



# Kinder Handbook 2025

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 <https://www.facebook.com/YarramEarlyLearning>



# Welcome

Yarram Early Learning would like to acknowledge the Gunaikurnai people, the traditional custodians of our land on which we gather, learn and play and pay our respects to their elders, past, present and future.

Yarram Early Learning Kindergarten is a double unit educational facility catering for the developmental and learning needs of children aged three to five years. New kindergarten rooms were officially opened in 2024 to increase capacity of the established Yarram Early Learning which caters for children aged 8 weeks to 5 years. Yarram Early Learning and Kindergarten are centrally located in Yarram and connected to the community hub which includes Maternal and Child Health, Yarram Library, Yarram Community Rooms, the Swimming Pool and Yarram Memorial Park, Wetlands and Rail Trail.

The information provided in this handbook is designed to support families' understandings of the national and state structures that support the delivery of early childhood education in Australia. It also provides specific information related to the educational program offered at Yarram Early Learning Kindergarten.

## Early Childhood Education in Australia

### Australian Children's Education and Care Quality Authority

The Australian Children's Education and Care Quality Authority (ACECQA) is the national body responsible for ensuring high quality early childhood education and care across Australia. It has established the National Quality Framework which includes:

- A national legislative framework that consists of the Education and Care Services National Law Act and Education and Care Services National Regulations.
- A National Quality Standard (see below).
- An assessment and rating system. A regulatory authority in each state and territory has primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction in accordance with the national legislative framework and in relation to the National Quality Standard.

### National Quality Standards for Education and Care

The Yarram Early Learning Kindergarten strives to ensure high quality education and care through its compliance with the seven National Quality Standards (NQS) guidelines, namely:

- Educational program and practice.
- Children's health and safety.
- Physical environment.
- Staffing arrangements.
- Relationships with children.
- Collaborative partnerships with families and communities.
- Leadership and service management.

Yarram Early Learning is rated as 'Meeting National Quality Standards' in all quality areas.

## The Department of Education and Training

The Department of Education and Training (DET) provides 15 hours of Victorian Kindergarten Funding for all enrolled 3-year-old and 4-year-old children. This funding is directed towards the costs associated with the provision of the kindergarten programs which are offered as an integrated model of service delivery. Please see the fees section for more information.





# Philosophy

This philosophy acknowledges the Gunai Kurnai people as the traditional owners of the land where children are growing and learning. Educators are committed to providing learning experiences that reflect Aboriginal and Torres Strait Islander culture and traditions.

The Yarram Early Learning values of **Respect, Kindness, Honesty and Resilience** are the building blocks that help shape each child's sense of self, identity and how they interact with the world. These values are instilled through everyday interactions with educators, learning experiences, and specialised environments that make up the vibrant tapestry that is Yarram Early Learning.

Yarram Early Learning offers a welcoming, inclusive, safe, and nurturing environment where the rights of children are recognized and respected. The philosophy acknowledges the family as the child's first teacher, and educators work in partnership with parents to ensure that individual family cultures, values, and needs are reflected in the programs.

Educators recognize each child as a unique individual who brings a profile of strengths and abilities to be shared and celebrated across ages and stages of development. They form respectful and positive relationships with children making certain that all feel valued and appreciated for their personal interests and contributions. Sensory rich play-based learning environments are designed to inspire curiosity, open-ended exploration and discovery. They invite engagement which supports each child's development socially, emotionally, cognitively and physically.

Play is considered central for the overall well-being of each child and learning is presented to encourage imaginative hands-on investigations of a wide range of ideas, interests and topics, with teachers scaffolding children's learning as their inquiries unfold. Children are encouraged to engage in project-based learning which provides opportunities for independent and collaborative questioning, decision-making, problem-solving and creative thinking.

Across age groups educators design, implement and evaluate innovative and challenging programs that reflect Australian Government frameworks and guidelines, including the Early Years Learning Framework and the Victorian Early Years Learning and Development Framework. Children are supported to learn new knowledge, develop new skills, and achieve individual and group goals.

The programs incorporate the principles of Sustainability Education with children learning in, about and for the environment. Through the 'Walking Out' programs, children and educators engage in learning in the local natural world and in the built community. The primary aim is for children to develop a strong sense of belonging and connectedness to the special part of the Victorian landscape in which they live.



# The Kindergarten Program

The educational program is designed, implemented and evaluated by early childhood teachers who hold a Bachelor of Early Childhood Education. The teachers follow an emergent and responsive curriculum which acknowledges the needs and ideas of children, teachers, and families. The emphasis is placed on supporting children to understand their individual learning styles and preferred ways of exploring the world. It is recognized that children learn through collaboration with adults and peers and teachers guide their participation, observation, and reflection by encouraging them to talk about what they know, what they do, what they see, and how they feel.



# The Curriculum

The curriculum is informed by both National and State Curriculum Frameworks which include:

- The Early Years Learning Framework for Australia (EYLF): Belonging, Being and Becoming – Birth to 5 Years (2009); and
- The Victorian Early Years Learning and Development Framework (VEYLDF) - Birth to Eight Years (2016).

Both frameworks present five outcomes for learning:

- Outcome 1: Children have a strong sense of identity.
- Outcome 2: Children are connected with and contribute to their world.
- Outcome 3: Children have a strong sense of wellbeing.
- Outcome 4: Children are confident and involved learners.
- Outcome 5: Children are effective communicators.





# Long Term Goals for Children's Learning

The curriculum is designed to support children to develop:

- Positive attitudes to the self and to others through the achievement of individualised personal and social goals.
- Personal qualities such as empathy, integrity, respect, tolerance and responsibility.
- Positive attitudes to learning, including the development of problem solving and critical thinking skills.
- Concentration and observation skills.
- Independence and an understanding of the need for self-discipline.
- Core age-appropriate literacy and numeracy skills.
- Effective language, collaboration and communication skills.
- Fine and gross motor skills.
- The skill to use technology-based tools and information systems to advance learning.
- Respectful and caring attitudes to the environment.
- An understanding of the importance of sustainable living practices such as composting, energy saving, water usage, recycling and to 'take action' in support of these practices.

The teachers and educators nurture children's learning through a wide range of play experiences all of which foster a spirit of curiosity, experimentation and discovery. The program is based on the image of children as creative, capable and intrinsically motivated to explore the world in which they are growing and learning. The aim of the program is to help children to:

- Know who they are – establish a strong sense of self recognizing their abilities and skills.
- Develop personal and social awareness through playing cooperatively and learning to show empathy through words and acts of kindness and caring towards other people.
- Become confident communicators through engaging in ongoing verbal exchanges where the expression of ideas and the asking of questions is encouraged.
- Develop the capacity to recognize emotional states and use socially acceptable behaviours such as listening, following the rules, taking turns, building resilience to cope with change, challenges and new situations where perseverance is required to complete a task.
- Demonstrate and respect fairness through their actions and words and play cooperatively as a member of the group where the values of **Respect, Rights and Responsibilities** underpin daily life in the kindergarten.
- Build strong work habits such as listening, following directions and instructions, persisting with learning to reach a satisfactory conclusion and establish a working memory that supports constructive cooperative teamwork.

## Assessment of Children's Growth and Development

Children's growth and development is systematically monitored throughout the year. The teachers and educators adopt a range of assessment procedures, including collection of observational transcripts, creation of narrative reports, photographic evidence of learning, checklists and work samples. The combination of these procedures ensure that a comprehensive picture of each child's growth and development is captured over time.

## Individual Learning Plans

Teachers and educators take observations of children in the play environment as a way of evaluating their development across a range of attitudes, skills and knowledge. These observations inform the setting of learning objectives which are presented as **Individual Learning Plans (ILPs)** which are developed in consultation with families. Individual and group learning objectives are set at the commencement of Terms 2, 3 & 4.

## Individual Child Portfolios

Evidence of each child's learning is systematically documented in an individual **Child Portfolio** which is stored in the child's playroom and available for children and parents to enjoy throughout the year. The portfolios contain a purposeful collection of children's work that tells a story of their efforts, progress and achievements over a given period. At the end of the year, parents are provided with summative written assessment reports either in the form of the Transition Learning and Development Statement (TDLS) (4-year-old children) or End of Year Report (3-year-old children). Also the children are presented with their personal portfolio, which provides a recorded memory of their learning journey at Yarram Early Learning Kindergarten.

