-

- ❖ The program is based on close observations of the children
- ❖ Learning experiences are planned according to the individual strengths and interests of all children. The program also considers the needs and interests of the group as a whole
- ❖ Learning experiences are meaningful to the children and emphasise a hands on approach with direct observation and exploration opportunities
- ❖ The program encompasses all developmental areas (social, emotional, physical, intellectual) and includes a wide variety of learning experiences
- ❖ The program is anti-bias and covers a wide aspect of multiculturalism
- ❖ The program offers a stable routine, yet is flexible in order to meet both individual and special needs of the children
- ❖ The daily program and evaluation of activities is displayed for all to view
- ❖ To maintain appropriate and current records on development and interests for each child

Staff

The aims of the centre in relation to other staff include:-

- ❖ To assist and support staff in their professional development
- ❖ To encourage all staff to excel themselves through leadership
- ❖ To develop effective communication between all staff members
- ❖ To listen to and respect all staff regardless of cultural background, religion, gender and qualification
- ❖ To work together to create an atmosphere of friendliness and warmth
- ❖ To be open to all staff and offer helpful advice

Community and Society

The aims of the centre in relation to the community/society include:-

- ❖ To provide a co-operative relationship between all agencies and professions involved with young children and families
- ❖ To develop in the children a positive concept of their own community
- ❖ To provide programs which are responsive to the needs of the community

Staff Information

Pagewood Kindergarten prides itself with the friendly and professional staff working at the centre. The extensive number of staff with varying qualifications and experiences work together as a team to provide a service of exceptional quality. This will be done through, ongoing staff development (in services, information nights), regular communication (social, staff meetings diaries and newsletters) and team work, where all the staff value the sharing of friendship, knowledge and ideas for their benefit of staff morale.

Centre Management

We aim to provide continuity of care throughout the centre. This is achieved by using the same relief and casual staff who are familiar with the routines of the centre and the children in their care. Continuous relief staff also allow the children to feel comfortable with them should their primary contact teachers be absent.

Photos of the staff and their qualifications at the different locations are displayed in the main foyer. A staff information book is also available in the foyer detailing each individual staff's qualifications, experiences and training for the parents' perusal.

Priority of Access Policy

Aim: For the priority of access into quality child care to be fair and to reflect the Australian Government 'Priority of Access Guidelines.'

Procedure: Upon enrolment families must complete an 'Enrolment Form' and any changes to employment status must be updated with CentreLink and the Child Care Service Provider (Pagewood Kindy).

What are the Priority of Access Guidelines?

The guidelines only apply to approved child care. They are used when there is a waiting list for a child care service or when a number of parents are applying for a limited number of vacant places. Every approved child care service has to abide by the guidelines and tell you about them when you enrol your child into care.

Priority 1 - a child at risk of serious abuse or neglect

Priority 2 - a child of a parent (or both parents if you have a partner) who satisfies the Government's work, training, study test.

Priority 3 - any other child.

We may require a 'Priority 3' child to vacate a place to make room for a child with a higher priority. Notice of at least 14 days will be given.

Relevant Legislation: Section 196 of the A New Tax System (Family Assistance) (Administration) Act 1999 (the Act) provides that it is a condition for continued approval of an approved child care service that the service complies with the eligibility rules from time to time applicable to the service set out in the Child Care Benefit (Eligibility of Child Care Services for Approval and Continued Approval) Determination 2000 (the Eligibility Determination).

Evaluation: To be reviewed quarterly at staff meetings and parent committee meetings, and amended in accordance with the Department of Education, Employment and Workplace Relations.

DEVELOPMENTAL RECORDS

To assist the staff in planning appropriate experiences, developmental records are maintained for each child. These consist of Checklists and ongoing written observations of your child in all areas of their development. (i.e. Social, Emotional, Physical, Language, and Intellectual Development.) From these observations we can gather information on your child's interests and abilities and then plan appropriate experiences to develop these. Parents are encouraged to discuss their child's progress with the staff. This is often achieved by informal discussions at the beginning or end of the day, or more formal meetings (appointments) can be arranged at suitable times.

CHILDREN WITH SPECIAL NEEDS

Before enrolling your child at our centre, it is important to discuss with us any special needs your child might have and how we can meet them. Planning for children with special needs requires careful thought and often the assistance of specialists. It is important to know how the specific needs may or may not affect the child's learning and activities. This information will help us to meet the needs of the child and seek assistance from specialists and support workers if needed.

DAILY PROCEDURES OF OUR CENTRE

The daily programme is planned in advance and is on display in the centre. The program takes into account the whole child and covers all aspects of their development (physical, social /emotional, cognitive and language). The needs/strengths and interests of the group and individuals form the basis of experiences and activities provided. Staff plans on the basis of careful observation and evaluation, to meet the needs of each individual child, and plan a program which would have the general aims of the centre in mind. The staff plan daily language and music groups and are always happy to discuss these with interested parents.

We have two groups where children are divided into separate groups for stories/language sessions so that we can plan age appropriate activities.

Our sign in and out attendance sheets are kept in case of an emergency. The attendance sheets are the parent's responsibility to fill in EVERY DAY as this is a record for staff of the children in the building who must be accounted for. We are not permitted to allow your child to leave the centre with anyone under the age of sixteen years, or who does not have authorisation to collect the child. If a non-custodial parent is not allowed access to the child, the court order must be seen by the Director for the staff to be able to comply.

WHAT HAPPENS DURING THE DAY?

Indoor and Outdoor experiences are an integral part of our program and routine. Play is central to children's development by providing opportunities for both structured and spontaneous activities. Play is a unique way children learn about their world. It is also a means of expressing knowledge from previous experiences. We aim to provide opportunities for boys and girls to play freely regardless of any stereotype roles they may choose. Your child will take part in:

- **Indoor Play-** Activities during indoor play include a variety of art and craft activities such as painting, drawing, pasting, working with puzzles and manipulative equipment, block play, board games, play dough, home corner and reading books.
- **Outdoor Play-** Activities during outdoor play include sand play, art and craft activities, water play, climbing activities, dramatic play and block play.
- **Language Experiences-** Formal and informal language experiences are provided throughout the day to develop your child's appreciation of language, both written and oral. They also provide an opportunity for your child to extend their vocabulary, concentration, self-expression, turn-taking with peers and listening to others.
- **Music and Movement Experiences-** Formal and informal music movement experiences are provided throughout the day to encourage your child's appreciation of music. There is opportunity for singing songs, learning finger plays, playing singing games, making music with instruments and using their body to express movement.
- **Rest and Quiet Time-** We recognise that your child may need the opportunity to rest and/or sleep whilst at the centre. All children participate in a 'quiet time' after lunch listening to music, story tapes or reading books. Those who do not need to sleep are encouraged to participate in quiet indoor activities after a rest.
- **Communication-** We value any information you can provide us about your child's needs and interests as this will assist in planning an appropriate program for your child. We like to keep you informed about what is happening. Newsletters and "Your Child's Day at Kindy" sheets will be provided throughout the year. Daily Information is displayed on the notice board near the office door. A "News Book" is also located in the foyer for you to comment on what your child has been up to on the weekend and/or to share any interests they may have.

ORIENTATION POLICY

At Pagewood Kindergarten we aim to provide an orientation process for new children and families so that you may be able to familiarise yourselves with the daily routine and activities as well as be informed and aware of the centres philosophy, goals, policies and practices. Our overall aim is to provide high quality care and education for your child. We see the link between home and kindy as an important part of a child's development and consequently value your involvement in providing information about your child.

