

PARENT HANDBOOK



*Devised V A Henson
REVISED 21/05/2014*

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WELCOME

Welcome to Terrigal School Care Inc. Thank you for enrolling your child/ren with us. We hope that your experience with us will be a happy and beneficial one. Our Educators look forward to caring for your child and forming a meaningful and lasting relationship with you and your family. Your Coordinator Is Vicky Henson (Diploma in Children's Services, Diploma in Management) and your Team Leader is Margaret Thurston (Diploma in Children's Services) We employ a number of part time and casual educators. We have photographs of our Educators on the wall near the front door and all our Educators have been screened through NSW Commission for Children and Young Persons. This booklet is intended to help you become more familiar with our practices at Terrigal Before and After School Care. We thank you for taking the time to read this information.

Terrigal School Care.Inc

Postal Address PO BOX 573
 TERRIGAL NSW 2260

Street Address Hillcrest St
 Terrigal NSW 2260

Contact Details:

Co-ordinator Vicky Henson
Tel: 43 845645
Fax: 43 845645
Mob: 0423 141 650
Email tsc@integritynet.com.au
Web page www.terrighschoolcare.com.au

Hours

Before School Care 6:30am – 8.30am
After School Care 3.00pm - 6:30pm
Vacation Care 6:30am - 6:00pm
Pupil Free Days 6:30am - 6.00pm
Public Holidays Closed
Christmas Period To Be Announced

Our Educators

Co-ordinator	Vicky Henson
Authorise Supervisor/Educational Leader	Kerry Ryan
Authorised Supervisor/Educational Officer	Joshua Henson
Sustainability Officer	Cath Sissons
Childcare Assistants	Emma Mahoney
	Natasha Lunnon
	Mandy Cumberland
	Hayley Blunden
	Tayla Cox

Our educators at Terrigal School Care are passionate about to providing a safe and caring environment for all the children who attend our service each day.

Educators are committed to ensuring that the daily routine runs smoothly and that the program provides activities that are fun filled and ones that represents the interests, strengths and capabilities of the children. Our educators promote children's self-esteem, embrace diversity and aim to provide an inclusive and responsive atmosphere within the service.

Our educators encourage the children to problem solve and provide opportunities for self-help skills and assist the children to enjoy a journey of self-discovery. The centre operates with the appropriate staff to child ratios of: 1:15 In-house

TO RECEIVE CHILD CARE BENEFIT (CCB):

1. Ring Centrelink 136150
2. Asked to be assessed for CCB
3. If your income is over the threshold for a means tested % rebate, you may still eligible for a 50% rebate.
4. Please supply the centre with the family CRN and any children's CRN
5. Our centre has transitioned to CCMS.
6. It is the responsibility of parents to contact the Family Assistance Office to arrange CCB

If you do not ring Centrelink and request that you be assessed for CCB you will not be eligible for the 50% rebate and it cannot be claimed through your tax return

If you have any questions, please contact Vicky

1.4 Terrigal School Care Philosophy

Children

We believe that children are unique active and capable learners who come to our service with their own interests, talents, skill and ideas. We, as educators, value the uniqueness of each child and through expression, ideas and play opportunities empower them to be active participants in their own learning. We believe that the children's sense of fun and happiness should be nurtured and we will promote an inclusive environment where children will feel safe, respected and valued. Terrigal School Care also values and acknowledges the universally agreed set of non-negotiable standards and obligations as set out under the 'United Nations Convention on the Rights of the Child'.

Families

We believe in creating an environment for families and children that is welcoming and respectful. We acknowledge that the families are the most important and influential aspect in the lives of children and that mutually supportive relationships are important and provide the foundation on which our service is based.

As educators, we endeavour to understand and accept different family practices, values, cultures, languages, traditions and lifestyle choices of families.

Program

We strive to provide a program where the children are active participants and support child initiated experiences where they can explore, create, discover and use their imagination. Our framework My Time Our Place view children as active participants and decision makers so our activities are both planned for from observed interests and spontaneous experiences. We acknowledge the children's cultures, abilities and strengths and foster positive outcomes for the children. We provide opportunities for the children families to participate in the planning and evaluation process.

Educators

Our educators believe that effective communication is essential for positive outcomes and that they are responsive to the children's strengths, abilities and interests. Our educator's role model positive behaviours and show respect to all children and families and believe by showing respect that it opens up communication channels and builds self-esteem. Our educators believe that using critical reflection as a learning tool to identify areas that require further action, is to better the service.

Our educators are committed to increasing our professional knowledge.

The Environment

We believe that children should be connected to their world, so we use intentional teaching experiences of the natural world and sustainability to empower children to take responsibility for their environment. We believe that the children are the future for the health of the planet and are connected to their world and by embedding sustainable practices into their everyday routines it will encourage them to make opportunities to demonstrate that connection.

Community

We believe we do not exist in isolation and that community involvement is vital for a successful service, so we will provide avenues that encourage that involvement. We endeavour to participate with other community groups, agencies and services to share resources, and develop a support network thus developing a sensitivity to the wider range of social and cultural backgrounds that make up our community. We value the links between management, the school, our educators and the community making for a collaborative relationship.

1.5 Importance of Play

Our children are encouraged to participate in free play, structured activities and the choice is theirs. Our activities include but not limited to, sport, craft, music, dancing games and drama. We also provide quiet areas and extend the indoor environment outside and vice versa. Spontaneous activities are recorded as an interest of the child's and in consultation with the child, extended upon. Intentional teaching experiences are planned based on either a prior learning experience to further their interests or to assist with an identified need. Children contribute ideas to the program as well as daily interests and are consulted about their likes and dislikes this is taken into account when programming. Regular surveys are distributed for feedback and we welcome comments in the parents comment book or through informal discussion.