## Transition Learning and Development Statements

At the end of the four year old kindergarten year teachers prepare 'Transition Learning and Development Statements' for all children leaving Yarram Early Learning Kindergarten to enter school in the following year. These statements, which reflect the five learning outcomes identified in the VEYLDF, are designed to provide information for Primary School Preparatory Teachers about individual children. In essence they:

- Summarise the strengths of each child's development as they enter school.
- Identify individual approaches to learning, children's interests and preferred learning style.
- Indicate how each child can be supported to continue learning.

Parents and schools receive an electronic copy of this report.



# Early Childhood Educators



3-Year- Early Childhood Teacher  
Josette Nunn (Jo)



3-year-old Long Day Care Team Leader  
Carrie Wigg



4-year-old Early Childhood Teacher  
Shantaz Arnol



4-year-old Long Day Care Team Leader  
Brittany Wilkinson



# Hours and Days of operation

The Yarram Early Learning Kindergarten is open for children from 7.45 am– 5.30 pm Monday to Friday for 50 weeks of the year. The program is offered as an integrated kindergarten and long day care model. This means that the Funded Kindergarten Program is offered on scheduled days of the week and during school terms only and nested in the long day care program.

<b>Bataluk Room: Three-Year-Old Kindergarten</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
Long Day Care 7.45 - 5.30	Long Day Care 7.45 – 8.30 <b>Kindergarten</b> <b>8.30 - 4.00</b> Long Day Care 4.00 – 5.30	Long Day Care 7.45 – 5.30	Long Day Care 7.45 -8.30 <b>Kindergarten</b> <b>8.30 - 4.00</b> Long Day Care 4.00 – 5.30	Long Day Care 7.45 – 8.30 <b>Kindergarten</b> <b>8.30 - 4.00</b> Long Day Care 4.00 – 5.30
<b>Tiddalek Room: Four-Year-Old Kindergarten</b>				
Long Day Care 7.45 – 5.30	Long Day Care 7.45 – 8.30 <b>Kindergarten</b> <b>8.30 - 4.00</b> Long Day Care 4.00 – 5.30	Long Day Care 7.45 – 8.30 <b>Kindergarten</b> <b>8.30 - 4.00</b> Long Day Care 4.00 – 5.30	Long Day Care 7.45 – 8.30 <b>Kindergarten</b> <b>8.30 - 4.00</b> Long Day Care 4.00 – 5.30	Long Day Care 7.45 – 5.30

## DAILY ROUTINE

9.15.00 am: Morning Greeting/ Group Time

9.15 – 10.45: Indoor/Outdoor Program – Out and about/Perceptual Motor Program

10.45 am: Packing away

11.00 am – 11.15 am: Morning Snack

11.15 am – 12.45: Indoor/Outdoor Play

12.45: Packing away

1.00 - 1.30 pm: Lunch

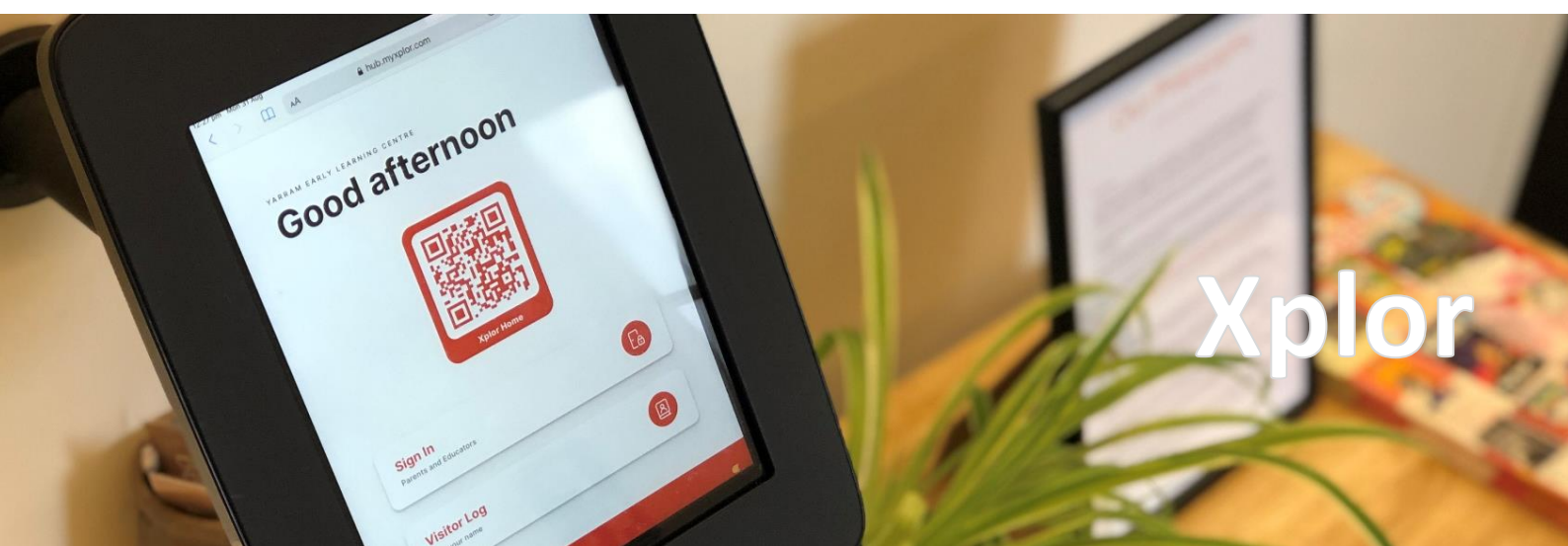
1.30 pm – 2.00: Refresh

2.00 pm – 2.20 pm: Group Time

2.20 pm – 3.20 pm: Indoor/Outdoor program - Out and about/Perceptual Motor Program

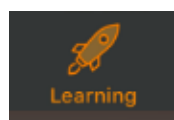
3.20 pm: Afternoon Snack

3.30 pm – 4.00 pm: Story Time/ preparations for home/ manipulative toys or books on the mat.



## Xplor app

When you complete and return your child's Enrolment form you will receive a welcome email from Xplor. Xplor is the digital platform that YELC uses to connect parents to the centre and their children's educators on one automated platform. Via the app you can:



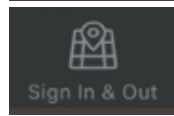
Learning

View the observations and photos that document your child's developmental achievements, current learning interests and skills



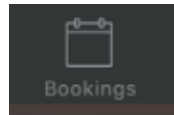
Health

A record of sleep, nappy changing/toileting, food, sun protection, incidents, and medical records.



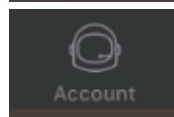
Sign In & Out

Sign your child in or out of the service



Bookings

See your current bookings, advise us of when your child will be absent and request an extra booking



Account

View your current account balance, CCS rebates, fees, and payments. See any messages sent from Admin

## Communication

We use Xplor to notify parents of any important information. This may include public holidays, illness within the centre, health outbreaks, Christmas closure dates, change of room leader and staff, Newsletters, and Invitations. At times we may share information from outside sources that we feel may be beneficial for the families that attend the centre. To find the communications you will need to click on 'Account,' then on 'Admin Notes'.

## Signing in/Out

Upon arrival and departure, parents are required to complete Sign In/Out procedures using the Xplor Application on the iPad. It is imperative that Sign In/ Out Procedures are carried out daily as the attendance records are monitored. An iPad is mounted in the hallway for parents to sign their child/ren in and out of the service.

Download the parent app "XPLOR HOME" or login via the website at <https://home.myxplor.com/>

Parents are required to notify the centre if any person other than the parent will be collecting their child. Teachers/educators will not permit any child to leave the kindergarten with an unauthorised person without obtaining the permission of the parent.





# Your First Day

## Settling into Care

Orientation takes place over the first two weeks. For some children, entry into the kindergarten is the first experience of separating from their parents. Children may experience anxiety, and it is important that parents and teachers work together to facilitate an easeful entry into the program. Separation difficulties occur in most early childhood education situations and the settling in period can be challenging for children, parents and teachers/educators alike. Parents can assist in the adjustment process by demonstrating confidence to children, and that time at the kindergarten is a positive experience (parental anxiety is easily communicated to children). It is also important that children are told when their parent/s are leaving and what time they will return.

