Parent Information Book 2015
Early Childhood Education & Care
Children’s Service

Kindergarten Programs

Community Early-years Childcare (CEYC)
Business Hours: Monday – Friday: 9am – 5pm
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Welcome to Community Early-years Childcare (CEYC)

Welcome to Community Early-years Childcare (CEYC) - Kindergarten Sessions! We look forward to getting to know your family this year and welcome the return of families already attending a CEYC Kindergarten venue. Community Early-years Childcare – has six Kindergarten’s in our management which is currently accredited and regulated through the Australian Education and Care Quality Authority.

Our CEYC Organisation has just undertaken the National Quality Standard Assessment and Rating process (QAR) and has been found to be performing at or above the National Quality Standard (NQS) level for all standards and quality areas. The assessment body found the service’s performance was especially strong in its leadership and service management and relationships with families and communities. Supportive leadership arrangements and a commitment to continuous improvement were evident. The service has been acknowledged for the implementation and dissemination of information in regarding the NQS and for its positive participation in the assessment and rating process.

CEYC is an innovative service that provides quality education and care to meet the needs of local families in many rural townships and hamlets. In 2015 Community Early-years Childcare is providing a Department of Education and Early Childhood Development (DEECD) funded program for 4 year old children starting school in 2016, and a fee for service program for 3 year old children going into the 4 year old program in 2016.

Community Early-years Childcare is sponsored by the Albury Wodonga Community College (AWCC) and funded by the Federal Government through the Department of Education, Employment and Workplace Relations (DEEWR). Community Early-years Childcare is licensed and supported by the Australian Education and Care Quality Authority (ACECQA) and the Victorian Department of Education and Early Childhood Development (DEECD).

Community Early-years Childcare Educators travel to communities in the North East region of Victoria and the Riverina Murray region of New South Wales. Our services provide rural families with care and education options in their own community.

Community Early-years Childcare offer services that include:

- Centre based Long Day Care (CCB/CCR) with DEECD funded Kindergarten Session at two locations: South Street, Wodonga & Yackandandah
- Mobile, pack away or centre based children’s services, operating from a community venue. We offer flexible programs that provide long day care, out of school hours and vacation care for children aged 6 weeks to 12 years old.
- DEECD funded Kindergarten program where required in the Indigo, Alpine & Towong Shires.
- Supported Playgroup in New South Wales & Victoria
- Outreach services that support parents attending education, health & welfare programs.

Our Community Early-years Childcare Kindergarten Educators pride themselves on developing a program that focuses on the individual child’s needs whilst working with families to maintain quality education, care and learning outcomes for all the children. Our CEYC service offers a variety of daily living and educational learning experiences for children. These experiences can be messy, wet, noisy or quiet. Your child may not have something to take home but have been busy playing and learning all day through activities such as playdough, blocks, home corner, puzzles, cooking, sand and water play......and lots more!

We encourage the families of our CEYC Kindergarten Community to visit our service, discuss and provide feedback to our enthusiastic and dedicated Educators about the developmental opportunities for the Kindergarten Education we can offer your children.

Yours sincerely,

Anne Bowler
Manager – Community Early-years Childcare
Philosophy

Mission statement:
Community Early-years childcare firmly believe in the importance of each child’s early years, as the foundation for future learning and development. Our work with children is driven by a shared set of values that endeavour to provide rich and nurturing environments that work with families and communities to support children in learning through play. We are committed to inclusive practices to ensure that all voices are heard and that each perspective is valued.

Values:
The management and Educators at Community Early-Years Childcare share the following values as part of our everyday practice whilst caring for and educating children.

1. We Respect family identities and their importance in our community, by building partnerships that promote inclusive environments for all children.

2. We provide quality care and education tailored to the individual needs of the communities in which we operate.

3. Educators personal pedagogies aim to achieve holistic child focused approaches by offering highest quality education and care which reflects current practices, professional knowledge, the National Quality Standards and the Early Years Learning Framework.

4. We acknowledge that each child is an individual and we fully support them to maximise their learning potential. Experiences will reflect children’s interests strengths and challenges and be developmentally appropriate.

5. We value play as the means for learning. We recognise children learn by doing. Our programs encompass an educational curriculum using play as a medium for learning.

Goals:
We will:

1. Encourage reciprocal relationships with families and community that will build secure relationships that acknowledge and respect diversity.

2. Collaborate with individual communities to provide unique educational settings based on community needs.

3. Pride ourselves on being a professional learning communities. We will actively seek out professional development opportunities and remain current with best practice.

4. Create a supportive environment where children can drive their own learning and develop their self identities and resilience.

5. Encourage children’s enthusiasm in fostering their own learning by building programs based on the children’s interest’s and developmental levels.