1.6 Community and Family Involvement

Our centre recognises the importance of belonging to a community and that "No man is an island" We are active in the wider community and participate in many events and the educators at Terrigal School Care sponsor a little boy from Lesotho. We believe that for the child's wellbeing that educators and families communicate and work together. We love and encourage family involvement with the activities that your children participate in here and this involvement allows relationships and partnerships to form. We welcome your input into our program and there is a comments column on the daily program for this purpose. We also have a quality improvement plan which is a living, growing document that is added to after critical reflection. We would welcome your input on this very important subject and your comments, observations can be added to the comments book or verbally to any of our educators.

1.7 National Quality Standards, principles and Outcomes

The National Quality Framework has put in place a new National Quality Standard to ensure that there is a consistent high quality care from birth to year six across Australia. The standard will assist services to ensure that they have a clear understanding of how to support child development.

The National Quality Standard is divided into seven areas that contribute to early childhood, education and care.

These areas are:

- 1. Educational program and practice*
- 2. Children's health and safety*
- 3. Physical environment*
- 4. Staffing arrangements*
- 5. Relations with children*
- 6. Collaborative partnerships with families and communities*
- 7. Leadership and service management*

Each service is assessed on those areas and given one overall rating consisting of:

- Excellent rating, awarded by ACECQA
- Exceeding National Quality Standards
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required.

There is a new governing body, Australian Children's Education and Care Authority (ACECQA) who oversee the standards and how they are applied. This service is currently not assessed under the National Quality Framework.

PRINCIPLES

1. Secure respectful and reciprocal relationships
2. Partnerships
3. high expectations and equality
4. Respect for diversity
5. Ongoing learning and reflective practice

PRACTICES

1. Holistic Approaches
2. Responsiveness to children
3. Learning through play
4. Intentional teaching
5. Learning environments
6. Cultural competence
7. Continuity of learning and transitions
8. Evaluation for wellbeing and learning

Outcome 1: Children have a strong sense of identity

Children feel safe, secure and supported

Children develop their autonomy, inter-dependence, resilience and sense of agency

Children develop knowledgeable and confident self-identities

Children learn to interact in relation to others with care, empathy and respect

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

Children develop a sense of belonging to groups and communities and a understanding of the reciprocal rights and responsibilities necessary for active community participation

Children respond to diversity with respect

Children become aware of fairness

Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

Children become strong in their social and emotional wellbeing

Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

Children transfer and adapt what they have learned from one context to another

Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

Children interact verbally and non-verbally with others for a range of purposes

Children engage with a range of texts and gain meaning from these texts

Children collaborate with others, express ideas and make meaning using a range of media and communication technologies

1.8 Our Program

When we plan our program, we provide routines and activities that encourage competency in the five key areas of:

- *Develop a strong sense of self*
- *Become connected and contribute to their world*
- *Develop a strong sense of wellbeing*
- *Become confident and capable learners*
- *Becoming effective communicators*

Our decisions reflect the Framework for School Age Care that was introduced in 2011 and is the key component of the National Quality Standards introduced in 2012.

The centre follows an age appropriate, educational program for all children. Our educators identify the children's strengths and interests and use those observations to scaffold and support new learning to allow the children to extend on those interests. The program is devised using the preferences of the children, based on surveys, observed interests and evaluations. Learning stories on individual children are conducted each term and their learning outcomes recorded. We provide aesthetically pleasing spaces for the children to explore and develop curiosity, have quiet time and areas to engage with other children. We encourage a sense of belonging for children and their families, a space to develop creativity and self-expression through a number of mediums including art, language, drama and music. A variety of supervised activities are programmed for each day of Before, After School and Vacation Care (e.g. cooking; painting; clay work; crafts; music; outdoor activities). Opportunities for unstructured and quiet play will also be provided, including areas for children to withdraw from all activities. Our aim is to provide activities that develop for each child's social, emotional, lingual, physical, intellectual, social, creative and recreational potential and that are developmentally appropriate. The program seeks to foster self-esteem and confidence in children by including their own ideas into the planning and providing experiences that encourage children to negotiate and co-operate in small groups. Planned activities are also designed to reflect the multicultural and multilingual nature of our community. The Co-ordinator will happily discuss any aspect of the program with interested parents. Parents have the opportunity to make written comments on the program as a means of conveying parent's and children's thoughts of the program. Your input will assist with curriculum decision making. The weekly program is permanently positioned near the parent sign in area. Educators complete a day book which is located next to the sign in sheets. It provides an opportunity for children's voices and spontaneous experiences to be documented and create a direction for the weekly program. We use a variety of evaluation and reflection documents and provocation's and using the principles and practices and learning outcomes that are clearly defined in My Time Our Place we reflect on learning and development.

Refer Program Policy.

1.9 Parking

Please park outside on the road at all times and avoid using the No Standing Zone outside the school gates. Parking inside the centre's grounds is strictly forbidden.

1.10 Policies and Procedures

Terrigal School Care has an extensive Policy and Procedure manual, which reflects the Philosophy and Goals of our service and is according to legislated requirements. This manual is a large document, which will be made available to you to read at any time. For easy referencing a copy is kept at the Parent/Guardian sign in area.

In this Family Handbook we provide a snapshot of routines, which will affect you, your family and individual child during their time with us.

Policies and Procedures are reviewed and parents encouraged to add their feedback. Policies are subject to change.

Notice of any changes will be given to the parents via the parent's notice board.

1.11 Enrolments, Orientation and Priority of Access

No child will be taken into care without completion of the necessary enrolment forms and payment of the Bond, Toy Levy and Registration fees. A meeting will take place, if time permits, before your child commences. This is a great opportunity for you to discuss with us your child's interests and any medical or dietary concerns. You and your child will be shown around the service and advised of the centre operations. An All About Me will be given for you to complete about your child to ensure we provide activities that cater for their interests.

If your child has any additional needs a meeting will take place between the relevant parties e.g. Coordinator, Parents/Guardian, teacher before the child commences. Discussions will include

- *Level of support required.*
- *Duration of support*
- *Environmental factors*
- *Training of the educators*
- *Safety of all the children.*
- *Sources of information and support services to ensure the best possible care of the child.*

With this information we can decide if we have the facilities and resources to meet the care needs of your child: where necessary we will seek assistance from specialist support workers.