It is natural for both parents and their children to have difficulty parting from each other, particularly when they have not previously been parted for any length of time. Each child's experience of starting care is different and while some children eagerly join right in, other children need a longer time to adjust. Some children need a lot of reassurance to settle, while others throw themselves whole-heartedly into the indoor and outdoor learning environment straight away.

Families are welcome to stay with their child/ren until they feel they are ready to stay without them. However, please be assured that the staff are very experienced at sensitively handling any distress that the child/ren may experience when separating from a family member for the first time. Please have confidence in us!

Here are a few suggestions we hope will help make settling in your child easier -

- Be positive about starting. If you are apprehensive about leaving your child, they will be apprehensive too. Children tend to pick up on parent's feelings and often mirror them.
- Let your child bring in something comforting from home such as a favourite stuffed animal or a security blanket.
- Allow 5-10 minutes to settle your child. Rushing in and out or lingering too long can add to the anxiety.
- Always say goodbye to your child. Children feel insecure and become clingy if they think you may suddenly 'disappear'.
- Leave quickly and smoothly once you have said goodbye. If you have forgotten something, please ring the Centre rather than returning to go through the separation process again.
- If your child is quite distressed during your drop off and will not be comforted, it is generally better not to stay too long. Children generally settle in the first few minutes after parents leave and staying only prolongs the period that your child is distressed.
- Allow our educators to guide you. Educators saying, "Give (Name) a kiss and a cuddle" or "It's time for (Mum/Dad/Name) to go to work now", are giving you a cue that now is probably a good time to go.

- If you are ever worried during the day, please feel free to ring us at any time. The settling in process can sometimes be just as upsetting for the parent and a phone call may just ease your mind. Likewise, if we feel your child is not coping with their day, we will ring you.
- If your child experiences any difficulty or if you notice something in particular that helps, please talk to one of our educators. Each child is an individual who may need to be given help and support so that they can feel happy and secure at the Centre. We want the experience to be a positive one for both you and your child.





# What to pack

## What to Bring

1. A hat (broadbrim or legionnaire style) no caps. YELC is a SunSmart Centre and children are required to wear hats when outside (when the UV is 3 or above).
2. A sturdy backpack that is appropriate for the child's size to place their belongings in. The Over 3 children go on a number of excursions throughout the year and often take their bags with them. A bag that they are comfortably able to carry on their backs would be appropriate.
3. Please ensure that the drink bottle is filled only with water. Please do not send any cordial or fruit drinks. Drink bottles will be filled up at various times throughout the day.
4. A healthy lunch box. Please ensure that all children come with enough brain food to last the day. It is better to over pack than not enough. Lunch boxes should include a cold pack to keep foods cold.
5. Spare clothes. Just in case! This is a must for all children. Often children engage in messy play or wet play at the centre

**Please ensure that all personal belongings i.e: hat, clothes, bag, lunch box, containers and drink bottles are labelled clearly with the child's name.**

## Lunchbox

All parents are required to supply a healthy and nutritious lunch box that contains enough food for a morning snack, lunch and afternoon snack. Parents can access [www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating](http://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) for nutritionally sound advice. It is requested that parents provide the food in an insulated box with freezer pack, 'nude food' and cutlery as required. Please ensure the lunch box is easy for your child to open and close. In support of sustainable living practices, it is requested that parents avoid plastic wrap and non-recyclable packaged food. Reusable food pouches are a great option. **No food will be heated by teachers/educators. There are no facilities for food to be heated.**



Children are required to bring a water bottle that can be accessed regularly throughout the day. The educational program ensures that children can be involved in a wide variety of experiences associated with all aspects of nutrition and good food choices. Children are given

many opportunities to discuss the benefits of a healthy diet. We ask for children to water only while in care (*refer to the Nutrition Policy*). Please avoid sending foods that are high in preservatives, colouring, sugar, and fat. These include foods like chocolate, lollies, sweet biscuits, and chips.

*Nude Food* is also encouraged. *Nude Food* is food without excess packaging. *Nude Food* is a part of the Centre's Philosophy and the children's program experiences. *Nude Food* reduces the amount of rubbish that needs to go in bins to be sent to landfill. Durable, reusable containers, Bento Boxes and sandwich pouches are a great way to bring food as they may last from pre-school through to primary school and beyond, providing long term cost savings and environmental benefits.

We are more than happy to prepare your child's breakfast if they are dropped off early in the morning. Please just make sure to supply the centre with the cereal and milk.

## Lunch Time Routine

Children enjoy their mealtimes which take place in the undercover veranda, shaded area outdoors or in the playroom. The teachers and educators support the children to:

- Be involved in preparations for lunch – washing the tabletops and organising seating arrangements.
- Make choices regarding the food they eat and the quantity.
- Self-serve.
- Neatly pack up their lunch boxes.
- Tidy and clean the area before leaving the space.

Teachers and educators encourage children to try all foods provided and support social exchanges between children during all mealtimes.

## Dietary Restrictions

Parents are required to inform the teachers or educators and administration if their child requires a special diet due to allergies, medical reasons, or cultural/religious beliefs. Additional paperwork is required if medical reasons are the cause. The teachers and educators work closely with parents to ensure that the needs of children and families are met. Parents are required to register food allergies and note any specialised dietary requirements via the child's enrolment forms.

## Children's Birthdays and Other Cultural Events

Children enjoy sharing their special day with teachers, educators and friends. To celebrate a birthday the teachers and educators lead the children in singing 'Happy Birthday' and celebratory foods can be provided by families. Please provide a list of ingredients to educators at least 24 hours before the day the celebratory foods are to be eaten. It is recommended that parents speak with the teachers/educators to discuss individual dietary needs/restrictions. Parents are required to sign permission forms for their children to enjoy celebratory foods brought by families via the 'Celebration Foods Bulk Consent' at the start of the year. At Yarram Early Learning Kindergarten, the following cultural celebrations are recognized: Easter, Christmas, Mother's/ Father's or Special Person Day, Chinese New Year and Diwali.



## Hygiene

The teachers and educators are very mindful of the importance of meticulous hygiene practices on a day-to-day basis. Extra effort is paid to ensure that the kindergarten maintains a high level of cleanliness. Children and staff are required to engage in regular hand washing throughout the day and disposable gloves are used by staff when managing bodily fluid spills. Children are expected to blow their own noses and dispose of the tissue immediately upon use.

## Toileting

There is an expectation that children enrolled in the Funded Kindergarten Program are toilet trained. It is recognised that there may be individual differences in the rate of maturation regarding toilet training, and it is recommended that parents spend the summer prior to commencement of kindergarten actively toilet training their children. The kindergarten has a change table and six child-sized toilets in a shared bathroom. As well as open access, teachers ensure that children participate in toileting at three different intervals during the day. Children are expected to self-toilet, flush the toilet and wash hands immediately after use of the toilet.

## Clothing

Please dress your child in comfortable clothing that is easily removed for toileting and suitable for running, climbing, painting, and playing in materials such as sand, water etc. Make sure your child is also wearing safe, comfortable shoes. **Thongs and crocs are not acceptable.** It is important that parents provide clothes for children that allow them to feel comfortable to move freely and can stand dirt. Children are also encouraged to dress and undress by themselves. It is therefore important that parents do not dress their children in tight tapered jeans or pants that cannot be rolled up, 'lace up' sneakers and boots, braces and belts, garments that button or zip at the back and any item of clothing that is beyond the child's ability to put on or take off by him/herself. Each child is required to have a complete change of clothes in their kindergarten bag. All clothes should be clearly labelled, as no responsibility is taken for lost clothing, and all wet or dirty clothing is sent home.

With regards to general clothing safety, parents are reminded to:

- Dress child/ren at all times in low fire risk SunSmart clothing.
- Select colourful clothing, as bright colours will improve the chances that your child/ren can be seen by motorists, cyclists and pedestrians.
- Ensure that children wear a bike helmet if being transported to kindergarten as a passenger on a bicycle.
- Ensure that children are dressed appropriately to promote free air flow around their bodies when they are in the car.
- Dress child/ren in a hat and light protective cotton clothing during the summer months and apply sunscreen.
- Teachers and educators respect individual children's clothing preferences and will always acknowledge cultural differences in relation to clothing/dress code.



## Shoes

Shoes need to be well fitting, comfortable and suitable for outdoor play, climbing and self-help. Pull on boots or Velcro shoes/runners are recommended.