Closing statement:
As educators at Community Early-Years Childcare we endeavour to instil passion into each child which encourages them to Belong, Be and Become!
Service Goals:

- To adopt an open door policy on all aspects of the CEYC service.
- Through reflection of children’s learning, intentional and unintentional teaching opportunities for every child: with the Early Years Learning Framework (EYLF 2009) outcomes of:
  - Children have a strong sense of identity:
  - Children are connected with and contribute to their world:
  - Children have a strong sense of wellbeing:
  - Children are confident and involved learners:
  - Children are effective communicators.
- To foster children’s self-esteem and self-reliance through interactions with Educators, Assistants, Staff, other children and the program.
- To demonstrate cultural sensitivity, awareness of the needs of all children, incorporating the inclusion of all children, including those with additional needs.
- To promote and deliver an anti-bias approach on the basis of age, gender, culture or personal attributes throughout all aspects of service delivery and operation.
- To incorporate multicultural and Aboriginal and Torres Strait Islander perspectives into the program.
- To provide an environment that is healthy and safe for all Educators, assistants, children, parents and community members.
- To encourage children to express themselves, communicate and listen to others, make decisions, to be responsible for their actions, to learn by them and to develop independent thought.
- To develop routines with which children become familiar and to encourage feelings of security within every child.
- To provide a program that ensures a quality service that promotes and enhances the play based child developmental learning areas and includes reflection of children learning and intentional teaching based on children’s interests:
  - “Belonging, Being & Becoming” (2009):
  - Early Years Learning Framework (EYLF):
  - Victorian Early Years Learning Development Framework (VEYLDF):
  - Transition to school:
  - Language:
  - Social:
  - Emotional:
  - Physical (fine & gross motor):
  - Sensory:
  - Language:
  - Creative:
  - Dexterity:
  - Cognitive:
  - and technology.
- To encourage parents to participate in the service activities according to their needs, skills, hobbies, interests and opportunities.
- To employ Early Childhood Educators and Assistant Educators who not only possess knowledge of the developmental needs of the children, but also nurturing and sensitivity skills that are vital for the well-being of each child who attends the service.
- To provide a working environment that encourages co-operation between Management, Early Childhood Educators, Assistant Educators, Parents and any other agency responsible for children.
- To provide Early Childhood Educators and Assistant Educators with as many opportunities as possible to extend their early childhood education, knowledge and skills through professional development, Staff/Educators training, networks, access to resources and peer support programs.
- To develop Policy, Procedures and Systems in relation to all aspects of service operation, which reflect the Philosophy, goals and outcomes of Community Early-years Childcare (CEYC) and are in line with ACECQA Legislation and Regulation, DEECD and DEEWR funding outlines.
For the children to be: -

- Safe
- Secure
- Happy
- Relaxed
- Comfortable
- Nurtured
- Independent
- Respected
- Supported in their learning through play
- Fostered in their individuality and ability
- Included as members of a group
- Cared for in a healthy, safe, stimulating and hygienic environment
- Able to express their emotions
- Shown attention
- Receive and share affection
- Ability to self-regulate, adjust emotions and manage change effectively: resilient

For the children to have: -

- A positive self-image, self-esteem and self-reliance
- Their thoughts and opinions listened to
- Time to communicate their needs, ideas and knowledge
- Opportunities to interact with others trustingly and in ways that are positive and satisfying
- An awareness and understanding of their environment through developing sustainable practises
- Their feelings acknowledged and accepted
- Access to child initiated activities and learning experiences
- Respect and acceptance of their cultural, racial, religious and family diversity
- Positive role models for interactions
- Opportunities to participate in small and large group activities
- Their physical, social, emotional and intellectual developmental needs met in a warm, caring, enjoyable, harmonious and stimulating environment
- Opportunities to interact socially with their peers
- A love of literature, language, music and the arts fostered
- Consistent, innovative high quality childcare, education and care opportunities
**Kindergarten Information:**

**Starting Kindergarten at your CEYC service:**

For most children Kindergarten is an enjoyable experience – but for some children it can be over-whelming! It is not surprising that some children find it difficult to leave their home and parent to be educated in a relatively new environment, with people they have just met. Some children adjust more easily with this than others and settle quickly. Other children may be reluctant to be separated from their parent for any length of time. Parents are always welcome to stay at the venue with their child if they need them, or if they would just like to. Our orientation program allows you as a parent, or family member to introduce your child gradually to our service. We suggest that you help Early Childhood Educators settle your child with an activity, talk with other children, parents and Educators, whilst staying within your child’s sight. When you leave, we suggest that you always say goodbye to your child and give reassurance of your return.

If your child is reluctant to attend, please discuss this with the Kindergarten Educator/Teacher so that they can develop strategies with you for the transition from home to our CEYC Kindergarten service.