All information obtained through the enrolment process will be kept in the strictest confidence and used only for the purposes for which it was obtained. We invite you and your child to visit the centre as often as you would like before your child attends to ensure that they feel comfortable with the service and its educators.

Priority of Access

This service will ensure that parents and children have access to quality childcare that is appropriate for their needs, regardless of income, social, religious or cultural background, gender or abilities. We primarily provide care for Kindergarten to Year 6

All enrolments are subject to adherence to Family and Community Services directive re. Priority of Access for Child Care places.

They are as follows:

First Priority *A child at risk from serious abuse or neglect.*

Second Priority *A child of a single parent who satisfies, or of parents who both satisfy the work/training/study test under section 14 of the Family Assistance Act.*

Third priority *Any other child.*

Within each category mentioned above the following children are to be given priority:

Children in Aboriginal and Torres Strait Islander families.

Children in families, which include a disabled person.

Children in families whose CCB percentage is 100%.

Children in families with a non-English speaking background.

Children in isolated families.

Children of single parents.

The above list is not in any particular priority order and children may fall into more than one category.

When the service has no vacant places and is providing care for a child who is in the third priority in the above priority groups, the service may require that the child leave the service in order for the service to provide a place for a higher priority child but only if: the person who is liable to pay child care fees in respect of the child was notified when the child first occupied the child care place and the service followed this policy; and the service gives that person at least fourteen day's notice of the requirement for the child to leave the service.

Parents/guardians are required to complete an enrolment form before any child is to attend the service. A meeting will take place on enrolment of your child; this is a fantastic opportunity for you to discuss with us what will help make his/her time with us enjoyable, particularly the initial few weeks. Each newly enrolled family will receive a copy of this Parent Handbook detailing selected policies and conditions of enrolment. You will be shown around the service and be given a rundown on basic operations such as staffing and programming.

Information will be required from the parent/guardian. Refer Enrolment Policy for details.

1.12 How We Communicate with Families

We have a number of ways we communicate with you as a family. These include newsletters, posters, a communication book and brochures featuring a number of subjects that may be of interest to you. We can possibly gather information in other languages if this is a requirement for your family.

Your feedback is important to us. We have a number of surveys throughout the year and provide a suggestion box situated by the sign in book. We have a confidential grievance procedure for all service

users. However, please feel free to discuss any issues at any time. We value and encourage your participation in our Service, as we believe it enhances the service we provide.

If you have any concerns, complaints or suggestions, please speak to the Co-ordinator. If this is not satisfactory, our Management Committee will handle complaints. Contacts for Management Committee are at the front of this handbook. The happiness and well being of your child is our top priority and we are continually striving to improve the quality of care we provide families.

For families for whom English is a second language we can organise the assistance of a linguist through Centrelink.

1.13 Confidentiality Policy Statement

All personal records will be stored securely and kept confidential. All information will be strictly limited to use by the service as outlined in the Information Handling Policy. You may access you child's records at any time if you are the authorised guardian who enrolled the child. Please see the Coordinator if you wish to access these records.

1.14 Concerns, Complaints and Suggestions

If you have any concerns, complaints or suggestions, please speak to the Coordinator. If this is not satisfactory, our Management Committee will handle complaints. Contacts with Management Committee can be obtained by requesting your name and number be forwarded to them; a committee member will call you back at the most convenient time. There is a box for your complaints located near the sign in sheets. The happiness and well-being of your child is our top priority and we are continually striving to improve the quality of care we provide families. Other avenues of communicating your suggestions are via the suggestion book located at the signing desk. However, please feel free to discuss any issues at any time. We value and encourage your participation in our Service, as we believe it enhances the service we provide.

We value your suggestions and would love your input into ways that you believe we can improve our routines and program.

Refer Complaints Handling Policy

1.15 Child Protection

This service regards as of the utmost importance, its role in the protection of children in its care. This includes the Service's moral and legal duties to care for children associated with the Service whilst not in the care of their parents or primary carers. All Educators have been made aware of the Child Protection Policy and the Reporting of Child Abuse Policy of the Service through induction and training procedures. All staff are mandatory reporters and have been cleared of any criminal acts under the Commission for Children and Young Peoples Act 2002.

See Child Protection Policy

1.16 Parental Custody

If there is a court order relating to the custody of the child, parents should ensure that this is recorded on the child's enrolment form and a copy of the order attached to the form.

Educators cannot refuse access to either parent if there is no court order in force. In the event of a non-custodial parent attempting to take the child from the centre, staff will contact the custodial parent immediately and staff will make every effort to keep the child at the centre, without putting themselves or any of the other children at risk. If the non-custodial parent does take a child, Educators will record the time, licence number and make of car. The custodial parent will be rung and the police notified.

1.17 Parent Code of Conduct

Educators are available for parents to speak briefly to at all times when the service is open. Longer, more confidential appointments can be made to speak with the Co-ordinator. If you wish to speak to someone other than the Coordinator you can follow the Complaints Handling Policy outlined in the Policy and Procedure Manual. This ensures an opportunity for you to express any concerns you may have regarding the operation of the service in a suitable manner.

- There will be no swearing or raised voices.
- Educators have the right to ask a person to leave the premises if they feel intimidated in any way.
- Police will be called if person does not respond to request to leave the premises.

1.18 Community Resources

Should you require any information regarding community resources or support networks, please speak with an Educator who will be able to advise you in this regard. The Centre has available a list of local resources as well as topical information pamphlets for your information and assistance.

1.19 Use of Photographs

On occasion your child may be photographed participating in the day-to-day activities that we provide at Terrigal School Care. These photographs may be used within the service on walls, digital photo frame or in the daybook. Children take great pride in having their day documented in this way. If you do not wish your child to be photographed please tell the Coordinator.