Gum Boots can be stored at kindergarten for use as required but are not to be worn indoors.



## SunSmart

Yarram Early Learning Centre is an accredited SunSmart Centre. The SunSmart policy has been adopted by the YELC to ensure that your child is protected from skin damage caused by the harmful ultraviolet rays of the sun. The policy will be implemented throughout the year during all outdoor activities (*refer to the Sun Protection Policy*).

Yarram Early Learning Kindergarten follows recommended 'Sun Smart' principles. Individual consent to administer sunscreen is sought via children's enrolment forms. We allow children to be independent and apply their own sunscreen. If your child/ren need a specific type of sunscreen, please notify staff and you will need to supply their own-labelled sunscreen that includes the sunscreens expiry date. A permission form will be supplied for you to sign that will enable our educators to apply the special sunscreen.

If providing your own sunscreen, if possible, please provide a 50+ Roll on clearly marked with the child's name. We ask that a roll on be supplied to help eliminate wastage and to make it easier for the children to apply themselves. Please hand sunscreen directly to educators, do not leave in your child's bag.

Children are required to wear appropriate clothing that fully covers their shoulders, and sunscreen is to be applied before outside play. A legionnaire or broad brimmed hat during outside play in the warmer months is also required (terms 1&4) or whenever the UV is 3 and above. Beanies are acceptable over the winter months (terms 2&3) unless the UV is 3 or above. Educators will be expected to role model these SunSmart practices (*refer to the Sun Protection Policy*).

Please ensure your child's hat is clearly labelled with their full name. YELC hats are available for purchase for \$15 from the office. YELC T-shirts are available for purchase for \$20.

## Procedures for General Skin Protection

Yarram Early Learning Kindergarten teachers and educators:

- Act as role models by practicing sun smart behaviours.
- Require children, when outside, to wear an approved, SunSmart sunhat (children must also wear sleeved clothing outside)
- Direct children who are not wearing hats to play in a shady area.
- Provide supplementary SPF 50+ broad-spectrum water-resistant sunscreen 20 minutes prior to outdoor activity as required.
- Reinforce the SunSmart Policy through the educational program and staff/parent communication.
- Attempt to schedule outdoor activities before 11.00 am and after 3.00 pm (Daylight Saving) and before 10.00 am and after 2.00 pm (EST).

Parents are:

- Required to apply SPF 50+, water-resistant broad-spectrum sunscreen to their child/ren prior to arrival at kindergarten and preferably provide a roll-on sunscreen for use at kindergarten
- Required to provide an approved sun hat for their child/ren's use at use at kindergarten.
- Encouraged to practice sun protective behaviours.
- Required to sign an authority and directive for staff to administer additional sunscreen (if required).

## Toys From Home

YELC discourages children from bringing valuable toys or personal items from home. Any toys brought in from home are the responsibility of the child and should remain in the child's bag.

## Refresh/Rest/Relaxation

It is important for children to develop an appreciation for, and an understanding of, the benefits of rest/relaxation for healthy living. Children are required to spend a minimum of 30 minutes quiet time following lunch. There is no expectation that children sleep, rather that they give their bodies a chance to relax/unwind. Children are offered the choice of resting or spending some quiet time, listening to relaxing music and enjoying independent reading with a selection of books or puzzles. Rest time is scheduled immediately following lunch. If children fall asleep, they are left undisturbed until the afternoon program commences, at which time they are gently awakened.





# Child Safe Environment

Childhood is a time to have fun, be carefree, splash around and play games. Yarram Early Learning is a great place to enjoy being a child and it prioritises the safeguarding of children is the highest priority. Teachers are committed for children to hear the message loud and clear 'we want you to Feel Safe and Be Safe'.

The Yarram Early Learning Kindergarten teachers and educators ensure that the environment is safe and secure; a place where children feel respected, valued and encouraged to reach their full potential. The teachers take a preventative, proactive and participatory stance on child protection issues and embrace the opinions and views of children. They practice 'zero tolerance' to child abuse and assist children to build skills that will enable them to enact active citizenship and participate in society. Teachers focus on the protection of children and take action to protect them from harm. They are dedicated to the protection of children from abuse and will take allegations of identified or reported child abuse seriously and follow mandatory reporting guidelines when appropriate.

## Behaviour Guidance

Due to the busyness of family life young children can experience a sense of pressure and stress that can impact on their general wellbeing. For example, some children become stressed if there is too much noise or too much general activity around them. Too many changes in a child's life can also impact on their ability to manage the challenges of growing up. At Yarram Early Learning Kindergarten, the teachers and educators are sensitive to the holistic needs of young children and prioritise each child's general wellbeing using the following range of positive strategies:

- Providing a safe, friendly and secure learning environment.
- Engaging in frequent one-on-one conversations.
- Allowing children to make decisions when appropriate.
- Preparing children for changes in the day by providing verbal or visual advanced organisers.
- Allowing children to have time alone as required.
- Acknowledging children's concerns and offering support.
- Setting clear limits for children which provide them with a sense of security.
- Providing many opportunities for children to express their feelings and ideas.
- Providing many opportunities for individual success.
- Valuing all children's contributions.
- Appreciating and acknowledging children's appropriate behaviour.
- Providing many opportunities for 'children to be children'; to play and have fun.

The teachers and educators employ positive guidance techniques to support children's growing awareness of the need for self-regulation. The selection of techniques acknowledges mutual respect, rights, trust, cooperation, and shared responsibility. The following principles guide teachers and educators in their work with children:

- Teachers/educators and children negotiate Room Rules.
- Rules are reasonable considering the age, and development of the children.
- Rules are consistently followed.
- Children are praised for appropriate behaviour.
- It is the behaviour that is praised or questioned, not the child.
- Whenever possible, inappropriate behaviour is ignored.
- Teachers/educators present a good example through positive role modelling.
- Children are encouraged to make appropriate choices.

Other strategies employed include:

- Setting Effective Limits – Limits are negotiated and clearly set to meet the needs of the individuals and the group.
- Redirection – The attention of a child is redirected towards appropriate behaviour. This may include time when the child needs to be alone or be involved in a quiet activity. If re-direction occurs, the teacher/educator reassures the child that he/she is welcome to re-join the group when ready. Appropriate behaviour is reinforced through encouragement and praise.
- Consequence of Action – Children are introduced to the idea that all behaviour is shaped and maintained by its associated consequences that may be natural or logical.
- Natural consequence – Children are introduced to the idea that there is a natural consequence that results from an action or behaviour and this consequence usually occurs without the intervention of another person.
- Logical consequence – Children are introduced to the idea that inappropriate behaviour results in a logical outcome which has usually been negotiated, agreed upon and understood by the child. Logical consequence for behaviour acknowledges mutual rights, mutual respect and responsibility and children are helped to see consequences as being logically related to their inappropriate behaviour.

Teachers and educators respect individual children's needs and differences in age, ability and experience regarding issues surrounding behaviour management and they are happy to discuss individual family expectations with parents. There may be times when teachers will need to negotiate management strategies with parents to suit the needs of individual children.

## Outdoor Play

Yarram Early Learning Kindergarten prioritises learning outdoors and play experiences that are designed to stimulate sensory exploration, thinking, problem solving and an appreciation for beauty. It is widely recognized that children benefit from growing up in a natural environment that provides challenges and interests. Special objects, collections and materials are chosen for their capacity to excite and inspire children's imaginative explorations. Materials such as rocks, stones, sticks, sand, water, uneven surfaces and age-appropriate climbing equipment, sand play, digging patch, mud kitchens and water play are provided in the playground to assist children in their cognitive, physical and sensory development. Opportunities to climb, run, jump, dig and balance are provided through climbing and perceptual motor equipment. Teachers ensure that the health and safety of children is not compromised when using the equipment and individual skill abilities are catered for. Children are carefully supervised at all times.

## Perceptual motor Program

Yarram Early Learning Kindergarten teachers plan for children to participate in regular perceptual motor programs that are offered in the open space in the Community Room which is located in the main Yarram Early Learning Building. The Perceptual Motor Program (PMP) is a movement-based program which helps children to improve their eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skill. Parents are required to sign permission forms for their children to leave the kindergarten and walk to the room in the main building.