**Enrolment & Admission**

An Enrolment Form needs to be completed prior to the first day of attendance, and at the beginning of every year to ensure information is current. **Your child will be unable to attend the children’s service until the Enrolment Form is completed.** Please notify the Kindergarten Educator/Teacher of any changes immediately to any information on the Enrolment Form that occur throughout the year.

**Delivery & Collection of Children:**

Your child must be accompanied into the venue and received by an Educator and collected from within the service building or yard. The child’s parent/guardian or carer is required to sign the child in on the attendance record on arrival, and sign the child out upon collection from the service. This involves the full completion of the attendance record including accurate times of arrival, and on leaving the service, accurate times of departure. The child will only be allowed to leave the service with the person indicated on the attendance record, unless Educators are notified prior to the child being collected, as per the enrolment form. If Educators are notified of a change to the person collecting the child and if this person is not known to the Educator, the Educator will request photo identification (e.g. drivers licence) to verify the person’s identity. No person under 18 years of age (unless the person is the parent of the child) is permitted to collect a child from the service.

**Cancellations/Withdrawal/Absences**

Please notify the CEYC office or Kindergarten Teacher/Educator as soon as possible prior to the session if your child will not be attending. If your child is being withdrawn, or will be absent for a long period of time from a CEYC venue. Written communication to the Administration Officer at Hovell Street Office is required two weeks before withdrawal/absence with dates outlining situation and forwarding details.

**Questions, Complaints & Feedback:**

Please direct any questions, complaints or feedback about the quality of care and education that your child is receiving to the Kindergarten Teacher/Educator. You should feel comfortable leaving your child with us and the Kindergarten Teacher/Educator is available to talk with you in person at the venue or by phone at the office, of any of your concerns or questions.

We encourage parents to assist and be involved in our service delivery by discussing the daily Program with the Kindergarten Teacher / Educator.

You are encouraged to contact the CEYC Children’s Services Manager – Anne Bowler on 0419 437 501 with any questions, complaints and feedback about the service.

Questions, complaints and feedback may also be directed to:
Department of Education and Early Childhood Development (DEECD)
Quality Assessment and Regulation Division
**Hume Regional Office: 03 5761 2100 or 1300 307 415**
Kindergarten Fees

A receipt will be issued for all fees paid.

- The Kindergarten Fee Subsidy (KFS) from the Victorian Government is available to all families that have a child/ren enrolled in a funded 4 year old kindergarten program who hold a current Health Care Card, Pensioner Concession Card, Department of Veteran’s Affair Gold Cars, Asylum Seeker bridging visas A-F, Temporary Protection/Humanitarian Visa 447, 451, 785 & 786 Refugee and Special Humanitarian visas 200 - 217. The Kindergarten Educator/Teacher must sight and copy the above card for eligible families before a reduction in fees is applied. Kindergarten Fee Subsidy only applies to the whole term that the expiry date of the eligible card falls within. It is responsibility of the family to prove their eligibility and update any eligible cards to continue to receive the Kindergarten Fee Subsidy. It is the responsibility of the family to inform CEYC if their circumstances change and they become eligible for the Kindergarten Fee Subsidy during the Kindergarten Year. No claims are able to be processes after 30th November of that year, and no retrospective claims can be made to DEECD once the Kindergarten Year has finished.

Families that have triplets or quadruplets attending CEYC kindergarten funded program in the same year are also eligible for the subsidy for each child. We also offer a small discount to families that have twins, contact the Kindergarten Administrator for more details.

All 2015 fees will be confirmed December 2014, once all child enrolments are received

Fees for Kindergarten 2014 – 4 Year Old Sessions: 8:30 am to 4:00pm – 15 hours 4 Year Old Funded:
must be 4 before April 30th to be eligible
4 Year Old Funded: as above and eligible to receive the Kindergarten Fee Subsidy will receive a full fee subsidy from 1st July 2007.
4 Year Old Unfunded: who will commence school the following year – not eligible for DEECD funding to attend a Community Early-years Childcare or attending another DEECD Kindergarten Program: Contact office to discuss

Fees for Kindergarten 2014: 3 Year Old Group/ 3 Year Old in a Consolidated Group:
Unfunded service: Must be 3 before April 30th: and is eligible for 4 year old DEECD funding the following year.
Mobile Services: Payable on the day
Stand Alone Service: Chiltern, Kiewa & Tawonga: dates below
An invoice for the term’s fees will be sent out two weeks prior to the end of the previous term. Fees will be due for payment two weeks after the term commences. Fees can be paid to the Kindergarten Educator/Teacher at the venue by cash or cheque or to the Albury Wodonga Community College Limited by internet transfer, direct debit or credit card.

Payment of Fees for Stand Alone Kindergarten Venues in 2015 are:
1st term fees are due by: 9th December, 2014 – National Transition Day
2nd term fees are due by: Friday March 13th, 2015
3rd term fees are due by: Friday June 12th 2015
4th term fees are due by: Friday September 4th, 2015

If hardship is being experienced please contact the Wodonga Office Administrator to discuss payment options available.