1.20 WH&S

At Terrigal School Care we consider the health and safety of all to be of the utmost importance. The service conducts daily safety checks and any identified risks are recorded and rectified. All educators are aware of their responsibility to report and manage safety as a team.

1.21 Legislation and Policy Guidelines

*Terrigal is governed by Education and Care Services national Law and National Regulations a copy can be accessed in the office or on www.acecqa.gov.au
Our policy manual is located next to the sign in sheets.*

Caring for Your Child

2.0 Orientations

When you make an initial enquiry about enrolment at Terrigal School Care, Educators will be give you the appropriate forms and you will be given a tour of the centre pointing out the information areas and parent notice boards. This is a time to ask any questions. All children from diverse linguistic families will have their needs accommodated. Your children will also be given a tour of the centre. On their first day we will endeavour to find them a Buddy if they don't know anyone to guide them through the routines. The Educators are all informed of the arrival of a new child and will ensure that they are not unduly worried or concerned. We welcome you and your child visiting at any time prior to your child attending.

2.1 Arrivals and Departures

All children must be signed in, by an authorised person. The time of arrival must be noted on the Sign In form.

Under no circumstances are children to be left prior to opening times.

In the afternoon the children will be arrive from school and their names will be marked off the roll to confirm their arrival. Responsibility begins when the child has their name marked on the roll. Children arriving from other school will be collected from the bus stop and marked in. In the morning children will be taken to their bus stop and supervised until they alight the bus.

Upon departure children can only be signed out by an authorised person. Prior arrangement must be made with the Coordinator for any person other than those stated on the enrolment form to collect children from the centre. Please advise persons collecting children that they will be required to provide proof of identity.

Please add the time of departure. Any parent who arrives after 6.30pm or 6.00pm in Vacation Care will be required to pay a late fine: See 2.2.

If you require your child to attend activities within the school grounds, written authority must be given. Educators will not be available to escort children to these activities due to staffing ratios. Parents should consider this when enrolling children in these activities.

2.2 Late Collection and Fee Payable

We ask for your co-operation by collecting your child by 6.30pm. Late pick-ups are upsetting for the child and stressful for all educators. If there is an emergency and you are unable to collect your child on time, please contact the service. If your child is not collected on time, a late fee of \$25.00 will be charged immediately after 6.30pm, with a further \$25.00 payable every 15 minutes thereafter. The correct time will be recorded on sign out sheet (if necessary the time will be confirmed by calling 1194 Telstra time) If a child is not collected by 7.30pm and emergency contacts cannot be reached, the Co-ordinator will contact the police to collect children who are still at the service. If parents fail to contact centre in regards to a child's absence the parent will be fined \$5.00 each time.

Refer Arrivals and Departures Policy.

2.3 Children Leaving without Permission

If a child leaves the Service in any other circumstances and for any reason without permission, our Educators will assess the situation immediately and will call the police and parent/guardian as quickly as reasonably possible.

Refer Arrivals and Departures Policy.

2.4 Child Code of Conduct

Centre Respect and Responsibilities

In consultation with the children, the following responsibilities are in place at Terrigal School Care. These will change as situations arise and will be regularly evaluated. Notice of any changes will be given to the parents via the parent's notice board.

We choose to treat everyone with respect and dignity

We choose to walk inside and on the balcony

We choose to say no to bullying

We choose to be kind to nature

We choose to stay in bounds.

We choose to use appropriate language

We choose to keep our centre tidy.

We choose to be gentle with each other

We choose to take care of our equipment

We choose to keep our hands and feet to ourselves

No hat, no outside play.

2.5 Custody

Parents/guardians who have custodial rights and do not wish the other parent/guardian to have contact with their child/ren must provide a current copy of the custodial papers.

Whilst every care will be taken to prevent a child being taken by an unauthorised person, there may be instances in which we cannot prevent this from happening. Our Educators cannot expose themselves or the other children to an unacceptable risk of personal harm. If a child is taken the police will be called immediately.

See Arrivals and Departures Policy.

2.6 Safety and Evacuation

An evacuation plan is situated in the entrance area on the Parent Notice Board. We ask all parents, Educators and children to familiarise themselves with the procedures. Fire evacuation drills have been devised in consultation with Comsafe, and are practiced regularly should you be present during a drill, please participate. The educators and children also practice other drill which include storms, snakes, lockdown. Regular evacuation procedures give the children an opportunity to become familiar with the routine and planned evacuation procedure. All service fire fighting equipment is serviced every six months. Risk assessments have been conducted for all emergency drills.

Refer Workplace Health and Safety Policy, Emergency Equipment and Facilities Policy and Harassment Policy.

Emergency Evacuation

Procedures for Parents/Authorised Collectors

If your children are required to be evacuated from the premises, the following steps should be taken by the parent to locate your child.

- 1. Attempt to ring the contact number 0423 141 650 for any recorded message.*
- 2. If you cannot reach the educators, please contact Gosford Police Station, they should be able to put you in touch with the staff or let you know of the designated evacuation centre.*
- 3. Check the evacuated centre when safe to do so.*

The educators will try and locate the parents' at the most convenient time. Do not panic, as the Educators will never leave your child with an unauthorised person. An Educator will stay with the children until you collect them. An evacuation plan is posted at front and back doors of the centre.

2.7 Sun Protection

Terrigal School Care ensures that children are protected from the harmful rays of the sun. Children have sunscreen applied when they leave the service for the start of their day and when they arrive in the afternoon. The children are encouraged to wear their hats when playing outside and we have A No Hat, No outside Play policy.

2.8 Daily Routines

Before School Care

Children are signed in by parents each morning breakfast consists of toast, cereal and the daily special. Please note breakfast is packed away at 7.45am.