## Out and About Program

The Out and About Program at Yarram Early Learning involves all children taking part in educational sessions that take place outdoors in natural and built settings including the local Wetland, the Railway Trail, the Yarram Memorial Park and the main street of Yarram. The learning in these spaces is varied, ranging from free open-ended play to structured group learning. Research shows that children are innately drawn to learning in the natural world and intrigued by the world around them. Influenced by Australia's Early Years Learning Frameworks, the Victorian Early Years Learning and Development Framework and the National Quality Standards for Early Childhood, learning outdoors is recognised for its capacity to promote children's health, physical activity, spontaneous independence and collaborative learning and citizenship. Education in the natural settings is mostly child-led, and children are free to roam, play, be creative and discover what is available in nature for play such as sticks, leaves, grasses and stones. Children are given the space to let their imaginations lead their play, discoveries and investigations. Education in the built spaces draws children into thinking about how the community has been shaped by architecture and engineering (buildings, memorials, roads, footpaths, bridges). This program is described in detail in the **Out and About Parent Handbook**.

## Excursions

Written permission will be required prior to your child being taken out of YELC by any educator (*refer to the Excursion and Service Events Policy*). This authorisation can only be given by the enrolling parents or authorised guardian. A form detailing the following must be completed and signed -

- The reason why your child is to be taken outside the premises.
- The date your child will be taken outside the premises.
- The proposed destination.
- The method of transport.
- The proposed activities.
- The period of time when your child will be away from the premises.
- The number of educators and any other responsible person who will accompany and supervise the children.
- Your expression of interest to accompany staff during the excursion.

**Please note during any excursion the educators will carry a First Aid Kit, a mobile phone and an emergency contact list.**



A young girl with brown hair, wearing a pink shirt and a blue backpack, is smiling at the camera. She is in a classroom setting with a white desk and a colorful painting on the wall behind her. The text "Drop off/Pick up" is overlaid in large white letters on the image.

# Drop off/Pick up

## Arrival

When arriving to drop off your child, the office team or an educator will allow you to enter the centre. Please use the iPad kiosk to sign your child in. On arrival into the room an educator from your child's room will welcome you and your child. This is great time for you to communicate any messages to the room. A quick goodbye is always best. If you or your other child/ren are ill, we ask you to please notify the office, and they will call down for an educator to come and collect your child/ren at the front door. We hope by following this step we can help prevent the spread of illness.

## Departure

When you arrive to collect your child the office team will allow you to enter the centre to collect your child/ren. Once you enter your child's room, this is when the educator will let you know a little about your child's day and get you to sign any incident reports that may have occurred. If you or your other children are ill, we ask you to please notify the office, and they will call an educator to bring your child/ren out to you. Please use the iPad kiosk to sign your child out

If the office staff or educators do not know the person picking up your child by appearance, they will be asked to provide a form of photo identification or verify themselves by stating their full name, address, contact number and email if available to ensure they are authorised to collect the child/ren (*refer to the Delivery and Collection of Children Policy*).

**Each child must be digitally signed in and out of the Centre every day that they attend. This is a legal requirement that we must follow (*refer to the Delivery and Collection of Children Policy*). These records are used in case of emergencies and for the calculation of the Child Care Subsidy (CCS).**

## Persons Authorised to collect Child

The Centre's primary concern is for the safety and welfare of your child. Therefore, we will only release your child into the care of either parent/guardian, or a responsible person nominated by you to collect your child (*refer to the Delivery and Collection of Children Policy*). Non-custodial parent/guardian mentioned on court orders relating to the child cannot be listed on the enrolment form (*refer to Acceptance and Refusal of Authorisations Policy and Delivery and Collection of Children Policy*).

In an emergency you can give verbal permission over the phone to the room leader or Manager and one other member of staff, for anyone not already listed on the enrolment form to collect

your child. This person will be required to provide photo ID (such as drivers licence). Only the parent or legal guardian can give this permission, messages will not be accepted from any other person.

In the event where the Manager, Administration Officer or an Educator deems a parent or other person on the Authority to collect list, is under the influence of alcohol or drugs another person on this list will be contacted to collect the child (*refer to the Acceptance and Refusal of Authorisation Policy*).

On the enrolment form you will have been asked to provide the names, contact numbers, email and addresses of at least two responsible persons who can collect your child, on your behalf in case of an emergency or illness (*refer to the Delivery and Collection of Children Policy*). We ask that you have at least ONE in town (Yarram) emergency contact.

Should the Manager or any educator inform you that your child is unwell or injured, arrangements for collection from care must be made as soon as possible. Please ensure that your emergency contacts are **18 years or older**. Anyone who is under this age will not be authorised to collect your child/ren.

## Access to Children

All parents/guardians/authorised persons have access to their children at all times unless relevant court orders are held by the service and specify otherwise. A copy of all court orders in relation to residence and specific issues must be provided to the service upon enrolment or as obtained. These documents will be attached to the child's records and treated confidentially.

Parents/guardians are asked to notify the centre of any changes to these documents as soon as they occur. If YELC does not have a copy of the Court Order, it will assume that both parents/guardians have equal custody of the child therefore both have access.

In the event that a parent/guardian breaks a court order and seeks access to the child, the parent/guardian with custody entitlements will be contacted immediately along with the Police.

## Late Pick Up

Wherever possible please contact the service if you or the person due to collect your child/ren is running late. If your child/ren is not collected within 10 minutes after closing time, educators will try to ring you on your mobile, at your home and/or work number and each emergency number listed until there is a positive response. If no person can be contacted after a period of 15 minutes, educators will contact the Police (*refer to the Delivery and Collection of Children Policy*).

If you know you are going to be late, please contact the Centre and suitable arrangements can be made. Pickup past closing time will incur a "late pickup fee".

## Do not leave children in cars

**In Victoria, it is an offence for a person responsible for a child to leave the child unattended for any longer than is reasonable, without making appropriate arrangements for the child's supervision and care. This includes leaving a child at home, or in a car, or anywhere else unattended.**

We have signs displayed in our carpark to remind families not to leave children in the car. We ask that when you come to childcare to drop off your child/ren that you take any other children present into the service with you. It is our duty of care to report children left in cars to the local police and penalties include fines, or up to six months' jail.

NOTE: This legislation applies all year round and not just in hotter weather.





# Partnerships with parents

Yarram Early Learning Kindergarten teachers and educators appreciate family involvement and are committed to the establishment of collaborative partnerships that link parents, children and teachers together as a caring and resourceful community.

## Information Sharing About Individual Children

The establishment and development of relationships between teachers and educators and parents are prioritised from the first point of contact at which time discussions take place about the importance of reciprocal sharing as a strategy to support each child's growth and development. The aim is for teachers and educators and parents to collaboratively design thoughtful and effective teaching interventions to assist in developing knowledge about individual child preferences, interests, and habits. Teachers and educators create regular opportunities for verbal exchange with parents with the agreed intention to establish continuity of communication and to consolidate and build positive and effective relationships. The outcome of such an approach is the establishment of mutual trust that allows for reflective communication and participation and enables a sense of belonging to the community. Parents are encouraged to make a time to meet with the early childhood teachers during their administration allocation time, rather than upon collection of children.

## INFORMATION SHARING ABOUT THE EDUCATIONAL PROGRAM

Parents can access information about the educational program via:

- Xplor which is an on-line platform especially designed to enable communication between the teachers and the parents.
- The Program Plan is on display at the Sign In desk and parents are welcome to make comments or suggestions about the program via discussions with teachers.
- Newsletters are distributed via Xplor.

## Maintenance of building and Grounds

The Wellington Shire oversees works carried out at the kindergarten. The building is maintained daily to ensure a safe, clean and aesthetically pleasing environment. All playground and playroom equipment and furniture are selected to be developmentally appropriate and designed for use by preschool children. Equipment and furniture are subjected to a risk assessment with Australian Safety Standards adhered to. The Yarram Early Learning Kindergarten teachers and educators assess equipment and the indoor and outdoor environment daily for safety. Any identified damaged or unsafe equipment or furniture is immediately removed for repair or replacement. Parental support is sought to help in the maintenance of the grounds and garden.





# Fees & Sessions

## Fees

Daily Fee	\$125.00
Daily Nappy Fee	\$129.00 per day
Late Pickup fee	\$20 for the first 10mins then \$1 per minute thereafter

## Hours of Operation

7.45am - 5.30pm (7:00am on request)

## Office Hours

8:00am – 4:30pm

Available via email after hours at

[admin@yarramelc.com.au](mailto:admin@yarramelc.com.au) or

[manager@yarramelc.com.au](mailto:manager@yarramelc.com.au)

## Payment of Fees

Fees are emailed and available on Xplor on a weekly basis.