Starting Kindy for the first time or even starting at a new kindy can be a very emotional time for both child and parent. But as time goes on you will both settle in and enjoy the friendly atmosphere of Pagewood Kindy. It is important to remember that all children settle in differently, depending on a number of factors such as:

- * if they have previously been separated from parents for long periods of time
- * If they have had social experiences with other children in a group situation etc

Pagewood Kindergarten recommends that you explain to your child what will happen e.g. that they will stay at kindy and you will come back in the afternoon. It is vital that you say "goodbye" to your child. This is important in gaining trust and confidence.

If your child is upset for a while, don't worry, it is completely normal. They may be unsure of the environment, staff, other children also routines and expectations. Overtime, your child will settle in and feel happier as they become more familiar with their new environment.

To minimise the trauma some children feel when starting kindy, Pagewood Kindy recommends the following:

1. Arrange free orientation visits- These visits are recommended between 9.30 am till 11.30am with parents staying. Here the daily timetable, program, policies and procedures will be discussed.
2. Once enrolled, for the first few days, if possible, parents should arrange to collect their child at approx. 3.30pm. The reason for this is when a new child sees other mothers collecting children they may be anxious for their parent to arrive causing upset.
3. Of course you are most welcome to ring the kindy at any time during the day to see how your child is settling
4. Staff will contact you if they feel your child is having trouble settling.
5. PLEASE MAKE SURE ALL CONTACT NUMBERS ARE KEPT UP TO DATE AT ALL TIMES.
6. We hope you and your child have a positive and happy experience at Pagewood Kindergarten.
7. Remember staff and Management are always willing to discuss any issues or concerns you may have.

What to Bring?

- **A labelled Small School Bag**
- **A labelled Sheet- Fitted & Flat (Cot Size)- Pillow & Blanket if needed small size too please & any comforters if needed**
- **Milk bottles (If needed)**
- **Nappies x5 a day (Max)**
- **Spare clothes (both summer and winter)**
- **A labelled Dummy (if needed)**
- **A labelled Sun Hat**
- **Updated information on your child eg: immunisation or medical certificates when absent**
- **Food (for special requests)**

Sun Protection

It is very important that every child is protected from the sun while playing outside. A Kindy sun hat will be provided at a cost of \$5, (which is payable on enrolment) this will be kept at the centre. Sun cream must be applied before your child comes to the centre, we will reapply before children go outside. It is essential that the centre is informed if your child has an allergy to any sun screens.

FEES

Upon enrolment, all parents are asked to pay a once off administration fee of \$40 and a holding deposit of an amount \$100 per family, this is used to secure your child's position, and once this payment is made this automatically means a position has been confirmed for your child/children to commence on the date you request on the enrolment form. This deposit is required to secure the position until their child commences and can be used to cover the fees when the child leaves the centre. If the family pays the holding deposit, then decides to withdraw their child within the first 6 weeks, the holding deposit WILL NOT BE REFUNDED, this also applies to withdrawal of any children within the first six weeks of the year and the last six weeks of the year. Throughout the year there is a 4 week notice period which applies.

The cost per day at Pagewood Kindergarten is \$60. All fees according to the structure are subject to change at any time without notice and is referring to the maximum full daily fee, therefore a centrelink rebate will apply to reduce the amount depending on the families combined income & eligibility.

Child Care Benefit (CCB) is available to all eligible families irrespective of their income. The Family Assistance Office (FAO) is responsible for the payment of CCB. CCB can be paid directly to Pagewood Kindergarten and passed onto the parent as a fee reduction. The rate of CCB depends on the estimate of each family's annual taxable income, which is checked at the end of each financial year. At that time, the FAO pays extra CCB to families who were underpaid, or will ask families to repay any amounts that should not have been paid. Alternatively parents can choose to pay full fees and claim the CCB as a lump-sum after the end of the financial year.

Parents are required to apply for CCB through the FAO prior to their child commencing at the centre. Parents are required to ensure their fees are up to date at all times. Fees must be paid weekly in advance (unless prior arrangements are made). Any parent who is one week or more in arrears may jeopardize their child's position within the centre.

How are fees paid?

Fees are paid strictly on a fortnightly basis always two weeks in advance, unless other arrangements are made with the office. Parents can pay either by Credit Card or EFTPOS facilities in the office or cheque or cash via the fees box. Fee envelopes are available in the foyer above the fees box. To ensure the payment is correctly allocated to your child, please note you are responsible for including the following information on the outside of your child's envelope the following information. We also have direct debit authority forms, where fees are deducted fortnightly using credit card details. Please see Management if you wish to set this up. Direct payments into the bank are allowed, through electronic transfer or over the net. Our account details are:

**Agosue Pty Ltd
T/as Pagewood Kindergarten
BSB: 112-879
Acct: 491 810 050**

*Please ensure that the reference is the child's first initial and surname. (For example: S. Thompson). If you have any questions or concerns, please see one of our friendly staff at the Centre or phone Sue on 0402 476 381.

*** Fees are still payable if a child is sick or on holidays. Lieu days are NOT available for these absences***

Late fees

If a child is collected from the centre after 6:00pm, a late fee of \$15:00 per 15 minutes will be charged on top of the normal weekly rate.

Outstanding Accounts

If accounts remain outstanding and need to be recovered by a Debt Collection Agency, parents will be required to also pay the fee of this service.

Withdrawal Procedures

If a child leaves the centre for any reason, at least six weeks notice must be given (at the beginning and end of the year and a minimum of four weeks during the year). Notice **MUST** be given to the office. Failure to notify will result in payment of these four weeks, regardless of the child's attendance. If parents wish to decrease their child's days, four weeks notice must also be given.

Children's accounts must be closed on the last day the child is physically there.

The end date (ENTERED) must be the last day the child is physically at the centre. An adjustment on the child's account must then be made for parents to pay any remaining fees as the family is not entitled to any child

care benefits for the last two weeks, if the child does not attend and will be charged full fees (\$58) for each day booked.

Public Holidays must be recorded as 'Absent Days' when marking the roll at the end of the week, and all children must individually be marked as absent.

If a child is absent parents must then sign next to the 'absent comment' displayed on the roll, on the following day booked

Parents are required to inform the centre if their child is absent for any reason. If a child is absent for a period of two weeks without notifying the centre, their position will be filled. To avoid the cancellation of your Child Care Benefit, your child must attend the last day of their notice period or if this is impossible due to your child is sick, a Doctor's Certificate must be provided up until the late date (this is a centrelink requirement for the approval of CCB%).

Allowable Absences

Child Care Benefit will be paid for a maximum of 30 absences per child per financial year. If a child has more than the allowable 30 days, then for any further absent days parents will be required to pay full fees. If a child is sick then a Doctor's Certificate stating the illness and period of sickness is required. Any other absences including family holidays will count towards the 42 day limit.

ACCREDITATION

Pagewood Kindergarten is enrolled in the National Child Care Accreditation Scheme and currently holds the top rating of "High Quality" which was acquired in 2009 Accreditation is a form of self study and improvements register and parent feedback is an important part of this self study. One way to do this is to ask our parents to fill in questionnaires about the centre, its staff and the program. You will find a questionnaire attached to assist us in keeping Pagewood at this high standard we ask your assistance in filling this out and returning as soon as possible as they are used as a guide to make continued improvements to our centre.

Under the Accreditation Scheme we are obliged to follow certain guidelines eg. Priority of Access, this enables families with the most urgent need to have priority over others, a high priority may be a family with a single parent who works.

We ask also for any volunteers who may be interested in joining our Accreditation Committee to discuss strategies in making improvements to our service.