Morning routine can consist of children completing homework, reading, playing quiet activities i.e. playing board games craft and free play. Outside activities are offered after 8.00AM. Children can self-select their choice of activities. All school age children are taken to school at 8.30.am.where a representative from Terrigal Primary School will sign to confirm that the children have been safely delivered. Any children attending other school will be taken to their bus stop and supervised until the bus arrives.

After School Care

2.30pm

Educator Arrive check communication book

Three educator to make afternoon tea

One educator member to pack sports bag and set up sandpit

2.55pm

Educator members to walk down and bring the bus children up

1 educator to collect any Iss children

Two educator members (3pm starters) to stay and organise afternoon tea mats

3.00pm

Children arrive.1 educator member to mark roll and check for absent children

1 educator to apply sunscreen and ensure bags are correctly placed

All children to line up, wash hands and walk out to the afternoon mats.

Afternoon tea

All educator to be out on verandah and wait with the children, except the educator member who is doing special

Free play and follow the program

5.00pm

Craft to start to be packed away

Sandpit to start to be packed away

Outside educator member to find the sports bag and check all the equipment has been returned

2.9 Homework

If you require your child to participate in homework please leave a note in the communication book to advise an Educator. Completion of daily homework is optional, individual tutoring by childcare an educator is not appropriate, however a space is provided for students to complete work.

Refer Homework Policy.

2.10 Breakfast and Afternoon Tea

Nutritious and well-balanced snacks will be provided for breakfast and afternoon tea, which include a variety of fresh foods. Through these meals and cooking sessions, we endeavour to expose the children to cuisine from a variety of cultures. Water is available to children at all times. Please remember to inform the service if your child has any food allergies or has a special diet (including religious or cultural). Our weekly menu is displayed on the notice board. Detailed information about our Nutrition Policy is available in our Policies and Procedures Manual. Please feel free to discuss any comments, concerns or feedback you may have regarding our Nutrition Policy with the Coordinator. All food preparation on the premises is carried out within the guidelines set down in the National Food Safety Standards. Remember during Vacation Care we do not provide any food unless stated on the program.

We are a colouring and nut free centre.

2.11 Behaviour Support and Management

This centre recognises the wide range of age groups that access our service as well as the differing stages of development of the children. Behaviour support and management is approached by applying appropriate measures, using consistency and compassion and having regard for the dignity and individual uniqueness of the child.

Responsibilities will be clearly established based on safety, respect for others, order, cleanliness and which help create a caring environment. Positive behaviour will be encouraged and self-discipline skills developed through positive example and direction.

Procedure

- Basic responsibilities and clear guidelines of acceptable behaviour will be established through consultation with the educators and children.*
- responsibilities will encourage respect for the rights of others and help create a caring environment and be based on safety, order, and cleanliness.*
- Children and parents will have the opportunity to be involved in developing responsibilities.*
- All responsibilities will be clearly expressed in a positive way and reinforced consistently.*
- Educators, parents and children will be made aware of the responsibilities.*
- Responsibilities will be displayed.*

Children will have the consequences to breaking the responsibilities explained.

All consequences shall be relevant to the individual situation and not demeaning to the child.

No child is to be subjected to, or threatened with, corporal punishment.

No child is to have food or other basic needs withdrawn as part of a punishment.

Educators will follow up all behavioural issues by discussing the situation with the child and working together on better solutions for future behaviour.

Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.

Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem solving skills.

Children will be encouraged to seek support when necessary.

Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.

Educator's school and parents should work in partnership in promoting a consistent and positive approach to behaviour management.

Educators and parents will raise concerns as they arise and discuss ways of working together to assist Children to make changes in inappropriate behaviour.

To assist in maintaining a positive, safe and caring environment the educators and children will have the following responsibilities.

The Children will

- Accept and value every child and adult regardless of race, cultural background religion, sex or ability.*
- Treat each other with respect, courtesy and understanding.*
- Be encouraged to maintain positive communication and relationships between staff, children and other adults.*
- Ensure that appropriate language is used at all times.*
- Know and fulfil their responsibilities.*
- Settle their differences in a peaceful manner; try to use communication to resolve difficulties rather than resort to violence.*
- Develop self-discipline skills through positive example and direction.*
- Develop an understanding that behaviour results from choice made by the individual and that all behaviour has consequences.*

The Educators Will

Accept and value every child and adult regardless of race, cultural background religion, sex or Ability.

Treat children with respect, courtesy and understanding.

Maintain positive communication with the children at all times.

When communicating with children staff will ensure that they are understood and communicate

At the child's level in a friendly positive and courteous manner.

Use voice intonations, facial expressions, and explanations as methods of discipline.

Shouting at children should be avoided.

To encourage children to take responsibility for their actions, staff will:

Initiate conversations with all children, and develop an understanding of the child and their interests.

Form friendly and warm relationships with the children in their care and be supportive and encouraging.

Ensure that the expectations relating to the children's behaviour is explicit and clear and consequences are consistently applied.

Act as a role model for acceptable behaviour

Encourage and reward acceptable behaviour.

Focus on the behaviour, not the child.

Give praise and positive feedback to the children as often as possible.

Provide an environment, which will foster the child's self esteem.

Help children develop self-discipline skills through positive example and direction.

Introduce older children to simple conflict resolution skills.

Help children to appreciate and care for each other and their surroundings.

Ensure that appropriate language is used at all times.

Never single out any children or make them feel inadequate at any time.

Avoid threatening or verbally abusing the children in any way.

Consistent Unacceptable Behaviours

Where a child demonstrates consistent unacceptable behaviour the staff will:

Ensure the child is aware of the limits and what is appropriate behaviour.

Ensure the expectations are appropriate for the child's level of development and understanding.

Review the consequences to ensure they are not inadvertently encouraging the behaviour.

Look for and assess possible causes for the behaviour.

Discuss the issue with the parents and the child.

Record all incidents, indicating what happened before and after the incident, time, date and who was involved.

Develop a plan of action involving behaviour management in discussion with all staff, parents, school, and other professionals, as required.