Fees remain payable even when your child is absent

through illness or for any other reason including holidays.

Fees are not payable for the time the Centre is closed over the Christmas/New Year period.

**Please Note: fees will be charged for all public holidays unless indicated by the centre.**

There are a number of payment options available to you including -

**Direct Deposit:** Payment details will be available on the bottom of your account statement

**Centre pay:** This payment is made directly from any Centrelink payments you may receive.

## Late Payment of Fees

Statements of accounts are sent each Thursday and families have 14 days to pay their account.

If fees are not paid within 14 days, the following steps will be taken:

- 14 days in arrears – families will receive an overdue notification via the Xplor app indication that payment is overdue; families are encouraged to come in to discuss the range of support options available and establish a payment plan.
- 21 days in arrears– a notification/letter advising you that outstanding fees are not paid within 7 days, or a satisfactory payment plan commenced then your child's place will be cancelled, and the account will be sent to the debt collectors. Outstanding fees are expected to be paid.
- 28 days – notice is sent to parents that their care has been cancelled and their account has been sent to the debt collectors.

Your child's placements may also be terminated if they are absent from the Centre for two weeks or more without any notice. Continual or habitual lateness in payment of fees can jeopardise the child's place at the Centre.

We have the right to obtain and use a Debt Collector to follow up on any unpaid fees when we deem it necessary. We will use the information given on your child's enrolment form to pass onto the Debt Collector. Should a Debt Collector be initiated by YELC any associated costs will be added to the outstanding fees to be paid by the family.

If you are experiencing difficulty in paying your account, we encourage you to meet with the Director or Administration Officer to discuss a repayment plan to ensure continuation of your child's care.

## Child Care Subsidy

Child Care Subsidy (CCS) is a payment made by the Commonwealth Government to help families with the cost of quality childcare. The percentage of CCS will vary according to your circumstances, as this rebate is means tested. The hours of subsidised care you can get per fortnight depends on the hours of recognised activities you do. The Government will pay CCS directly to your childcare provider to reduce the fees you have to pay.

Please log in to MYGOV and apply for CCS before your child/ren commence care. If you do not have a MYGOV account, you will need to apply for an account via the website

[www.my.gov.au](http://www.my.gov.au). You will be given a reference number (CRN) for yourself and your child. Please list these details on your enrolment form. **Please note it is the parents/guardian's responsibility to apply for CCS. Until your CCS is confirmed and showing on our system you will be liable for paying full fees. If you are receiving Additional Childcare Subsidy, you will be paying full fees until your CCS claim is completed and confirmed with Centrelink.**

## Child Care Absence Fees

If you are claiming Child Care Subsidy (CCS), a maximum of 42 days absence per financial year applies. If you exceed the allowable absence limit, CCS will not be payable on any further absence days. If after your allowable 42 days are exceeded and your child is away due to any of the below, please provide us documentation such as a medical certificate so the absence can be recorded as approved. If your child is booked in on the day a public holiday falls on, this is counted as an absence day. If your child stops attending the centre and you haven't provided the 2 weeks' notice required as per the centre's policies, you will be required to pay full fees for those absence days. Services Australia won't pay for any absences before your child physically attends or after the last day your child physically attends care. Please see the below link for more information.

<https://www.education.gov.au/early-childhood/child-care-subsidy/absences>

Services Australia may pay Child Care Subsidy if you have an approved reason for up to 7 absence days. If you reach your allowable absence limit, you may be able to get additional absences if any of the following applies:

- Your child is ill.
- Individual caring for the child is ill or individual living with the child is ill.
- Your child is attending preschool.
- Alternative arrangements have been made for your child on a pupil-free day.
- Your child hasn't been immunised and the absence occurs during an immunisation grace period.
- Your child is spending time with a person other than their usual carer as required by a court order or parenting plan.
- Your child's care service is closed as a direct result of a local emergency.
- Individual caring for the child chooses not to send the child due to a local emergency.

\*Please note we may require supporting documents if these apply.

You can find your child's absence record through MyGov in the Child Care Details and Payments tab. This can also be found on the Express Centrelink mobile app.

## Occasional/Casual Bookings

Occasional/casual bookings may be made **if spaces are available**. Cancellation of casual bookings will require 24 hours' notice as educators will be employed based on bookings. If notification of a casual care cancellation is not received by 8:30am the working day before the

booking, full fees will be charged, as the service needs to cover operational costs such as staffing.

## Waiting List

Each room at the Centre is limited to a maximum number of enrolment places. On occasions where you require ongoing extra childcare days your child's details will be added to the waiting list.

## Withdrawal from Care

If you withdraw your child from care, we request two full weeks' notice in writing. The notice is required in order to provide the centre time to fill the vacancy. If your child does not attend the Centre during this period, full fees are still payable.

If you cancel care during the last 4 full weeks prior to the Christmas closing period, fees must still be paid till the end of the year regardless of two weeks' notice being given. Notice of withdrawal will be accepted during the normal opening hours of the centre but will not be accepted during the Centres one/two week close down over the Christmas period. The notice of withdrawal is effective from the date it is lodged with the centre.

**Please Note: If your child is absent from care on the last day/s of care, Child Care Subsidy will not be paid. Parents will be billed for the full cost of care for this period. Centrelink will only pay CCS up until the last day your child physically attends.**

## Integrated kindergarten and fees.

Bookings will remain throughout the year, starting from Tuesday 7th of January to Friday 19th of December.

Kinder and day care is integrated in 2025. Each child attending kinder is entitled to receive 15 hours of funded kindergarten. Three-year-old kinder will run on Tuesdays, Thursdays and Fridays, with Mondays and Wednesdays being day care days. 4-year-old kinder will run on Tuesdays, Wednesdays and Thursdays, with Mondays and Fridays being day care days.

Kinder is led by a qualified Early Childhood Teacher (ECT) and only runs during the school terms. All day care days, before and after kinder care, and school holidays will be led by a Diploma/Certificate qualified Early Childhood Educator.

**Fees:** Our current fees are \$125.00 per day or \$129.00 per day if using centre supplied nappies and wipes. If eligible, each week you will receive Childcare Subsidy (CCS). Depending on what percentage you are entitled to will depend on what your weekly gap fee will be. For example, if you attend 3 days at \$125.00 per day. Your weekly total will be \$375.00. If you are entitled to 85% childcare subsidy your weekly gap fee will be \$56.25. Each week, **during the school terms only**, you will receive 15 hours of kindergarten funding. You will receive a maximum of \$50.00 per week. Therefore, the total gap fee for this example child would be \$6.25 per week. If your gap fee is less than \$50.00, the kinder funding will meet the total amount only. Therefore, if your gap fee is \$30.00, you will receive \$30.00 of kinder funding. The remaining amount, \$20.00 will be used to purchase resources for use in the kinder program.

**Reduced gap fee:** During the school holidays, if you do not wish to send your child to day care, we can now offer a reduced gap fee. We require 2 weeks' notice and the reduced gap fee will only be granted if your account is up to date or regular payments are being received.



We ask that you attend the first day of the year for at least 30 minutes to ensure your Childcare Subsidy (CCS) starts correctly as Centrelink will only pay once the child physically attends the centre. If your child does not attend on the first day, you run the risk of not receiving CCS until your first day of physical attendance.

If you choose to use the reduced gap fee option, you will need to be aware that the days your child does not attend, will be classed as absent days. Each child receives 42 absent days from Centrelink each financial year. On the 1st of July these are renewed. If you use all 42 absent days in the financial year Centrelink will cease your CCS. Parents will need to watch their absent days to ensure they do not exceed 42 days to ensure they receive their CCS.

**How the reduced gap fee works:** If 2 weeks' notice is given and your account is up to date, or you are making regular weekly repayments we will allow you to receive a reduced gap fee for the school holiday periods only. 2 weeks' notice will be required before each term ends. The amount your gap fee will be reduced by will be 25% of your weekly gap fee. Therefore, if your gap fee is \$54.00, you will receive a 25% discount meaning your gap fee over the school holidays will be \$40.50 per week. You will also receive an absent day. You can avoid an absent day by bringing in your child each day for a minimum of 30 minutes. If you choose to do this, you will not be eligible for a reduced gap fee.