(Sourced: National Child Care Accreditation Council www.ncac.gov.au)

Centre's Policies and Philosophies

Pagewood Kindergarten has written policies and procedures on reduced bias & diversity, communication with children, exclusion of children during outbreaks, minimising & storage of toxic products, safety checks & maintenance of buildings and equipment, child protection, health & safety, guiding children's behaviour, toilet training, dental care, hygiene, safety and well being of each child just to name a few. We invite you to read them at your leisure. The Family Handbook can be found within the centre foyer at any time, however for the consideration of other families, please do not take home. If you would like copies of any policies, please don't hesitate to ask. Pagewood Kindergarten reviews its philosophy, policies and procedures at least annually and we invite family feedback at any time.

Centre Philosophy and Statement

The centre prides itself on providing high quality, Non-institutional child care and education by offering highly trained and qualified staff. To the best of our ability Pagewood Kindergarten is committed to providing a service that reflects the needs of children, their parents and the community. Our philosophy supports the various physical, economic, social, cultural and linguistically diverse families. We believe in developing in each child the knowledge that they are unique and individual and that their special abilities, interests and backgrounds are a very important contribution to the community.

Our centre offers a safe home-like environment, which supports the individual needs of families based on open communication and provides an anti-bias curriculum, which is challenging, stimulating and educationally sound for the children.

During the first 5 years, young children acquire values and attitudes towards themselves, their friends, families and society that grow with them into the future. This belief is met by the centre providing a healthy, safe and loving environment, and the security necessary for the development of positive relationships in which all are listened to and respected.

We provide staff who are highly motivated, loving, caring and qualified to care for your child. The staff are a valued team, who work together to create an atmosphere of friendliness and warmth. We aim to achieve this by having mutual respect for other staff members, whilst having regular meeting times in order to maintain effective communication and harmony. Staff show leadership skills which are further enhanced through ongoing training in both personal and professional development.

Open communication between families, staff, children and the community is considered vital for the effective operation of the centre. This is achieved through 1:1 verbal contact with staff and management, written communication, regular newsletters, and special parent meetings.

Emergent Curriculum is unplanned and not predictable; rather it is spontaneous and negotiable. We at Pagewood Kindy believe that children learn through stimulating, challenging and creative play. The staff realise through the Emergent Curriculum the impact we have on children's lives, and how beneficial our interactions may be. "Children need time and personal space in which to grow. They need time to be themselves - to do nothing, to stand and watch, to repeat what they did before - in short; they need time to live in their childhood rather than through it. If we offer this, we teach rich and appropriate learning opportunities combined with enough time for them to enjoy and experience those opportunities to the fullest, we will be enhancing that era of childhood, not violating it." (Hendrick 1998)

We provide the basic needs of all children, in order to maintain comfort, hygiene and happiness. The staff achieves this by implementing a flexible daily routine, fostering independence within all children. The Centre provides a rotating menu plan catering for individual / cultural preferences, and may include foods from various countries. We believe it is vital that all children from receive the correct daily nutritional requirements in order to maintain healthy growth and development.

The centre is committed to developing the capacities of each child within its care. These capacities are taken to include those for cultural, emotional, physical, intellectual, communicative and social development.

In order to fulfil this commitment the centre's operation is based on the following principles (*derived from the Australian Early Childhood Association's Code of Ethics*):

- That the early childhood years are a unique and valuable stage of life and that each phase within this stage is important in its own right.
- That the well being, uniqueness of and potential for each child is of fundamental importance, especially taking into account the critical impact of self esteem on a child's development.

- That children are entitled to safe, healthy environments that enhance their autonomy, initiative and self worth.
- That children should not be discriminated against on the basis of gender, age, ability, race, religion, language, culture or national origin.
- That the worth of the cultural and linguistic diversity that children and their families bring to the centre is acknowledged and valued.
- That children learn through play and each child's right to play is honoured in the acknowledgment of the major contribution play makes to child development.
- That the centre and staff respect and complement the special relationship between children and their families and incorporate this perspective in all interactions with children.

The centre's program is based on:-

- Sound knowledge of each child's developmental capacity and interests.
- The enhancement of each child's strengths, competencies, self esteem, interests and emerging skills.
- The development of positive interactions for children, where they learn to balance their own rights, needs and feelings with those of others.
- Professional knowledge, research and theories.

Immunisation Policy

Aim: To maintain up to date information regarding the immunisation status of all children attending the centre. To encourage parents to immunise their children.

Parents enrolling their children into the centre must provide approved evidence of immunisation. Pagewood Kindergarten requests that a photo copy of such evidence be provided to the centre. While immunisation is not compulsory, in order to respect the welfare and safety of all children, it is preferable for:

- a) Children to be immunised before enrolment
- b) Immunisation to be maintained for the duration of your child's attendance at our Child Care Centre.

The immunisation status of all children will be held on record in individual files. Parents will be reminded to regularly update their child's immunisation details. Children will not be refused access to the Centre if they have not been immunised, however, the Centre is authorised by government regulations to exclude children who have not been immunised during periods of outbreaks or specific infection. It is for this reason that immunisation details are requested upon enrolment.

The recommended exclusion periods as identified by the National Health and Medical Research Council will be used by the centre as a guide by the Authorised Supervisor to determine if an unimmunised child requires exclusion for a period of time of any outbreak or specific infection.

Natropathically immunised children are considered 'unimmunised' by the National Health and Medical Research Council. As this is thought to be an ineffective means of disease prevention, in the case of an outbreak, these children are also excluded from the centre. In the event of a vaccine preventable disease occurring within the centre, the medical officer and parents of the centre are informed.

Children born on or after 1st January 1996, who are under 7 years of age, need to be up-to-date with their immunisation schedule to be eligible to receive Child Care Benefit from the Government.

Recommended Immunisation Schedule (0-4 years)	
<u>Age</u>	<u>Disease Immunised Against</u>
Birth	Hepatitis B
2 Months	Diphtheria - Tetanus- Whooping Cough Hepatitis B Haemophilus Influenza type b (Hib) Polio Pneumococcal disease
4 Months	Diphtheria - Tetanus- Whooping Cough Hepatitis B Haemophilus Influenza type b (Hib) Polio Pneumococcal disease
6 Months	Diphtheria - Tetanus- Whooping Cough Hepatitis B - or at 12 months Haemophilus Influenza type b (Hib) May be given depending on vaccine type Polio Pneumococcal disease
12 Months	Hepatitis B - or at 6 months Haemophilus Influenza type b (Hib) Measles - Mumps - Rubella Meningococcal C disease
18 Months	Chickenpox
4 Years	Diphtheria - Tetanus - Whooping Cough Measles- Mumps - Rubella Polio

<http://immunise.health.gov.au>

Evaluation:

- Immunisation records are obtained upon enrolment.
- Immunisation records are maintained throughout enrolment.
- Children not immunised are excluded during infectious periods of time.

Social Events Policy

Aim: to include all parents and families in a variety of social events within the centre and to provide opportunities for children to interact with peers and adults. From time to time, the centre will arrange social events for the families of enrolled children to participate in. These events may include:

- Picnics
- Easter parades
- Mother's day
- Father's day
- Grandparents day
- Children's concerts / Christmas
- Incursions and excursions

The planned activities give the parents opportunities to spend some valuable time with their children, and encourage them to get involved in the daily program. Participation by parents and families is encouraged but not enforced.

The children also participate in a range of annual fun days, such as:

- Jeans 4 Genes Day
- Red Nose Day
- Pink Ribbon Day
- Book Week celebrations
- Sporting days
- Cultural celebrations - St.Patrick's Day, Aboriginal & Torres Strait Islander's Week, Ramadan, Thanksgiving, Chinese New Year

Parent Participation Policy

Aim: To give parents the opportunity to be involved in the development of the curriculum and centre in general. We view parents as our partners with the common goal of their children's health, safety and education.