When making a payment via electronic transfer

Please make sure that when making payment you include the venue, invoice number and the child’s whole last name. Please email the two below listed email addresses and advise of the payment made, this is to make sure AWCC know what the money is for when it appears on their statement and that it is allocated to the correct account in our debitors system.
pauline@awcc.edu.au & kinda@ceyc.com.au
If you wish to direct debit payments starting in the first week of kindergarten: Payment totals if paid: TBC
December 2015 – In 2015 payment plans were per week (40 weeks) $32.00, fortnightly (20 weeks) $64.00 & monthly (10 months): $128.00.
**Fee changes:**

Fees are subject to change; however two weeks’ notice will be given before any fee increase. Changes to fees ordinarily occur at the beginning of each calendar year. Generally, fees are not to go into arrears. If hardship is being experienced in paying fees, please contact the Kindergarten Administrator to discuss payment options available.

**Educators**

At all our Kindergarten venues the program is provided by the Qualified Kindergarten Teacher and an Assistant Educator.

**Professional Development Days**

We support our professional team through individual and group opportunities to participate in Professional Development. We value our staff to achieve excellence in their roles as educators, carers and early childhood professionals. Due to external Training Facilitators, Peak Bodies, Industry Leaders and Mentors being involved in Personal Development, these days cannot always be conducted outside school terms, outside service delivery days, or after hours and at times may impact on service provision.

We limit these disruptions to services where ever possible, but unfortunately our services may have to close to accommodate our continued high level of Educators skills. This is essential for our Educators at CEYC to participate in professional development to update our practises, aligning ourselves with the National Quality Standards and all developments in Children’s education and care. Ensuring best practice in the care, protection, and curriculum and quality education of children is achieved in our Service.

Our current policy is to let parents know in writing four weeks before expected closure. Historically we have closed services the Thursday before Good Friday, the Monday before Tuesday of Melbourne Cup and for a week in September.

**Annual Survey:**

Each year we conduct a number of User Satisfaction Surveys in line with reporting requirements for our funding body. We encourage all parents to complete this survey to ensure that we continue to work towards quality improvement.

**Each day your child needs to bring:**

- A **change of seasonal clothing** – including socks & underwear
- A **hat & sunscreen** in summer / **coat & beanie** in winter
- **Food & water** adequate for the hours spent at the service

Please remember to apply sunscreen to your child before coming to care and ensure that you provide a broad-rimmed, legionnaire or bucket style hat to wear for outside play.

We ask that you supply sunscreen for your child to re-apply during the day, as our service no longer supplies sunscreen for children to use.

**Personal Belongings:**

Please label all items brought to Kindergarten with your child’s full name. Kindly let your Kindergarten Teacher / Educators know if your child brings in a comfort item so that it can be offered if needed. We prefer that your child does not bring toys from home and we hold no responsibility for their loss or damage.
Helping at Kindergarten:

At CEYC Kindergartens we have an open door policy on all aspects of our service. The children really enjoy having their parents as helpers and parents have the opportunity to observe daily routine, interact with Educators, be involved with the children’s learning and observe your child at play (as a member of the group). Parents might like to plan a visit on a child’s birthday as celebrations are an important part of children’s services. When parent’s visit there are no expectations to help (i.e. fruit preparation) just enjoy the time they spend with the children.

Excursions:

Excursions and visiting educational programs are an important part of a balanced curriculum. They can offer a whole new range of experiences for children and help to teach the children in a practical and stimulating way outside of the childcare or home setting. However, excursions should not be organised haphazardly, rather they should complement programming goals and have safety aspects maintained at all times. If an excursion occurs you will be required to fill out an Excursion Authorisation Permission form.

Interaction Guidance:

Learning to interact considerately and appropriately is a developmental task for children, just like learning to walk, talk, read and write. Children need to develop awareness about appropriate ways to behave, to know what interactions are, and are not acceptable, and the effect that their interactions have on others at childcare. Educators will encourage socially acceptable interactions while providing an environment that fosters children’s self-esteem and self-reliance. Guiding children to learn considerate interactions involve all Educators teaching children to listen to and respect others, to express feelings verbally, to stay safe and to be assertive when necessary. Unsettled interactions such as hitting, pushing, or tantrums is often the result of children learning about themselves and others, and becoming more independent. The role of Educators is to help children work through their feelings and handle their emotions in an acceptable way. Educators will use the following ways to help children to do this:

- Setting Limits – Educators set clear limits and let the children know these in a positive way e.g. let’s walk inside, can you use a soft voice when talking to your friends
- Re-Direct – If a child is unsettled in an activity or unable to work constructively, Educators will assist them to start a new activity
- Positive Feedback – Educators will draw attention to the ways in which the children are playing within limits and being helpful to others
- Role Model – Educators will act in a manner which provides examples to the children of how it is acceptable to resolve conflict and problems and to interact with others at childcare
- Collaborate with families – Educators will communicate with families about any ongoing behaviour difficulties and provide support and information about positive guidance strategies

Our program is designed to have a positive and supportive effect upon your child’s interactions.