# Medical

## Maternal and Child Health Visits

When your child turns three-and-a-half, it is time for the final key age and stage appointment with your maternal and child health nurse. At this visit, your child's growth, health and development will be reviewed and your nurse will discuss their kindergarten enrolment. Your child will be given a vision screening to check clarity of vision, using the Melbourne Initial Screening Test (MIST). You will also be asked to answer My Health, Learning and Development – Green Book. Try to complete these questions before your visit.

This visit will focus on:

- addressing the PEDS questions in your green book
- kindergarten enrolment
- helping your child to eat healthy food
- taking care of your child's teeth
- your child's vision
- How to be sun smart and water safe
- how play helps learning and development
- family relationships and well being
- immunisations

Remember, you and your nurse can talk about other issues or concerns if they arise.

## Immunisation

Under the 'No Jab, No Play' law, to finalise enrolment for a child, parents/carers have to provide the service with an immunisation status certificate that shows their child:

- Is fully immunised for their age OR
- Is on a vaccination catch-up program OR
- Is unable to be fully immunised for medical reasons

An immunisation status certificate is a statement showing the vaccines a child has received and is available from the Australian Childhood Immunisation Register (ACIR).

You can request this form from the Australian Childhood Immunisation Register by:

- Phone: 1800 653 809
- Email: [acir@medicareaustralia.gov.au](mailto:acir@medicareaustralia.gov.au)
- Website: [www.medicareaustralia.gov.au/online](http://www.medicareaustralia.gov.au/online)
- Visiting a Medicare Service Centre
- MyGov

# Exclusion from Care

## Due to Illness

As a general principle, children should not be brought into the Centre unless they are able to cope adequately with the normal daily routines and activities. Please use your own judgement. Your child may not be contagious but if generally feeling unwell may need to stay at home for rest.

The health and safety of children is of major concern to teachers and educators and parent's co-operation is sought to prevent the spread of infection. Parents are requested not to send sick children to care. Children who are showing signs of illness or who require medication such as paracetamol or cough medicines at regular intervals throughout the day, are not considered well enough to attend. Teachers and educators regularly monitor the health of children throughout the day and parents of children deemed to be unwell are contacted and required to arrange for immediate collection. Parents will be contacted if their child has a temperature at or above 38 degrees.

Your child will **not** be able to attend the Centre for any period of time during which:

- He/she is suffering from a disease or condition that is contagious through normal social contact (refer to the Dealing with Infectious Disease Policy)
- A medical practitioner has recommended that he/she not attend childcare.
- If your child is unwell and has been swabbed by a medical practitioner, please notify the centre. Your child will need to remain at home until you have received your results, and you have notified the centre of the outcome. You will then be advised as to how long your child will need to remain at home depending on what illness your child has. If your child is being swabbed, please keep siblings at home until you have received your results.

## Or if your child is so sick that he/she:

- Requires four hourly paracetamol.
- Has been unwell prior to arriving at the Centre.
- In the first 24 hours of receiving antibiotics
- Has been hospitalised in the last 48 hours.
- Sleeping at unusual times
- Has a fever of 38 °C
- Is crying constantly as a result of discomfort due to illness
- Is reacting badly to medications.
- In need of constant one to one care
- Has two loose bowel motions
- Has an unknown skin rash.
- Is vomiting or has vomited within a 24-hour period.
- Any Covid symptoms

If your child becomes ill at the service, you or your emergency contacts will be asked to collect him/her from care. If your child has been sent home from the Centre due to ill health, he/she will be required to stay at home the following day unless medical clearance has been sort from your child's doctor. All child illnesses will be recorded in the illness book in your child's room.

If sent home due to diarrhoea, they must have had a 'normal' bowel motion before returning to the Centre and be symptom free for at least **24hrs**. If your child has been prescribed antibiotics, they can return to the service **24hrs** after the first dosage. For any contagious illness or an unspecified rash, you must produce a doctor's certificate stating the details of the illness and that your child is no longer contagious and fit to return to care.

If any condition or illness usually prevented by immunisation occurs at the service, children who have not yet been immunised against that illness or condition may be excluded from care for their own safety and wellbeing as directed by the Department of Health.



## Gastroenteritis

Gastroenteritis (gastro) is a bowel infection that causes diarrhoea (runny, watery poo) and sometimes vomiting. The vomiting may settle quickly, but the diarrhoea can last up to **10 days**. Many different germs can cause gastro, although the most common cause is a viral infection. Most children do not need to take any medicine for gastro; however, it is important that they drink plenty of water to avoid becoming dehydrated.

A gastro outbreak is classified by the Department of Health as two cases within a **48hour** period of either vomiting or diarrhoea. In the event of a gastro outbreak, children are required to not return to the Centre for **48hours** from the last vomiting or diarrhoea incident.

## Accidents

All accidents/incidents requiring first aid will be written up in an Accident, Injury, Trauma and Illness record. The person who collects your child will be notified and asked to sign the form as confirmation that you have been notified. We ask that you contact us should you seek medical attention for your child in relation to the accident/incident (*refer to the Incident, Injury, Trauma, and Illness Policy*).

As per Education and Care Regulations, all incidents/accidents that require medical advice are forwarded to the Department of Education. In the case of an accident or emergency resulting in the need for immediate medical attention parents will be contacted along with a call for an ambulance. **Any cost incurred from Ambulance Victoria will be the parent/guardian responsibility** (*refer to the Incident, Injury, Trauma and Illness Policy*).

## Infectious Diseases

The service has adopted the Department of Health's recommendations regarding the exclusion of children from the Centre because of illness as outlined in the table at the end of this booklet. You will be notified of any common infectious diseases by your Xplor app and notices posted on the entry door to the Centre.

***If your child contracts any of these infectious diseases whilst at the Centre, the exclusion periods listed in the table will prevail. See Appendix 1.***

## Medical Conditions

If your child has a medical condition such as eczema, allergies, or asthma; a number of *medical forms* are to be completed before your child can commence their enrolment at the Service. These forms will include a Medical Action Plan form signed by a doctor (please note that a stamp or printed name is not compliant) and Risk Minimisation Plan. Risk Minimisation Plans are to be read and signed by a parent. Action Plan forms are available from the office. The room leader will complete the Risk Minimisation plan for you to review and sign. Action plans must be reissued every year and Risk Minimisation Plans are reviewed each term so that the most up to date information is recorded. If your child has an intolerance of any kind, but it is not classed as an allergy, we require a letter from your doctor stating what the intolerance is and what action we need to take.

## Head Lice

If educators have located live head lice or eggs in your child's hair, you or the listed emergency contacts will be contacted to collect the child (*refer to the Dealing with Infectious Disease Policy*).

We will request you treat the lice with an appropriate treatment and your child may return to care when there are no visible live lice or eggs in the child's hair. A note will be placed on the door when we have a case of lice, and a communication will be sent out via Xplor.

## Medication

If your child requires medication while they are attending the service, you must complete a medication form that identifies the name and amount of medication to be administered by educators. Educators will also be required to complete a medication administration form when the medication is administered to your child (*refer to the Administration of Medication Policy*).

Educators will only administer medication that is currently in date, has the name of your child clearly on the label and will only administer the amount as prescribed by the medical practitioner (*refer to the Administration of Medication Policy*). Medication must be handed directly to the teacher/educator and not left in the child's bag.

In the case of a high fever, parents/guardians will be notified and asked to collect the child as soon as possible. While the service is waiting for the child to be collected by the parent/guardian, staff will use measures such as removing clothing and encouraging intake of fluids, to keep the child cool, comfortable, and well hydrated.

If parents/guardians request that educators administer paracetamol, educators will:

- Verify the parent/guardian authority with another staff member over the phone.
- Administer only to a child who has a temperature above 38°C.
- Administer only to a child who is over 6 months of age.
- Administer only one dose in any instance.
- Use only single doses and disposable droppers/applicators.
- Administer the most appropriate concentration/dosage for the child.
- Complete an illness/incident form for the parent to sign.

## First Aid, Medical and Emergency

First Aid Training is updated annually with emphasis placed on CPR, anaphylaxis, asthma management, choking, burns, insect bites and convulsions. In the event of an emergency, teachers and educators will, to the best of their ability, facilitate the prompt and safe treatment of children by following the procedures below.