Record the plan of action, ensuring all are aware of how to implement this and develop an evaluation system and review date.

If the child physically hurts other children or adults the educators will:

Remove the child from the situation.

Ensure the other person is all right and given proper attention and care.

Record the incident, indicating date, time, victim, injury, offender and attendant.

Ensure that both sets of caregivers are notified of the incident.

Exclusion for Unacceptable Behaviours

Should unacceptable behaviour continue and the above strategies are not working the Educators will inform the management.

The management in consultation with the educators will discuss the issue.

Where, in the interest of the child and other children at the centre, exclusion is seen as the only step to be taken this will be decided by the management. It will be considered only after:

Adequate support and counselling.

Parents have been notified and given the opportunity to discuss their child's behaviour.

Parents have been referred to other agencies, where necessary.

Careful consideration has been given to the problem by educators and management.

Clear procedures have been established for accepting the child back into the centre.

Strategies outlined in Network's "Play, Rights and Responsibilities" and "Accentuate the Positive" should be followed.

2.12 Damage to equipment or Facilities

As part of every day experiences involving children we recognise that fair wear and tear will occur. However if damage is done that cannot be attributed to fair wear and tear but can be attributed to a malicious or intentional act on the part of a child, it will become an expense to the parent.

2.13 Students, Visitors and Volunteers

Childcare students, visitors and volunteers may visit the service from time to time. During this time they may be required to complete tasks pertaining to the course they are undertaking, including general observations of the service operations and programs. If individual child observations are required, parents will be informed and written permission will be sought prior to any observation taking place. In addition, no student, volunteer or visitor will be left in charge of a group of children. All visitors to our service are required to operate within our philosophy and policies. If by any chance you have a concern with a student or volunteer please see the Co-ordinator.

Refer Volunteers Policy.

2.14 Excursions and In House Days

Excursions are a valuable part of our overall program, with provision for enjoyment, stimulation, challenge, new experiences and a meeting point between the Service and the wider community. Maximum safety precautions will be maintained and written permission will be sought from parents before a child may attend any excursion. Parent permission forms will include the following information:

The date.

Proposed destination.

Times of departure and return.

Method of transport used.

Activities to undertaken

Name of person in charge

Ratio of children to Educators

A risk assessment will have been conducted

Children are required to have appropriate footwear for ALL excursions. Children MUST wear a hat and sunscreen at all times during outdoor activities. The Service does have a supply of sunscreen for children who have forgotten theirs. Please check Vacation Care schedule for daily requirements. Please note that there will be no changes to the notified itinerary except in an emergency or due to adverse weather conditions. All outing times will be adhered to, therefore if a child is not present at the departure time, the outing will still proceed and the parents must make alternative arrangements. Parents must provide all food and drink required by the child, unless specified on the program. Educators will only supply food in emergencies e.g. lost lunch and this will be charged to the parents account. Water must be supplied at all times. If your child does not have water then it will be purchased on their behalf and the cost added to your account. Please ensure that you provide healthy food options at all times. Any unsuitable food or fizzy drinks will be taken from your child and returned to you at the end of the day.

Educator's responsibility on Excursions

Safety of the children is the first concern for all staff.

*Each child's name will be recorded on an excursion roll and a copy left in the office,
Children will be counted at regular intervals, especially when entering or exiting venues or using transport.
Educators are to ensure that children collect their belongings when leaving a venue.
Educators are to ensure a sun safe policy is adhered to on outings.
Network ratios will be adhered to at all times.
Educators will supervise the children at all times.
Children will carry name badges or wristbands displaying centres name and telephone number.
Hats will also be provided for excursions only.*

In House Days Food

Please ensure that you send your child to our vacation care in-house with plenty of food. You will be surprised just how much they eat when they are active. Please refer to our Food and Nutrition policy. Any unhealthy food, foods containing nuts or fizzy drinks will be taken from your child and returned to you at the end of the day.

2.15 Clothing

During Before school and after school care children will usually be dressed in school uniform. During Vacation Care we ask that children wear comfortable clothing, which will enable them to participate in activities. Clothing may get dirty during sport or craft activities, so if you have a child, who may possibly need more than one change throughout the day, please pack them spare clothes.

Children must wear shoes at all times when playing outside. Hats will be worn. Appropriate clothing should be worn on excursions when exposed to the sun for a short period of time.

Refer Preventative Health and Well Being Policy.

2.16 Babysitting

The service does not encourage or endorse educators and parents entering into private babysitting arrangements outside of service hours and therefore we take no responsibility or accept any liability in relation to such arrangements.

2.17 Personal Effects

We understand that children enjoy bring personal items from home to use at the Service, Please note that handheld games and music devises are not allowed in term time and are allowed for limited use in vacation care.

Whilst every care is exercised, the service assumes no responsibility for damage or loss to any item belonging to any person.

PLEASE NOTE: *There is a lost property box where all clothing, shoes and any toys that have been left by the children can be collected. At the end of each term, any remaining clothing is taken up to Terrigal Primary School for their uniform pool.*

2.18 Health and Hygiene

The wellbeing of all children who attend the Service is of the highest priority, so we ask for your cooperation. To safeguard the health of all children and prevent the spread of infection, please keep your child at home until he/she is fully recovered from an illness. All children who are suffering from an infectious disease will be excluded from the Service to prevent others being introduced to the infection. The Service does not have facilities to care for sick children. Educators observe stringent hygiene practices throughout the day and the Service is cleaned daily. Equipment is routinely checked to ensure that is well maintained, clean and safe for children's use. In the case of a minor injury or illness, Educators member will attend to the incident and a report will be completed advising you of the details. Please sign this form after speaking with Educators to verify you have been advised of the incident.

Children and Educators will wear hats and appropriate clothing when outside. Educators will encourage children, including by way of modeling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen, which is reapplied according to the manufacturer's recommendations

Terrigal School Care inc. is a smoke free environment.

Refer Health and Wellbeing Policies.