Transition to School:

The Kindergarten Educators of Community Early-years Childcare considers the transition process from Kindergarten to starting school as one of the major transitions in a child’s life. They also understand that school is one of the most significant stages in a child’s and family’s life.

Community Early-years Childcare recognise the importance of making sure that your child is happy and secure in their school environment before they commence their first year at school, by helping them to develop connections with schools and communicating information that assists schools to build on children’s strengths, interests and challenges.

Smooth transitions to school are vital for children’s initial, as well as later academic achievement, social competence and for the development of children’s positive self-image. Our Kindergarten service will visit Primary Schools on pre-planned days to encourage children to develop their independence, connections with teachers and school environment.
**Health Matters:**

**Nutrition & Dental Health Policy:**

Even when food is brought from home, children’s services have a responsibility for the nutrition of children in care. National health and nutrition surveys have indicated that most children are not consuming the recommended daily intake of fruits and vegetables. The early childhood years are a critical period for the development of food habits which will be retained throughout life.

We encourage parents, educators and children to follow Australian Dietary Guidelines. Please check with the Kindergarten Teacher/Educator if you are unsure of what to send. Please **pack a healthy and nutritious lunch, morning and afternoon snacks, and water for your child.** Water is preferred and will be available to children at all times. We encourage children and Educators to have a piece of fruit for their morning tea.

Children usually eat and drink more than they would at home so please send additional portions or items, especially in winter.

Please provide ice coolers to keep food cool and fresh in accordance with AS/NZS food standards.

**Suitable and Unsuitable foods for Lunch boxes – a guide for Educators and Parents**

**Suitable Foods ✔**

Good choices for **morning & afternoon tea** include:

- **Fruit** – fresh fruit cut into pieces or left whole. Commercially prepared snack pack fruit is also suitable. Jelly set with fruit, yoghurt and fruit
- **Vegetables** – such as raw celery or carrot sticks (grated carrot for children under 2 years), tomato wedges, cherry tomatoes, cucumber slices, vegetables with dips, salsa or hummus
- **Bread and cereal foods** – fruit bread or buns, muffins, bagels, wholemeal scones and pikelets, crisp breads, sandwiches
- **Dairy foods** – cheese, yoghurt, long-life milk drinks, custard, rice-desserts

Good choices for **lunch** include: ✔

- **Sandwiches or rolls** – these can be on any kind of bread including pita, Lebanese, focaccias and rye. High fibres, wholemeal or multigrain are the best choices. Examples of suitable fillings include: meat paste, chutney, cheese, salmon or tuna, egg, fish paste, peanut butter (except at venues where there are children with life-threatening allergies), vegemite, salad, cold meats.
- **Baked beans or spaghetti**
- **Hot meals** – all C.E.Y.C Children’s services venues have access to a microwave to heat home-cooked meals
- **Soups** – hot and cold types
- **Salads** – finger foods
- **Baked vegetable slices and quiches** – e.g. zucchini slice
- **Yoghurt** – plain or fruit
- **Custard**
- **Multicultural foods** – such as falafel, lentils, beans, rosti, pasta dishes
- **Crisp breads** – such as Cruskits, Salada, rice or corn cakes
- **Hard-boiled eggs** – check for current anaphylaxis policy

**All drink bottles, containers and their lids need to be clearly labelled with your child’s name.**
Identifying Unsuitable Foods

See below food items that can identify unsuitable foods for lunch boxes: kindly limit these items in your child’s lunch box:

- Foods that are sweet and sticky and are likely to contribute to tooth decay – such as cordials, roll-ups, lollies, dried fruit (these are high in sugar), fruit straps, ‘dairy desserts’, flavoured milks
- Foods that are high in fat and/or salt – potato chips, chocolate, muesli bars, ‘oven baked’ savoury biscuits, chocolate spreads, ‘breakfast bars’
- Foods that have a minimal nutritional value such as lollies and chocolate

Please check with the Kindergarten Teacher / Educator any current food policies being implemented at the venue your child attends.

Drinks
Children should be encouraged to drink water when they are thirsty. Fresh milk or long-life milk may be sent in lunchboxes to be served at morning or afternoon tea (but not at lunch time as it can lead to a poor appetite).

In hot weather extra water will be necessary.

Sweet drinks like cordial, soft drinks and fruit juice are not suitable because they can lead to tooth decay, poor appetite/picky eating, bowel difficulties and growth problems.