Parents are informed of the educational programs in place throughout the centre at the time of enrolment. Staff explain to the parents, observation processes, program planning and evaluations and answer any questions that parents might have. Staff communicate with parents about the needs and interests of their children and incorporate this information into their program planning. Child summary forms and parent suggestion forms are available for parents to offer any ideas or suggestions they would like included in the curriculum. These forms, when completed are handed to the staff or placed in the parent suggestion boxes. Staff respect the ideas and values of all parents and implement any useful suggestions.

To get the best quality childcare, it is important to treat your child care arrangements as a partnership. We encourage you to get to know our staff and to talk regularly with them about what they are doing and why, what is happening with your child, and any concerns or issues you might have.

You know your children better than anyone, so it is important that you share this expertise with us. Open and regular communication will help to ensure that your child has a happy and safe learning experience in childcare. We have an "open door" policy at the centre and parent participation is always welcome. You are encouraged to visit the centre at any time to observe and participate in your child's activities.

We understand that most parents have special skills and experiences that they can share not only with the children, but also with the staff. We appreciate any ideas or suggestions that you have in regard to your child's care.

The parents committee at the centre provides a means of interaction and social events, helping you and your child to form worthwhile friendships within our centre. We communicate through written messages in suggestion boxes, parent pockets, and face to face meetings or over the phone.

Strategies:

- Fund Raising:- Parents and members of the community are encouraged to participate in fund raising activities throughout the year to ensure that all running expenses and equipment costs can be met.
- Visits:- Parents and relatives are always welcome to visit and see the centre in operation. They are welcome to present group experiences or activities if they would like to e.g. piano, cooking etc. Parent involvement is always welcomed.
- Parent/Teacher Meetings:- Parents are welcome to discuss their child's development and involvement in the program with their child's teacher. An appointment can be arranged with teachers.
- Displays:- For all displays/events that take place in the centre we encourage parent participation as these displays/events are often among the most enjoyable moments you can spend with your child.

- **Written and Verbal Feedback:-** This is done through provision of newsletters, notes, yearly reports, use of the feedback box and displayed daily programs. Feedback can also come through everyday staff contact and Parent/Management Committee meetings.

Evaluation:

Parents are encouraged to participate in their children's learning through open communication with staff or event, in a way suitable to their budget, time, interests and lifestyle.

Health and Medication Policy

Aim:

To ensure children's medication is recorded and administered appropriately.

To ensure that only prescribed medications are administered.

To ensure procedures are followed in emergency situations.

Strategies:

Your child's health is the most important part of their development. When they feel well they are active and curious. If your child requires medication whilst at the centre, a medication form must be completed. These forms are available in the classroom next to sign in / sign out folder. For medication to be administered, the medication form must be signed by the parent and handed to a staff member along with the appropriate medication. A medication form for EACH required medicine is to be completed.

Our staff will only administer medication when, it is accompanied by either a Doctor's certificate or Pharmacists dispensing label, which should include:

- The child's name.
- The name of the medication.
- The amount or dosage to be given.
- The date.
- The time it is to be given.
- Any other special requirements.

It is the responsibility of all parents/guardians to ensure that when the child arrives at our child care centre, that all medication is handed to a staff member in its original container and that an "Authority to Administer Medication" form has been completed. Medication will be stored in childproof storage containers and should be collected from a staff member at the end of the day.

Staff will **not** administer any non-prescribed medication such as "Panadol" or "cough mixtures", unless accompanied by a letter from the child's General Practitioner and parents have completed the "Authority to Administer Medication Form", indicating that staff have been given permission to administer the medication.

This letter will state:

- The type of medication to be administered and (time), when it is to be administered.
- To whom it is to be administered.
- How much is to be administered.

The same conditions apply in respect to natural herbal medicines. Such medicines will **not** be administered by our staff unless parents have a letter from their child's Naturopath to accompany the medication and have completed the medication administration form, which will state that staff have been given permission to administer this medication.

Once the appropriate authority form has been completed, an authorised staff member will be placed in charge of administering the medication to your child. Each dose given to your child will be recorded on the "Administration of Medication Record form" and this will be signed by the authorised staff member and co-signed by another staff member who witnessed the administration of medication.

If for any reason medication is to be administered outside these guidelines, you will be notified immediately.

*****Medications of any form must not be left in your child's bag*****

When should you keep your child at home?

Temperatures, loose bowel movements, thick runny noses, coughing, restless nights etc. are all indicative that your child is unwell. All parents and caregivers have the responsibility, not only to their own children, but also to all other children and staff at the centre to keep their children home when they are sick. The close proximity of children and staff within the centre makes the risk of cross infection very high. We emphasise that we need all of the parent's co-operation to keep illnesses to a minimum. If your child is not well, please keep them at home.

We ask that you remember that the welfare and safety of all children in our child care centre is our utmost responsibility. This means that we cannot receive a sick child at the centre and you should ensure you have contingency arrangements should this occur.

IN THE EVENT OF AN EMERGENCY

If in the event of an emergency, where a child's temperature reaches over 38 degrees and the parents/guardians are not able to be reached, all efforts will be made to firstly reduce the temperature via tepid bathing, cold drinks, cooling down etc. If the child's temperature continues to increase after all possible efforts are exhausted (and parents still cannot be reached), the director will administer "Children's Panadol" according to dosage directions printed on product (2 yrs-7.5mls, 3 yrs-9mls, 4/5yrs-10 mls).

Parents will be informed upon arrival to the centre, of the events that took place and of the Director's decision to administer Panadol to their child. Parents will be reminded of their authorisation (on the enrolment form) for the use of Panadol in an emergency situation and will be asked to sign an acknowledgement of the events that took place.

If a child is showing signs of an asthma attack i.e. Very short of breath, gasping for air, or appears to have breathing difficulties and the parent can not be reached/contacted, the director will administer 4 puffs of emergency ventolin (according to the 4 step asthma plan). The parent will be informed of the events that took place upon arrival to the centre and will be asked to sign an acknowledgement of the medication administered to their child in an emergency.

Evaluation

- Medication forms are completed for each child, every day medication is to be administered.
- Correct storage of all medications has occurred.
- Correct dosage is administered to correct children.
- Parents are informed of emergency situations.
- Director's approval required before the administration of Emergency Panadol.
- Children's well being is of highest priority.

Illness and Infectious Disease Exclusion Policy

Aim: To ensure that any child's illness is managed appropriately.

Strategies: We take every child's health very seriously. If any child becomes ill whilst in our care, we undertake to:

- Immediately provide medical aid to the child if necessary; and
- Notify the parent about the nature of the accident or illness.
- In order to facilitate these requirements, it is imperative that parents ensure that our medical records and authority forms are kept up-to-date and current contact numbers are always maintained.

The National Health and Medical Research Council have devised recommended exclusion guidelines for infectious diseases within pre-schools and child care centres. It is very important that all parents and staff abide by these guidelines in order to control the spread of infection. The following tables outline the various infectious diseases, their exclusion and incubation periods, as well as suggested treatment.