If Major (requiring emergency services) staff will:

- Assess the child for injury and ensure that the child is comforted as required.
- Move child to safety – if it is safe to do so.
- Assess for hazard and apply hazard control as required.
- Alert other staff members to call an ambulance.
- Contact parent/s.
- Ensure the supervision of the remaining children.
- If an ambulance is required, and a parent has not yet arrived, an educator will accompany the child to hospital, and remain with the child until the arrival of the parents.
- Complete Emergency Accident Injury Records.
- Submit an on-line report of the accident to ACECQA within 24 hours.

\*\*Please note: the above procedures may occur simultaneously as teacher and educator numbers allow.

The teachers and educators take every precaution to protect the safety and wellbeing of children. All experiences offered respond to developmentally appropriate guidelines. If a minor accident were to occur teachers or educators administer First Aid, then immediately call the parent/s registered on the enrolment form. An Incident/ Injury/Trauma and Illness Record is completed by the teacher or educator as per regulatory guidelines. The report includes the child's name, age, circumstances relating to the accident/injury, the time of the accident/injury, details of the action taken by the teachers, information about any medical personnel who were contacted and the name of the person who was contacted and the time and date of the contact. Parents are required to acknowledge the report at the time of collection.



# Policy Summaries

## Smoke Free Zone

YELC, including the car park is a smoke free zone. In the interest of both adults and children, please DO NOT smoke in the Centre grounds or drop cigarette butts at the entrance to the Centre grounds.

## Child Protection

All staff at the Centre are mandatory child protection reporters. This means that they are required by law to report any suspicions of child abuse to the Department of Human Services (*refer to the Child Safe Environments Policy*).

For further information please see the Child Protection Guidelines [www.dhs.vic.gov.au](http://www.dhs.vic.gov.au) or speak to the Director.

## Privacy and Protection of other Children and Families

Staff and families must adhere to the Privacy Act 1988 and respect the privacy of the children and families that use the Centre (*refer to the Privacy and Confidentiality Policy*).

Under **no** circumstances are parents to approach other parents using our services in regard to their child's behaviour or any other issues that may occur. Under the same circumstances, no persons accessing the service are to approach/interact with other children attending our services. If you have any concerns, please speak to an educator or the Director and the matter will be dealt with appropriately.

## Confidentiality

Confidentiality of all matters concerning the YELC, and families must be maintained at all times. Educators cannot give out any details contained in a child's records to any other persons or discuss details of any child who has caused injury to other children at the Centre.

Any information you share with an educator will remain confidential unless it meets the mandated requirements of reporting (*refer to the Privacy and Confidentiality Policy*)

## Evacuation/Lockdown

All educators have been trained in emergency safety procedures. As part of the Education and Care Regulations staff will conduct an emergency drill (Evacuation/Lockdown/Medical emergency) once every three months. Evacuations will be to the nominated area where we will assemble and mark the daily roll to ensure that all children have been identified as present. We will then wait until the building is deemed safe to enter. In the case of a real evacuation, you or an emergency contact will be notified of the emergency and requested for your child to be collected (*refer to the Emergency and Evacuation Policy*). After any emergency drill families will be notified via Xplor.



## Grievance Policy for Parents/Guardians

At YELC we believe parents/guardians are partners in the education of children. Regular two-way communication between parents/guardians and the educators is essential in helping children achieve their potential. YELC is committed to ensuring that anyone with parental responsibilities for a young person can raise a concern or complaint, with the confidence that it will be heard and responded to in an appropriate and timely manner.

If you have a concern in relation to an experience at the Centre, you are encouraged to address the issue with the person involved. If your concern is not resolved or you feel uncomfortable, please make time to speak with the Director. Allow a reasonable time for the issue to be resolved. Your confidentiality will be respected at all times (*refer to Complaints and Grievance (parents/guardians) Policy*).

## Code of Conduct Policy for Parents/Guardians

All parents/guardians who enrol their child/ren at YELC are bound to adhere to the Code of Conduct Policy for Parents. This policy outlines the behaviour that all parents are expected to display while at the Centre and the behaviours that will not be tolerated. If any parent/guardian/approved person fails to adhere to this policy, it could result in your child/ren's care being cancelled (*refer to Code of Conduct (parents/guardians) Policy*).

## Social Media Policy

As social media plays such a big part of our lives these days, please ensure that all parents/guardians adhere to the following guidelines that form our policy:

- You must ensure that you do not use or disclose any confidential information, post or respond to material that is offensive, obscene, defamatory, threatening, harassing, bullying, discriminatory, hateful, racist, sexist, infringes copyright, constitutes a contempt of court, breaches a Court suppression order or is otherwise unlawful.
- Child protection protocols must always be observed.
- Under no circumstances should disrespectful or offensive comments be made about staff, children, and parents of YELC in general. Parents are requested not to comment upon nor forward unsupported information e.g., rumours concerning YELC or comment or post material that might otherwise cause damage to YELC or a staff members reputation or bring it into disrepute (*refer to Social Media Policy*).

## Social Media

Please ensure that you are mindful when posting photos from the Centre on social media that you don't post photos of other children who attend YELC without their consent prior to posting e.g., a group photo of your child/ren's class photo taken by Foon's Photography. We also encourage all parent/guardians who have Facebook to 'like' our YELC page to ensure you are kept up to date with any information or events at the Centre.

## Permission to use your child/ren's photo

On a daily basis the educators at YELC take photos of your child/ren. We are often using these photos for observations, social media, promotional material, our monthly Newsletter, and local publications. On our Enrolment Form you will be given the opportunity to opt out from having your child/ren's photos published in these areas, so we ask that you ensure you tick this box if this is what you require.

# Minimum period of exclusion from primary schools and children's services<sup>1</sup> for infectious diseases cases and contacts

Public Health and Wellbeing Regulations 2019

## Schedule 7

Column 1 Number	Column 2 Conditions	Column 3 Exclusion of cases	Column 4 Exclusion of Contacts
1	Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
2	Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
3	Cytomegalovirus (CMV) infection	Exclusion is not necessary	Not excluded
4	Diarrhoeal illness*	Exclude until there has not been vomiting or a loose bowel motion for 24 hours	Not excluded
5	Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Chief Health Officer
6	Glandular fever (Epstein-Barr Virus infection)	Exclusion is not necessary	Not excluded
7	Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
8	Haemophilus influenzae type b (Hib)	Exclude until 48 hours after initiation of effective therapy	Not excluded
9	Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
10	Hepatitis B	Exclusion is not necessary	Not excluded
11	Hepatitis C	Exclusion is not necessary	Not excluded
12	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	Not excluded
13	Human immunodeficiency virus infection (HIV)	Exclusion is not necessary	Not excluded
14	Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
15	Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Chief Health Officer
16	Leprosy	Exclude until approval to return has been given by the Chief Health Officer	Not excluded
17	Measles	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of exposure with any infectious case, or received Normal Human Immunoglobulin (NHIG) within 144 hours of exposure of any infectious case, they may return to the facility
18	Meningitis (bacterial—other than meningococcal meningitis)	Exclude until well	Not excluded
19	Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
20	Mumps	Exclude for 5 days or until swelling goes down (whichever is sooner)	Not excluded
21	Molluscum contagiosum	Exclusion is not necessary	Not excluded
22	Pertussis (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	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
23	Poliovirus infection	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
24	Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
25	Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
26	Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Chief Health Officer
27	Shiga toxin or Verotoxin producing Escherichia coli (STEC or VTEC)	Exclude if required by the Chief Health Officer and only for the period specified by the Chief Health Officer	Not excluded
28	Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
29	Tuberculosis (excluding latent tuberculosis)	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
30	Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Chief Health Officer	Not excluded unless considered necessary by the Chief Health Officer

### Regulation 111

A person in charge of a primary school, education and care service premises or children's services centre must not allow a child to attend the primary school, education and care service premises or children's services centre for the period or in the circumstances:

- \* specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 2 of that Table; or
- \* specified in column 4 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 2 of that Table.

\*Diarrhoeal illness includes instances where certain pathogens are identified including Amebiasis (*Entamoeba histolytica*), Campylobacter spp., Salmonella spp., Shigella spp. and intestinal worms, but is not limited to infection with these pathogens.

### Further information

Please contact the Communicable Disease Prevention and Control Section on 1300 651 160 or visit [www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion](http://www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion)

<sup>1</sup> Children's services cover the terms 'education and care service premises' or 'children's services centre' used in the regulations. It includes centres such as childcare centres and kindergartens.