Birthdays/Special Occasions:

Birthdays are very important in a child’s life and can be celebrated with their friends at Kindergarten. At these occasions, families are welcome to bring along foods that would normally be considered unsuitable for lunchboxes such as birthday cakes, potato crisps and sweet biscuits (lollies, marshmallows and popcorn should still be avoided due to the risk of choking).

Families are also encouraged to bring healthy treats such as fresh fruit or fruit loaf to these special occasion celebrations.

Please supply list of ingredients to Kindergarten Educator/Teacher for any food allergies that effect children attending the service.

Notice of this event will assist Kindergarten Educator/Teacher to organise alternatives for the child with allergies.

If you child has special dietary requirements staff can store frozen cakes or food items at venue to give in place of cakes bought in by other families, so your child is safely included in the celebrations.

Special Dietary Requirements:

Kindergarten Teacher/Educator will work with families to ensure that the needs of children with special dietary requirements are met. Please refer to our Anaphylaxis Policy for further information on strategies for severe food allergies.
Accident / Incident / Illness / Trauma Report:

If your child has an accident, incident, trauma or illness while in care, it must be recorded on an appropriate form. The Kindergarten Teacher/Educator will notify and discuss this with you. You will either be asked to sign a form/s to acknowledge this process and/or given a copy of any documentation completed.

Illness & Emergency Care:

The health and safety of all children is a priority to Educators and parents using our service. If a child becomes ill while at the venue the parent/guardian will be contacted immediately to request that the child is taken home. If they cannot be contacted the Authorised Emergency Contact Nominee will be used. Children that are ill must be collected from the venue as soon as possible for their own comfort and to prevent cross-infection. Every effort will be made to make your child comfortable until they are taken home.

How Sick is Too Sick?

A guide to when your child should be kept at home is if they have **Within the last 24 hours had ~**

- a high temperature
- been given Panadol
- Vomiting
- Diarrhoea
- sore ears or ear ache
- green mucus discharge from the nose

Please read the updated 2010 Communicable Diseases Schedule attached at the end of this parent information booklet, it is also on display at your Kindergarten Service, or visit the website of the Health Department.

**All outbreaks must be reported to the Kindergarten Teacher / Educator immediately.**

Sending a sick child to care means that other children may become ill or Educators educating your child may become ill. Your child will usually be miserable if they are unwell and still brought to Kindergarten. Educators will probably need to contact you to collect your child again throughout the day. If you are unsure if your child should attend, please discuss this with the Kindergarten Educator/Teacher.

Medication

There is very strict Federal and State Government legislation about administering medication at a Children Service. Please talk to the Kindergarten Teacher/Educator if you are unclear or have any concerns about the following procedures.

If your child requires medication while they are at the service, the details must be completed on the medication record which is signed and dated by the parent or guardian, and the **medication given to Educators**, to be stored safely. **Please do not leave medication in your child’s bag.** When collecting your child please sign the medication record so that you are aware of the medication given by Educators at venue.

All medication prescribed by a doctor for your child must be supplied in the original bottle/box with your child’s name, dosage instructions and be within the expiry or use by date indicated on the packaging, medication container or label. Over the counter medication must be in its original container, bearing the original label and instructions and within the expiry or use by date indicated on the packaging, medication container or label.

Your child can only be given the dose as recommended on the label. All medicines must have been previously administered to the child to reduce the risk of an adverse reaction to medication whilst at the service. If your child is on antibiotics they must have taking them for at least 24 hours prior to attending the service.

The application of antiseptic creams must have specific symptom and specific directions as to the application. Apply sparingly or liberally must include a descriptive amount (e.g. amount the size of a ten-cent piece).
Medical Conditions, Allergies and Dietary Requirements:

If your child has any Medical Conditions, Allergies or any special Dietary Requirements please discuss these with the Kindergarten Teacher/Educator prior to commencement. The Kindergarten Teacher/Educator may request additional information to be attached to your child’s Enrolment Form.

Allergies and Anaphylaxis:

An Allergic Reaction or Anaphylaxis Management Plan must be completed by the parent/guardian and your family Doctor, then attached to your child’s Enrolment Form. Please contact your doctor to arrange this prior to enrolment. Your child will not be able to attend the Kindergarten Service until this documentation is completed. The Kindergarten Educator/Teacher has accredited Level 2 First Aid and Anaphylaxis Management training so please discuss your Action Plan with the Kindergarten Educator/Teacher. A child will not be able to attend without Medication and it must be in date. Medical Action Plans must be updated each year.

Anaphylaxis – What Is It?

Anaphylaxis is an acute allergic reaction to certain food items and insect stings. The condition develops in approximately 1-2% of the population. The most common allergies are to Nuts, Eggs, Cow’s Milk, Bee & other Insect Stings, and some medications (the most common being Penicillin). Please check with your Kindergarten Educator/Teacher on any current polices being implemented at your CEYC service.