Guidelines to Infectious Diseases			
Disease	Incubation Period	Exclusion of cases	Treatment
CHICKEN POX A viral illness caused by the herpes zoster virus. Includes a fever, runny nose & skin rash. Each small sore begins as a bump which blisters for 3-4 days & then forms a scab	13 - 17 days Infectious period - from 2 days before the rash appears (during coughing & runny nose stage) & until all blisters have formed scabs	Exclude until fully recovered or for at least 5 days after first spot appears. Doctors certificate required for clearance	Calamine lotion can be used to control the itch
CONJUNCTIVITIS An irritation or infection of the eye. Symptoms include itchy, red eyes, with a yellow or clear discharge from the eyes. Eyelids may stick together after sleep.	1-3 days Infectious period - during entire course of an active bacterial or viral infection	During the entire course of the infection or after 24 hours of antibiotic treatment (if there is no discharge from the eye)	Medication in the form of prescribed eye antibiotics
CROUP Inflammation of the larynx or voice box. Features of croup are a harsh, barking cough & a noisy, harsh sound when breathing in	About 2 - 4 days Infectious period - shortly before the onset of symptoms & during active stage of disease	Exclude until the child is feeling well	May benefit from a warm, humid atmosphere. Increase fluid intake. Use paracetamol to lower a high temperature & relieve sore throat

<p>DIARRHOEA</p> <p>A combination of frequent, loose or watery stools</p>	<p>Viral & bacterial infections: 1 day</p> <p>Parasitic infections 5-15 days</p> <p>Infectious period - as long as the organisms are present in the faeces, even if they are ill</p>	<p>Exclude until diarrhoea has ceased</p>	<p>Whilst diarrhoea continues, reduce intake of dairy products, fruit & juices. If severe, see family Doctor</p>
<p>EAR INFECTIONS</p> <p>An increase of pressure in the ear causing pain. Children may pull or rub ear, have a fever or vomiting. The ear may discharge fluid</p>	<p>A few days</p> <p>Infectious period - if & while there is infectious fluid draining out of the ear</p>	<p>Exclude child if there is fluid coming out of the ear. Otherwise child may return as soon as they feel well enough</p>	<p>Middle ear infection - antibiotics taken by the mouth.</p> <p>Outer ear infection - antibiotics given as drops in the ear.</p>
<p>HAND, FOOT & MOUTH disease - a viral illness with a fever, blisters around the mouth, on the hands & feet, and perhaps the nappy area</p>	<p>3 - 7 days</p> <p>Infectious period - as long as there is fluid in the blisters. The faeces can remain infectious for several weeks</p>	<p>Immediate exclusion from the centre until well & all blisters have dried up.</p> <p>Doctors certificate required for clearance</p>	<p>Paracetamol for fever & any discomfort</p>
<p>HEAD LICE</p> <p>Lives on the scalp & feeds on blood. Generally causes itching behind the ears & above the neck</p>	<p>Eggs usually hatch in 5-7 days. These lice can lay eggs in 10 days. Infectious period-as long as the eggs or lice are alive</p>	<p>Exclude children until they have commenced treatment - 24 hours - dead eggs not attached to hair strands may still be present</p>	<p>Pediculicides (insecticides that kill lice) eg. Maldison, Pyrethrins & Lindane</p>
<p>MEASLES - highly infectious, serious, viral illness. Begins with fever, tiredness, cough, runny nose & inflamed eyes. Small white spots will appear inside the mouth & on cheeks. Within the 3rd & 7th day a rash begins at the hairline & over a 48 hour period spreads over the body</p>	<p>10-12 days</p> <p>Infectious period 4-5 days before the rash begins & the 4th day after the rash appears</p>	<p>Exclude for 4 days after the rash first appears.</p> <p>Doctors certificate required for clearance</p>	<p>None</p>
<p>MENINGOCOCCAL DISEASE</p> <p>Sudden onset of fever, headache, stiff neck, nausea, vomiting, drowsiness & rash</p>	<p>2-10 days from exposure to illness</p>	<p>Exclude until Doctor gives a clearance</p>	<p>Hospital treatment immediately</p>

<p>MUMPS</p> <p>Swelling of one or more of the salivary glands, high fever</p>	<p>14 - 25 days</p> <p>Infectious period - up to 6 days before swelling of the glands & up to 9 days after onset of swelling</p>	<p>Exclude for 9 days or until swelling goes down (whichever is sooner).</p> <p>Doctors certificate required for clearance</p>	<p>None</p>
<p>RINGWORM - small scaly patch on the skin surrounded by a pink ring</p>	<p>10 -14 days</p> <p>Infectious period - as long as condition persists</p>	<p>Exclude child until the day after appropriate fungal treatment has commenced</p>	<p>Application of antifungal medications, careful hand washing</p>
<p>ROTAVIRUS</p> <p>An intestinal infection caused by a virus. Symptoms include vomiting, fever & watery diarrhoea</p>	<p>48 hours</p> <p>Infectious period - virus may be secreted in the stool for 1-2 days before the illness & up to 8 days after the illness</p>	<p>Exclude until vomiting & diarrhoea has ceased.</p>	<p>Drugs are not usually prescribed.</p> <p>Important to give the child plenty to drink.</p>
<p>ROSEOLA</p> <p>A viral infection marked by the sudden onset of high fever for 3-5 days, following by a rash on the body</p>	<p>10 days</p> <p>Infectious period from a few days before, until after the rash appears</p>	<p>Exclude until the child is feeling well</p>	<p>Paracetamol for fever and any discomfort</p>
<p>RUBELLA / GERMAN MEASLES</p> <p>Swollen glands, then rash on face rapidly spreading to trunk, upper arms & legs</p>	<p>14 - 21 days</p> <p>Infectious period - up to 7 days before & 4 days after rash appears</p>	<p>Exclude until fully recovered or for at least 4 days after the onset of the rash.</p> <p>Doctors certificate required for clearance</p>	<p>None</p>
<p>SLAPPED CHEEK</p> <p>Mild illness: fever, red cheeks, itchy lace-like rash, cough, runny nose, sore throat</p>	<p>1-2 weeks</p>	<p>No, most infectious before the rash appears</p>	<p>None</p>
<p>THRUSH</p> <p>Often found inside the mouth as white spots or flakes</p>	<p>2 - 5 days</p> <p>Infectious period-as long as white spots are present</p>	<p>Exclude until white spots disappear</p>	<p>Anti-fungal prescribed medications</p>
<p>WORMS</p> <p>Parasite that infects the gut. Child will most likely have an itchy bottom</p>	<p>Several weeks</p>	<p>No</p>	<p>Treat with appropriate worming medication, wash ALL linen, clothing, towels in hot water from past 2 days</p>

Sourced: The National Health and Medical Research Council 2008

Prevention

- It is widely recognised that to prevent the spread of infection and cross infection within a child care setting that children who have an infection should not attend child care.
- It is our policy that children who arrive at the centre with an infection will be refused care in the best interest of the other children and the staff.
- Identifying factors of an un-well child include a green runny nose, evidence of conjunctivitis, continuous cough, continuous colds and flu symptoms. This list is not exhaustive and the discretion of the Authorised Supervisor will be used in all cases.
- The recommended exclusion periods as identified by the National Health and Medical Research Council will be used by the centre as a guide by the Authorised Supervisor to determine if your child requires exclusion for a period of time and if they also require a doctor's clearance certificate to return to care.
- We recommend that parents have alternative care arrangements in place for their children in the event that their child is deemed too ill to attend the Centre.

Infectious Illnesses

- In the event of a child developing symptoms of an infectious illness whilst in our care, the parent or another authorised person will be contacted immediately and asked to collect the child.
- In the event that the parent or other authorised person is unable to collect the ill child immediately, the emergency contacts will be telephoned and asked to collect the child. If illness is serious and the emergency contacts are unable to collect the child, an ambulance will be called and the child taken to hospital for appropriate treatment and care.
- A certificate of clearance from a doctor will be required upon returning a child that has had or has been exposed to an infectious illness. Parents must recognise that we have a responsibility to all staff and children at the Centre to protect their health and we will be forced to refuse any child access to the Centre until a clearance certificate has been obtained.

Evaluation:

- Parent and emergency contacts are kept up to date
- Parents have authorised the centre to seek appropriate medical assistance when necessary
- Parents are contacted when required as per policy.

Meals / Nutrition Policy

Aim: To ensure that children's dietary requirements are met at all times. Staff will offer assistance to parents and ensure information is accessible to them regarding the nutritious needs of children.