2.19 Illness and Injury

The Service actively strives to avoid injuries occurring at the Service and to minimise the impact of injuries and illnesses by responding appropriately and as quickly as possible. The rights and responsibilities of

parents with respect to injuries and illnesses of their children are acknowledged and will be taken into account in administering all procedures.

Children with infectious diseases will be excluded from the Service. This is for the safety and well being of the other children and staff as well as your child. Re inclusion of your child will be considered after consultation with and following the recommendations of appropriate health agencies such as Department of Health.

The Co-ordinator will promptly telephone a parent/guardian if a child has been involved in an accident or becomes ill. Qualified Educators will administer basic First Aid only. If contact cannot be made and it is necessary to seek medical attention immediately, an ambulance will be called and the child will be taken to hospital. The cost of the ambulance is the parent/guardian's responsibility. Please ensure emergency contacts are updated on enrolment forms regularly.

Refer Illness and Injury Policy, General Health and Safety Policy and Infectious.

INFECTIOUS DISEASES REQUIRING EXCLUSION FROM THE CENTRE

DISEASE	LENGTH OF EXCLUSION
<i>Acute Conjunctivitis</i>	<i>Until all discharge from the eyes has ceased.</i>
<i>Diarrhoea</i>	<i>Until symptoms have stopped</i>
<i>Gastroenteritis</i>	<i>Clear fluids should be given from the first symptoms for 24 hours. If symptoms persist, the child must be isolated and checked by a Doctor</i>
<i>Febrile Condition</i>	<i>Any child with a temperature above 37.5C consistent for 2 days must be checked by a Doctor and a clearance certificate produced.</i>
<i>Chicken Pox</i>	<i>At least 7 days from first appearance of rash/spots.</i>
<i>Measles</i>	<i>At least 5 days from first appearance of rash.</i>
<i>Rubella</i>	<i>At least 5 days from first appearance of rash.</i>
<i>Mumps</i>	<i>At least 10 days from when the swelling appears.</i>
<i>Diphtheria</i>	<i>Until a Doctor's certificate is produced.</i>
<i>Whooping Cough</i>	<i>For at least 3 weeks.</i>
<i>Glandular Fever</i>	<i>Until fully recovered and a Doctor's certificate is produced.</i>
<i>Infectious Hepatitis</i>	<i>Until a Doctor's certificate is produced.</i>
<i>Impetigo</i>	<i>No exclusion if sores are being treated and covered. If not treated, until sores heal.</i>
<i>Giardia</i>	<i>Is a parasite in the bowel and is very contagious. The symptoms are severe stomach cramps and often severe vomiting. A Doctor must be consulted and a Doctor's clearance certificate produced.</i>
<i>Pediculosis</i>	<i>Until treated with anti-lice shampoo and the head is free from lice.</i>
<i>Ringworm</i>	<i>Until medical treatment has begun and a Doctor's clearance certificate is produced.</i>

2.20 Medication

If it is accepted that a child is well enough to attend the centre and the child is taking medication on a short term or is on regular medication, then every attempt will be made to ensure sound management of the situation. If a child is taking medication, the following rules must be observed:

Medication must be handed to an educator by the parent or guardian and must not be given to the child to carry. It will be stored in a locked box either in the fridge or cupboard. Depending on maker's recommendations.

Medication must be labelled with the child's name and instructions. All medication must be supplied in its original container with the child's name clearly printed on the front. If there is no PHARMACEUTICAL LABEL on the medication, it will not be administered.

The person collecting the child is responsible for collecting the medication.

No medication will be given for the child to take home.

It is generally not necessary to supervise the children using their asthma pumps; should supervision be required please discuss with Co-ordinator.

Educators administering medication should always check with the person in charge regarding the dosage and the time of medication and this must be recorded on the appropriate form.

Medication will be administered when parents have completed the permission form. The form, which is available at the centre will specify;

Type of medication and dosage.

The time the medication is to be administered.

The form must be signed and dated by the parent.

Children will not be given analgesics without prior consultation with the parents or guardian. If pain or fever develops, telephone consultation will always be sought before administering any medication. If the parents or guardian are not contactable then the child's doctor will be consulted. Dosage will be administered in accordance with the recommendations.

Action Plans

Any children requiring medical action plans are to indicate this on the enrolment form and any changes to the action plan to be advised as the changes are required. This is the responsibility of the parent to keep us upgraded.

Self-Administration of Medication.

We supervise the children when taking their medication and will sign off that we have done so. Children who require invasive procedures and who self-administer will still be supervised to ensure the correct dose. Children who have asthma and need to use their pump are to inform educators of that need so that we can supervise the administration.

Exclusion

The centre has the right to exclude children or notify parents to collect their child if the child has any symptoms of a contagious infection or are ill. Please see policy booklet for full list of illness'

First Aid

Terrigal educators are trained in first aid; an appropriately stocked first aid kit is available. Disposable rubber gloves and a suitable disinfectant are used. A first aid kit is taken on all excursions.

Refer Health and Wellbeing Policies.

2.22 Vacation Care – PLEASE NOTE WE CLOSE AT 6.00PM IN VACATION CARE.

We run a vacation care program in school holiday time. This is a time for the children to join their friends and enjoy a variety of in house and vacation care days. We conduct a risk assessment at excursion venues and these are located next to the sign in sheets.

Bookings will need to be made ASAP as spaces fill quickly. The Vacation Care program is available in week five and can be accessed at www.terrighalschoolcare.com.au or at the centre.

Bookings can be made in person or by email. A booking form must be completed and signed.

Places will be allocated on a first come first serve basis, according to our Priority of Access policy. Please ensure if you wish your child to attend Vacation Care services please ensure that your accounts are paid in full prior to booking. Please note that full fees are payable if you do not give two weeks notice to cancel any days.