Asthma:

An Asthma Management Plan must be completed by the parent/guardian and your family Doctor then attached to your child’s Enrolment Form. Please contact your doctor to arrange this prior to enrolment. Your child will not be able to attend the Kindergarten Centre until this documentation is completed. The Kindergarten Educator/Teacher has accredited Asthma Management training so please discuss your Asthma Management Plan with the Kindergarten Educator/Teacher. A child will not be able to attend without Medication and it must be in date. Medical Action Plans must be updated each year.

Asthma – What Is It?

Asthma is a common condition caused by the narrowing of the small passages (breathing tubes/bronchi) in the lungs. The narrowing happens because the air passages become swollen and inflamed – it is harder for air to get through, making it harder to breathe, and results in wheezing, coughing and problems with breathing.

About one in four children will have wheezing sometime during childhood. Different things trigger asthma attacks for different children. It is not always possible to know when an attack will occur but some common triggers include colds, exercise, change in the weather, cigarette smoke, dust mites, pollens and pets.

Diseases:

Specific exclusion times apply for certain Infectious and Communicable Diseases. Please read the updated 2010 Communicable Diseases Schedule attached at the end of this parent information booklet, it is also on display at your Service, or visit the website of the Health Department. All outbreaks must be reported to the Kindergarten Teacher/Educator. For any further information on specific diseases, please see the Kindergarten Educator/Teacher.
**Immunisation:**

Documentation supplied to the CEYC service must be completed and up to date detailing the immunisation status of your child. A copy is required of the Immunisation History Record printout from the National Childhood Immunisation Register, or a recognised 'Catch up Schedule’ if your child has fallen behind in their vaccinations. If you have not immunised your child we must have a copy of the Declaration of Exemption: Medical or Conscientious Objection which has been certified by a Medical Practitioner before a child can attend our service. If you receive an updated immunisation during the year of enrolment it must be supplied to the Kindergarten Teacher / Educator on its receipt. If there is an outbreak of an Infectious or Communicable Disease, all parents will be notified.

**Head Lice:**

Children with Head Lice are excluded until appropriate treatment has been completed. If an Educator notices Head Lice while a child is at the service, the parent will be contacted to collect the child immediately so that appropriate treatment can begin. All parents attending the Kindergarten Centre will be notified of any outbreak of Head Lice.

**Emergency Evacuation:**

Regular Evacuation Drills are conducted at each venue. Evacuation procedures are kept in highly visible areas at all venues. If the building needs to be evacuated, children will be taken to an Assembly Area as designated for each venue.

Emergency Plans mark exits, fire extinguishers, the route to be used when vacating the venue and the Assembly Area. To assist us if an evacuation is required it is imperative that you sign the attendance record every session, both when arriving and departing from the venue, to ensure that there is an accurate record of the children in attendance.

**Ethical Conduct:**


**Child Protection:**

Australia is a signatory to the United Nations” Convention on the Rights of the Child (“the Convention), which came into effect on 2 September 1991. A child is defined as a human being under 18 years. The Convention sets out a number of children’s rights and a nation’s obligations in respect of those rights. The Convention includes the following provisions (in summary).

1. A state (i.e. nation) has an obligation to protect children from any form of discrimination (Article 2).
2. Any action concerning a child should take into full account their best interests (Article 3).
3. A child has a right to express an opinion and have that opinion taken into account in any matter or procedure affecting themselves. In particular, a child has a right to be heard in any judicial or administrative proceeding affecting themselves (Article 12).
4. A child has a right to freedom of expression (Article 13).
5. A child has a right to freedom of thought, conscience and religion (Article14).
6. A child has a right to freedom of association unless such freedom violates the rights of others (Article 15).
7. A child has a right to protection of privacy (Article16).
8. A state has an obligation to protect children from all forms of maltreatment (Article 19).
9. A state has special obligations in respect of children without families (Article 20), refugee children (Article 22) and children with disabilities (Article 23).
10. A child has a right to benefit from social security (Article26).
11. A child alleged to have committed an offence has the right to benefit from all aspects of the due process of the law, including legal or other assistance in preparing their defence (Article 40).
**Mandatory Reporter:** Anybody who delivers health, welfare, education, residential services or law enforcement services to children as part of their paid or professional work. This includes Educators working in licensed children's services. Failure to make a report about a child in need of protection may result in the mandatory reporter being prosecuted. All Educators/Assistants/Staff at CEYC under ACECQA and State Law are mandatory reporters.