Strategies:

All meals are provided for the children throughout the day, consisting of appropriate daily nutritional requirements. All food is of high quality and prepared to meet the children's needs. Please inform staff of any special diets or food allergies that your child may have.

For children arriving prior to 8:00am, a breakfast of toast or cereal will be provided. However we encourage parents to take time to feed their children breakfast at home as it is a very important part of the child's day.

Morning tea and afternoon tea offer the children a wide variety, including biscuits, cheeses, cake, slices and fruit as well as a selection of drinks including milk, juice or water.

Lunch often consists of variety of mixed sandwiches, desert as well as a drink of water. The centre caters for children's likes and dislikes as well as incorporating into the menus, a multicultural and seasonal essence. Weekly menus are displayed in each the classroom for the parents to view. At the end of each day, parents are informed of their child's eating patterns via the communication charts.

Late afternoon tea is provided for those children whose parents are working and are collected late in day. This often consists of something simple to tide the children over until dinner.

Please let centre staff know if you have any ideas or suggestions for the weekly menus.

Staff will assist children in receiving a safe and nutritious diet by:

- Providing children with at least 50% of their daily-recommended dietary intake of nutrients in the form of safe and appetizing foods from the five food groups.
- Milk will be served daily; all dairy products will be full cream.
- Only soymilks that are fortified with calcium will be used as a substitute for cow's milk.
- Fruit juice will be served diluted with water.
- Special care must be taken in hot weather that the fluid intake is more than adequate.
- Drinking water is available for children at all times throughout the day, with a drink station both indoors and outdoors.
- If children have not eaten their main lunch, they may still receive fruit/dessert.
- Parents will be advised when the child is not eating well.
- When children are on special diets, the parent will be asked to provide a copy of the diet from the dietician.
- Children will wash hands before handling food or eating meals and snacks.

Staff will provide an eating environment that assists the transition of family and multicultural values by:

- Staff members should sit with the children at meal times.
- Food is never to be used as a form of punishment by either its provision or denial.
- Multicultural differences will be recognised and accepted.
- Food awareness activities and cooking will be chosen from a variety of cultures and children have the opportunity for hands on experience in food preparation.
- Special occasions may be celebrated with culturally appropriate foods.
- To ensure that meals and snacks are consumed in a relaxed manner as social eating.

Staff will teach children about food and nutrition by:

- Food awareness activities will be included in the teaching program.
- Children will be encouraged to have practical experience in food preparation.
- The foods being eaten by the children will be discussed with them, so they become familiar with their nutritional aspects.
- Staff will encourage the use of tongs to select desired foods.

Parents will be encouraged to provide:

- We encourage families to help children be part of a "Health Trend" by sending in a piece of fresh fruit daily to be chopped and shared.
- A multi-cultural morning tea will be programmed for throughout the year, where parents are asked to provide one dish of their choice as parent involvement into the menu.

Birthdays and Special Occasions:

- Cakes brought in to the centre need to be accompanied by a listing of ingredients, so staff can check and provide alternatives for children with allergies or dietary requirements.
- Birthdays are very important in a child's life and we like to make them enjoyable for the children. Please feel free to send along a cake for your child's birthday, so they can celebrate with their friends. (Please see Birthday Cake/Food sent in from Home Policy). A separate cup cake may be supplied or Kindy wooden cake is to be used when blowing out candles.
- We are a **Nut Free** centre and all nuts or foods with nut traces are banned from being brought in to the centre.
- We'll also take photos if you send along a camera.

Evaluation:

1. Children are provided with nutritious meals each day whilst at the centre.
2. Children become aware of and try different types of food from different cultures.
3. Foods are prepared, stored and handled in a Hygienic manner.
4. Meal times are pleasant occasions.

Children's Clothing and Belongings Policy

Aim: To ensure that children are suitably dressed to participate in all the activities of the centre and proper care of children's belongings.

Strategies: Items of clothing should be labelled with your child's name. An artline pen is a good waterproof marker for this purpose. Staff and management respect each child's and families' clothing preferences including cultural clothing. However, the following is a guideline for families regarding suitable clothing for play experiences, both indoors and outdoors:

- Old clothes are preferable as children may become involved in messy activities and some staining may occur
- It is requested that the child always have a change of clothing in his/her bag, for accidents
- Broad brimmed hat
- Please ensure that your child has covered-in shoes. Thongs or clogs are inappropriate to wear at the kindy, as they are considered very dangerous when children climb, run and play outside.
- Please label all clothing and items with you children's name.
- Parents are requested to leave children's toys and items of value at home, other than a security/soft toy for rest time.
- Unnamed items of clothing are placed in our lost property box in the foyer, visible to all parents that walk in. Any items not claimed are kept and stored for 3 months and then used as spares.
- As we are fostering, self-help skills, we encourage families not to send your child in overalls, or belts. They can be too cumbersome to get off when in a hurry to get to the toilet
- Parents are encouraged to dress children in clothes for the centre to allow comfortable free play, and ability to join in all activities including messy play such as painting and water play. Parents are requested to dress children in clothing that helps promote self-help skills i.e. easy to manage clothing, such as loose fitting pants to easily pull up and down. (Please note: - Overalls are a little too difficult for a toddler in training to manage.)
- Staff will encourage children to remove excess clothing during sleep time i.e. Jumpers, jackets and shoes to allow for a more comfortable rest period.
- Parents are not to leave umbrellas at the centre, as these can be dangerous around the children.
- Parents are requested to leave children's jewellery and slipper type shoes at home (eg. Thongs or backless shoes) as these can be dangerous and get caught on equipment. Closed shoes or sandals are recommended at the centre.

- Each child is requested to have a Legionnaire hat (purchased at the centre) that protects the face, neck, ears, and crown of the head. This hat is to be clearly labelled and always left at the centre. The hat will be stored on the child's individual hat pocket on the hat rack.
- Staff will encourage the use of protective aprons when children are engaging in messy play.

Evaluation

- Children's belongings are labelled and clearly identifiable.
- Children are adequately dressed.
- Children always have spare clothes to change into.

(Sourced: Randwick Tafe Training and Cancer Council)

Anti-Bias and Inclusion Policy

Aim:

To enable children to explore similarities and differences that occur within themselves, their families, their friends and their teachers. As well as provide an anti-bias curriculum which allows children to develop skills for identifying and countering the negative impact of bias on themselves and their friends. This includes developing an awareness of several important issues:

- aboriginal awareness
- multicultural awareness
- no sexism/gender issues
- cross cultural awareness

The Centre endorses the concept of a cross cultural and non-discriminatory curriculum and believes that this perspective should be implemented throughout all Centre programs. Believing that educational programs must support the child's self-esteem and pride in family, community, ethnic and linguistic heritage.

It is imperative that each and every child within the centre is respected as a valued individual. In order to maintain equality and value, the following is implemented:

The staff in each room are aware of all anti-bias procedures and practices. Further information is obtained through in-service training and relevant readings and resources.