What to Bring

Children are required to bring morning tea, lunch, afternoon tea and drinks (water is available at the centre) We are a **nut free centre** and will only allow healthy options for your children. Please do not send them with any fizzy or sugary drinks or food that requires heating. We are introducing no packaging in lunchboxes to promote healthy eating options. Please assist us in this and encourage your children.

Children also need to bring a hat and own sunscreen, if allergic and suitable clothing for the day's activities, all clearly labeled.

We also ask that children wear shoes that enable them to run safely, **NO THONGS**.

Spending Money

We do not allow spending money on excursions. It is time consuming for the educators and often detracts from the chosen activities.

Healthy Eating

We aim to provide a service that promotes good health and would like to promote healthy eating for all children at Vacation Care. Suitable foods include:

- bread-either as sandwiches or plain e.g. whole meal, fruit bread,
- rolls, pita bread etc.
- crackers
- cheese, yoghurt
- water
- fresh fruit, dried fruit (cutting of fruit is available as needed)
- vegetables i.e. carrot and celery sticks
- Salads
- Low fat cooked meats
- Please do not send lollies, chips, cordial, fizzy drinks, fancy cakes, muesli bars and biscuits. At Vacation Care we do occasionally have these kinds of foods on party day.

We are a colouring free centre. Please advise staff of dietary requirements or food allergies your children may have. We do not have room for children's lunches to be stored in the fridge so please send a freezer block to keep their lunches cool.

Also we ask for children **NOT** to bring food **CONTAINING PEANUTS** as we often have children attending who have a high allergic reaction to peanuts.

PLEASE NOTE: Breakfast is **NOT** provided during Vacation Care.

SECTION 3

Payment for Care

These will change as situations arise and will be regularly evaluated. Notice of any changes will be given to the parents via the parent's notice board.

3.1 Payment of Fees and Outstanding Fees

*It is our aim to provide a quality service to families at an affordable price. Fee schedule is printed on Family Handbook at the front of this package. The Management Committee will set fees based on the annual budget (see **Service Policy**) required for the provision of high quality child care that is in keeping with our Philosophy, Goals and service Policies and Procedures. Parents will be notified of any changes via Parent Information Table.*

Accounts are issued weekly and payment is due no later than the following Friday. Payment can be made directly to Co-ordinator, by cash, cheque or eftpos. We also have a direct debit system in place

Receipts will be issued a time of payment at the request of the parents.

Fees outstanding for more than four weeks will result in enrolment being terminated until fees are cleared. Your child will then go onto the waiting list, attending the service when a place becomes available.

An overdue fee of \$30.00 will be applied to your account.

Fees are payable on Public Holidays and on pupil free days

A debt collection agency will be appointed to recover monies outstanding for more than four weeks.

Contact Co-ordinator to discuss payment of outstanding fees, confidentiality is assured.

Please check current fee structure on the front of your enrolment form. Fees can be reduced with Child Care Benefit. Please contact FAO (136 150) for your family's entitlement.

3.2 Childcare Benefit (CCB)

Childcare Benefit is a payment made to families to assist with the costs of childcare. Australian residents using childcare provided by approved childcare service may receive Childcare Benefit. CCB is based on your income assessment. This can be applied for through the Family Assistance Office. All childcare details are confidential. This centre now operates under the CCMS (Childcare Management Scheme) You must also ensure you provide us with Your CRN and date of birth, Your Child/ren CRN and date of birth and that the person who has applied for a rebate is the number 1 parent on our enrolment form. If these details are incorrect then no rebate will apply to your account.

3.3 Bookings

At Terrigal School Care we attempt to cater to all families booking needs. It helps with planning for Educators and activities if you book children in on regular days, but we understand that some families will be unable to predict days needed. We will try to accommodate, but due to restricted places there may be some days we may be unable to provide care for casual bookings.

3.4 Attendance

Please notify the Co-ordinator promptly if your child/ren will not be attending on a particular day. If we are able to fill your child's place for that day with a casual booking you will not be charged. However if your child's place cannot be filled you will still be required to pay the fees for that days care.

Any cancellations in term time must be made at least two weeks in advance.

Vacation Care: Any cancellations in Vacation Care must be made at least two weeks prior to your child attending.

One week per year for annual leave is free of charge providing you give us with 7 days notice.

3.5 Allowable Absences

Families receiving Childcare Benefit are allowed 42 days per calendar year, per child, for 'allowable absences'. Allowable absence days can be taken for any reason. Once the 42 absent days have been used, the parent is to pay the full cost of care on any further absences in the calendar year, unless they are 'approved absence days'.

3.6 Approved Absences

CCB is also payable for absence taken for the following reasons:

Illness (with a medical certificate)
Non-immunisation
Rostered days off
Rotating shift work
Temporary closure of school or pupil-free days
Public holidays
Periods of local emergency
Court ordered shared custody

Absence taken for the above reasons are called 'approved absence days'. There is no limit on the number of approved absence days a child's family can claim provided they are taken for the specified reasons. Copies of paperwork will be retained by service.

Important Contact Numbers

Terrigal School Care 4384 5645
Mobile 0423 141 650
Terrigal Public school 4384 4734

Emergency Numbers

Real Emergencies 000
Police 43 844822
Ambulance 131233
Fire Station 43 853072

General Departments

Anti Discrimination Board 02 92685544
Child and Family Health Services 4328 7900
Counselling and Support Centrelink 136150
Department of Community Services 133627
Department of Fair Trading 13 32 20
Department of Industrial Relations 13 16 28
Domestic Violence Service 1800 656 463
FACSLIA 1300 653 227
Family Court of Australia 02 9217 7111
Family Assistance Office (FAO) 136150
FAO Information service 1800 050 021
Immunization/Infectious Diseases 02 31 9000
KU Inclusion Support Agency 4340 5300
LHMU 02 8204 7204
Lifeline 131114
Multilingual Telephone Enquires 131202
NSW Cancer Council; 13 11 20
Poisons Information Centre 131126
ACEQUA 1300422327
Department Education and Communities 1800619113