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**THE HELPLINE PHONE NUMBERS ARE:**

**Victoria:** Child Protection 24 hr Hotline: 131 278  
**New South Wales:** Public Number: 132 111

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**Hovell Street – Administration Office:**

Community Early-years Childcare (CEYC)  
Telephone (with answering machine facility) :( 02) 6056 4399  
Facsimile: (02) 6056 4543  
Email: admin@ceyc.com.au

CEYC: Manager – Anne Bowler: Mobile 0419 437 501

52 Hovell Street, Wodonga, Victoria, 3689

All mail must be posted to our P.O Box:
P.O Box 129, Wodonga, Victoria, 3689

Free Postage for completed enrolment forms:
Reply Paid 7: P.O Box 129, Wodonga, VIC, 3689.

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**Venue Phone Numbers:**

**Kindergarten Services:**

Chiltern (03) 5726 1434 Facsimile: (03) 5726 1896  
Kiewa Valley 0477 307 317  
Tawonga 0408 410 927

**Early Childhood Education & Care Services including Kindergartens:**

Yackandandah (02) 6027 0801 Facsimile: (02) 6027 0801  
South Street - Wodonga (02) 6043 8208

**Mobile Children’s Services:**

Baranduda (02) 6020 8643 Mobile: 0477 307 317  
Dederang Mobile: 0417 417 009  
Henty Mobile: 0417 417 009  
Kergunyah (02) 6027 5327 Mobile: 0427 070 119  
Mangoplah (02) 6928 5788 Mobile: 0402 147 135  
Mitta Mitta (02) 6072 3579 Mobile: 0417 417 009  
Oaklands Mobile: 0417 417 009  
Talgarno Mobile: 0417 417 009  
Tallangatta Valley Mobile: 0427 070 119  
Walla Walla (02) 6029 2425 Mobile: 0402 147 135  
Woomargama Mobile: 0427 070 119  
Walwa Mobile: 0427 147 135
## Schedule 7

Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009).

In this Schedule, medical certificates must be a certificate from a registered medical practitioner.

<table>
<thead>
<tr>
<th><strong>1</strong> Conditions</th>
<th><strong>2</strong> Exclusion of cases</th>
<th><strong>3</strong> Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amblyopia (Diplopia)</td>
<td>Exclude until there has not been a loss of visual motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>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.</td>
<td>Exclude family contacts until cleared to return by the Secretary.</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>Exclude until at blister has dried.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Haemorrhagic fever (Crimean-Congo fever)</td>
<td>Exclude until at least 4 days after appropriate antibiotic treatment has been completed.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclude not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclude not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Herpes (cold sore)</td>
<td>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.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Human immunodeficiency virus (HIV/AIDS)</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate treatment has commenced. Scabs on exposed surfaces must be covered with a waterproof dressing.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Influenza and influenza like illnesses</td>
<td>Exclude until well.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Measles*</td>
<td>Exclude for at least 4 days after onset of rash.</td>
<td>Excluded if contacts not excluded. Excluded if contacts should be excluded 14 days after the first day of appearance of rash in the last case. If excluded contacts are vaccinated within 72 hours of their first contact with the last case, received MMR within 14 days of exposure, they may return to the facility.</td>
</tr>
<tr>
<td>Meningitis (bacteraemia other than meningococcal meningitis)</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningococcal infection*</td>
<td>Exclude until adequate course of antibiotics has been completed.</td>
<td>Not excluded if receiving carrier eradication therapy.</td>
</tr>
<tr>
<td>Mumps*</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner).</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Pertussis (Whooping cough)</td>
<td>Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment.</td>
<td>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.</td>
</tr>
<tr>
<td>Poliomyelitis*</td>
<td>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Psoas abscess, psoasitis (PAP)</td>
<td>Exclude until the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rabies* (Canine infection)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rabies* (Bat or wild animal)</td>
<td>Exclude until there has not been a loss of visual motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 54 hours and the child feels well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid fever (including paratyphoid fever)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Varicella (Chickenpox)</td>
<td>Exclude until there has not been a loss of visual motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>

### Statutory rule

A person in charge of a primary school or children's services centre must not allow a child to attend the primary school or children's services centre for the period or in the circumstances specified in column 2 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 1 of the table in Schedule 7 or (as specified in column 3 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 1 of the table in Schedule 7.

The person in charge of a primary school or children's services centre, when directed to do so by the Secretary, must ensure that a child enrolled at the primary school or children's services centre who is not immunised against a vaccine preventable disease (VPD) specified by the Secretary in that direction, does not attend the school or centres until the Secretary directs that such attendance can be resumed. (Note—VPDs marked in bold with an asterisk [*] require the department to be informed immediately. Contact the department on 1300 651 160 for further advice about exclusion and these diseases.)

### Further information

For further information about exclusions mentioned in this document, please contact the Department of Health's Communicable Disease Prevention and Control Section on 1300 651 160 or visit Ideas.health.vic.gov.au.