Staff are able to recognise and further develop the following attributes in the children at the centre:-

- Recognise the beauty, value and contribution of each child
- Foster high self esteem and positive self concept in all children
- Show and develop respect for all children regardless of gender, cultural background or age
- Encourage children to participate in all activities regardless of gender
- An awareness of family backgrounds of other children within the centre

Strategies:

Appropriate learning experiences will include:-

- Teaching children about their own family background
- Introducing children to family backgrounds and cultures of other children within the centre
- Helping children live happily and co-operatively in a diverse world
- Encouraging children to respect others
- Helping children to become members of large diverse groups
- Developing critical thinking skills in each child, especially regarding stereotyping and discrimination

- For further information call Sups on 95403011.
- All children with additional needs are included in the program and support services are contacted.
- Each worker undertakes to implement a cross-cultural, anti-discriminatory perspective to the curriculum, encouraging positive attitudes towards gender equity and the provision of equal opportunity for all.
- Each worker acknowledges and respects the beliefs and feelings of the many cultures represented within the community and their expectations with regards to their children's upbringing and education.
- Each worker seeks awareness of his/her own feelings, beliefs, and backgrounds, and evaluates the effects these may have on attitudes and interactions.
- The physical environment of the Centre and its programs (including: focus and direction, spontaneous learning opportunities and group activities) reflect its commitment to a cross-cultural and non-discriminatory perspective.
- The program is recorded, so that parents and visitors can become aware of its objective and implementation. It is regularly assessed and evaluated against its objectives.
- The program is developmentally based and relevant to children's life experiences, interests and social skills.
- Multicultural experiences, events, linguistic levels and interests are documented so children are able to revisit.
- Preparation of a culturally and experientially broad learning environment, which allows children to discover differences and similarities in readily apparent concrete ways.
- Development of a broad cultural and non-biased perspective - which challenges stereotyping and discriminatory behaviours and encourages peaceful, just and equitable co-operation in all areas of the program.
- Children whose developing attitudes are influenced towards a positive view of diversity will acquire:
 - * An expanded awareness of others
 - * A greater capacity to communicate
 - * An increased willingness and ability to co-operate
 - * A growing sense of social responsibility
 - * A high level of personal confidence and self-esteem.

A Multicultural Perspective

Is

A positive attitude toward diversity

Acceptance that there is no one right way

Focus on similarities and commonalities as well as differences

Moving beyond differences to look at attitudes towards differences

Acknowledgement of bias and prejudice in self and others

Helping children to recognise racism and discrimination and work effectively against them

Is Not

Getting children to 'fit in'
Trying to get rid of difference
A view of other cultures as deprived
Viewing difference as deficit

A view that our way is the right way

"colour-blindness"

Looking superficially at differences without asking why

Denial of prejudice

Assuming that children are too young to see racism and discrimination and counter them

Pervasive throughout the life or the centre	A "tourist curriculum" something tacked on, something extra
Present all the time	Present only at specific times just for children from minority cultures
Enriching and fun	a problem to be solved
Incorporating a variety of aspects of diverse cultures	"doing" a culture or country
Natural incorporation of other cultures	Making a fuss over experiences and materials from other cultures
Sensitive and meaningful treatment of diversity and aspects of other cultures	Focusing on the obvious, "exotica" window dressing
Attention to language as part of culture	Treating language or culture in isolation
Acknowledging and incorporating the cultural and linguistic backgrounds of staff and families	Just a matter of having people from other cultures in the centre
Putting a priority on developmental appropriateness	Sacrificing or compromising developmental appropriateness for the sake of being "multicultural"
Encompassing families and community	Just a set of activities for children
Drawing on experiences from the daily lives of the people in the community	Attention to times long ago and places far away

It also includes staff, parents and children becoming aware of certain elements of an anti-bias approach:

- awareness of acceptance
- having access to relevant services
- incorporating home language into the day
- having bi-lingual staff, visitors or volunteers
- utilising staff development opportunities
- there is no one right way
- it involves a partnership with families
- become a part of our program
- it involves celebrating festivals and special days other than traditional Anglo-Australian

Evaluation:

Staff will endorse a cross cultural and non-discriminatory curriculum and implement this throughout all Centre programs.

Dental Hygiene Policy

Aim: To encourage an appropriate understanding and practice of dental hygiene.

To support the development of valuable life skills and habits for children and families, through healthy nutritional habits and discussions on healthy eating and hygiene practices.

Strategies: The children are given a drink of water after their lunch/dessert at lunch time to rinse out their mouths. Staff discuss with the children the reason for this practice and encourage all children to at least have a drink of the water. There are drink stations both indoors and outdoors, providing children with refreshments (water) to drink throughout the day as requested. The bubbler outside (drink station) allows the children to drink water as they need it during outdoor play times.

- Arrangements are made for dental health professionals to visit the centre to talk with staff, children and/or families about dental health and present dental brushing demonstrations ie. Large Plastic "teeth" mould and brush.
- The centre liaises with families to establish dental health practices that are workable at home and the centre.
- The centre systematically incorporates information on dental health practices into the children's program, including tooth brushing (why it's important?), "Tooth friendly" snacks (nutrition), and going to the dentist.
- Children are encouraged to eat apples after their lunch to assist with dental hygiene.
- Staff will encourage healthy eating habits, and drinking water to quench thirst. Children will be given water after their lunch to help rinse their mouth.
- Staff role model good dental health practices.
- The centre will provide information on dental health principles relating to different age groups of children, as recognised by health and dental health authorities, via newsletters, posters, brochures, guest speakers etc.
- Where ever possible this information will be provided in families home languages.

Evaluation:

- Families are consulted and informed of recommended dental health practices.
- Children are encouraged to develop life skills and habits that support dental health.
- Information on dental health is available in home languages.

Child Protection Policy

Aim:

To ensure a consistent procedure to follow in the case of suspected child abuse and/or neglect of a child attending the centre.

To ensure all children are safe at all times.

To be diligent in our role as carers for the children at the Centre.

To fulfil our legal requirement and report to the relevant authority any suspected case of child neglect, medical, physical, sexual, psychological or emotional risk of harm, including domestic violence.

The children and young persons (care and protection) Act 1998 came into effect on 18th December 2000. This Act emphasises that the care of children is a responsibility shared by families, government and communities working in partnership.

Strategies:

Our staff are regularly trained through DoCs recognised training courses on Child Protection. In accordance with the new 2004 DoCs regulations, at least one staff member (Authorised Supervisor), needs to have updated children protection annually, which we abide by.

When should a report be made?

When a staff member suspects a child is at risk of harm. The staff member has current concerns about the safety, welfare or wellbeing of a child. The reporter does not have to be certain, however they must ensure the concerns are well founded and based on information which is known or has come from a reliable source. If still unsure, they are encouraged to speak to the Director of the centre or contact DoCS for advice.

Risk of harm means there is concern about the child for any of the following reasons:-

- Basic physical or psychological needs are not being met (or are at risk of not being met - neglect)
- Parent/caregiver of the child has not arranged necessary medical care for the child or is unwilling to do so.
- Child is at risk of being physically or sexually abused.
- Child lives in a household where there have been incidents of domestic violence and because of this is at risk of serious physical or psychological harm.

How to make a report?

1. If a staff member has reasonable grounds to suspect a child is neglected or at risk of harm, they must immediately notify the director.
2. Any staff/or director must immediately notify an officer of the Department of Community Services on the Mandatory number (ph: 13 36 27), but is not required to notify the parents of the child, that a notification has been made.
3. All staff are mandatory reporters and are to report any cases to Docs, even if it involves other staff/management at the centre.
4. Staff members must not undertake any investigation of cases of suspected child abuse, other than to satisfy themselves that they have reasonable grounds to suspect the child is at risk of harm.
5. All evidence, disclosures, observations of suspected abuse or neglect are to be written into the notifications book, dated and signed by the staff involved.
6. Where District Officers visit a child at the centre, or staff keep records on the child for the District Officer, the parent must be informed by the District Officer.
7. Where a District Officer visits a child at the Centre, it is appropriate for the Director or member of staff to attend the interview as a support person for the child.
8. The children (Care and Protection) Act 1998 specifies that a person notifying a suspected case of child abuse or neglect:
 - Does not breach professional ethics such as confidentiality
 - Is not liable to action or defamation
 - Is not liable to actions for malicious prosecution or conspiracy.

Call the Docs helpline, phone 13DOCS. This is a centralised initial assessment and referral service. A child protection case worker will take information from the reporter and guide them through the reporting process as well as providing any relevant information 24hours, seven days a week.

When making a report, the reporter must have all of the available relevant information about the child, including full name, age and contact details. Making a report does not breach the staff member's professional code of conduct and ethics relating to confidentiality.

If there is a life threatening situation, the staff member should ring 000 immediately. The identity of the reporter cannot be disclosed to anyone without the reporters consent. Feedback can be provided to reporters as to the consequences of their report. When making the report, the reporter will be informed of the initial action plan.

The report remains confidential and the ACT provides protection for reporters. Prosecution of mandatory reporters can take place if there are grounds for reporting of a child and this is not done. Should a staff member have any concerns about a child in their care, they are encouraged to speak with the Director and together a decision can be made.

In regards to the centre:

1. All staff must comply with the requirements of working with children check.
2. Two staff must be on the premises at all times.
3. All staff must ensure child management techniques do not include physical, verbal or emotional punishment including punishment that humiliates, frightens or threatens a child.
4. All staff must ensure a child is not isolated for any reason other than illness, or accident.
5. Director and Authorised Supervisor must have attended an external Child Protection Training (full day) course "Identifying and Responding to Risk of Harm."
6. Primary contact staff will attend an external or internal Child Protection In-service training course e.g. "Identifying and Responding to Risk of Harm".
7. All staff must be aware of "Risk of Harm- Indicators" (Indicators - "Risk of harm" are posted in office.)
8. All staff are to be aware of how to make a notification are to follow the "Notification procedure" of a child suspected to be at risk of harm.

"Everyone has a role to play in ensuring the safety, welfare and wellbeing of children and young people in NSW"

The Child Protection (Prohibited Employment) Act 1998 states:

" ...it is an offence for a person convicted of a serious sex offence (a prohibited person) or a Registrable Person under the Child Protection Act 2000, to apply for, undertake or remain in, child-related employment."

We also refer to Section 5 of the Child Protection (Prohibited Employment) Act 1998 for further information regarding the definition of a serious sex offence.

In the case of suspected child abuse by a member of staff within our centre, the Director will report this to the Ombudsman. Ph. 1800 451 525. This notification will be made as soon as possible based on the following:

- any child abuse allegation against an employee
- whether we intend to take disciplinary action towards an employee or to terminate their employment
- any written submissions made to the management concerning any such allegation
- The Ombudsman may conduct an investigation concerning any child abuse allegation against an employee of which the Ombudsman has been notified.

Evaluation:

- Staff to follow notification procedures appropriately.
- The dignity and rights of all children are valued, respected and maintained.
- All disclosures and observations will be recorded and dated accordingly.
- Correct authorities are informed of any such happenings.
- The child is protected against further risk of harm.

Confidentiality is not breached.

PROCEDURE FOR DEALING WITH PARENT CONCERNS /COMPLAINTS ABOUT SERVICE

Parents are encouraged to discuss any concerns about their child with staff at any time.

Informal discussions between parents and carers on arrival and departure are important for the ongoing well being and development of each child.

Appointments can be made with the Director and/or staff wherever needed to discuss problems or queries more formally. Parent/teacher interviews are held during the year to discuss the children's development.

Regular newsletters are distributed to inform parents of items of interest; changes to routines; upcoming events; ways they can become involved in the program.

An "open doors" policy exists and parents are encouraged to visit the Centre to spend time with their child and develop a deeper understanding of the day to day running of the Centre.

Resource materials, program details and other items of interest are placed on noticeboards throughout the Centre for parent perusal and information.

Parents who feel they have a grievance with the Centre or a staff member should firstly approach the Director to discuss the problem. Parents are welcome to write an anonymous complaint and place it in the suggestion box. If the problem cannot be resolved between the parent (and staff member if applicable) a meeting should be held with the parent, staff member, Licensee and Director. Children's Services Adviser may be called in to resolve the matter. Details of any complaint made by a parent of a child enrolled at the Centre, and action taken to resolve the complaint must be recorded.

(Sourced: Dept. Community Services)

OPEN DOORS

Policy as follows:

- O** Our centre is open at all times
- P** Please come and see how we help your child's development
- E** Entry by you anytime is your guarantee of the continuing quality of our working practices and protection for staff and managements reputation
- N** Never use a service where you are not welcome

- D** Don't hesitate to visit us
- O** Our centre is proud of the quality of the care we provide
- O** Our staff are qualified, experienced, trained and talented
- R** Rather than take our word for this
- S** See for yourselves

General Information

Parents are encouraged to make suggestions via the parent suggestion box located in each of the foyers. Parents may like to provide ideas for inclusion in the weekly program or general comments and questions regarding the centre and their child/ren.

If you have any concerns regarding your child's care of the centre in general, please speak with a staff member. Staff are here to provide the best quality care for all children and if parents have concern it is best if it addressed immediately.

Toys, money and items of value are not to be brought to the centre. Staff are unable to take responsibility for such items that children bring to the centre.

To maintain a centre of exceptional quality, staff and parents are required to adhere to certain policies and procedures. These policies are on display in the main foyer.

If your child is absent from the centre for any reason, parents are asked to phone the centre as soon as possible to inform centre staff. If your child is sick, please let staff know so that similar symptoms can be observed in other children.

Parents are required to sign their children in on arrival and sign them out on departure each day they are at the centre.

If your child is going to be collected from the centre by another person, parents **MUST** inform the centre staff. Children will not be permitted to leave the centre with any unauthorised person.

When your child commences at Pagewood Kindergarten, they will be allocated a 'Parent Pocket'. This pocket will contain receipts, newsletters and other important information. Please remember to empty your child's information pocket on a regular basis.

Please take care of passing cars or other vehicles upon arrival and departure times. Be aware of movement in the street and that children can be unpredictable. Children should **NEVER** be left alone in the car or unsupervised. Please take control of your child/ren when leaving the centre and lead them by the hand at all times.

It is the responsibility of all parents to inform the Family Assistance Office of any changes to family circumstances, income etc which may affect your Child Care Benefit entitlements.

The centre provides parents with an information and library service. Parents are welcome to borrow books, videos etc on topics of interest, located in the foyer.

FIRE EVACUATION POLICY

Pagewood Kindergarten's aim is to familiarize staff, children and families with the procedures of Fire drills. Fire drills and evacuations are practiced at least once every 4 months. Emergency evacuation plans are posted around the centre for your convenience and easy access. "Fire Warden" to conduct inspection of all fire equipment and exits every 6 months and provide current certificate of compliance.

IN THE CASE OF EMERGENCY EVACUATION:

- * Staff and children will evacuate the building
- * Evacuation Procedure enforced (Assemble at back gate)
- * Staff and children then taken to designated safe area (Grass area outside gate).
- * If serious danger is visible children will be taken to the nearest park (near Bing's Garage)

FIRE EVACUATION PROCEDURE

Step 1: Person discovering fire to blow whistle to raise the alarm.

Step 2: Director or team leader to ring 000 Fire Brigade and give details of centre, Address and nearest cross street, collect roll (mobile phone if possible) and First Aid emergency pack. Other staff to organise evacuation through nearest safe exit to 1st stage assembly point. Proceed to 2nd stage assembly point if danger occurs.

Step 3: Staff to check all rooms for children and close all doors and windows upon evacuation. Turn lights off where possible.

Step 4: Director or team leader to take roll and check all children and staff have been accounted for.

Step 5: Director or team leader to notify Fire Brigade of any missing people where the fire is.

(Sourced: NSW Fire Brigade: www.nswfb.nsw.gov.au)

All staff make sure to:

- Check rooms and cupboards when everyone has left the premises.
- Supervise evacuation of children! assist any injured child
- Move children once outside to safe grounds.
- Check the roll when all the children are out of the Centre.
- Relay information to ambulance if necessary

