



# PARENT HANDBOOK

Quality Area 6: Collaborative Partnership with Families

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

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

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

## Service Information

Our Service caters for children aged 6 weeks to 5 years. We are open from 7.00am to 6.00pm Monday to Friday and closed on public holidays. Notice will be given in our newsletters when these days occur.

We have 3 classrooms:

- 0-18 months old room – Lullaby Lane
- 18 months-3 year old room – Huggable Hill
- 3-5 year old room – Kinder Way

## Contact Information

Phone : 0890214035

Email: [admin@goldfieldschildcare.com.au](mailto:admin@goldfieldschildcare.com.au)

Website: [www.goldfieldschildcare.com.au](http://www.goldfieldschildcare.com.au)

Service Director: Rachel Booker

Nominated Supervisor: Rachel Booker

Educational Leader: Kylie Gallo

# Service Philosophy

*"A BRIGHT START TO A BRIGHT FUTURE"*

*Giving all children the best possible start to life by providing high quality education and care for families in Kalgoorlie-Boulder.*

*At Goldfields Child Care Centre, we embrace the diversity that each family brings and endeavour to provide a warm, secure nurturing environment in which the rights and the best interests of the child are paramount. We are a not-for-profit organisation and have a dedicated parent committee who are involved at a management level to ensure the service is meeting family needs. Through strong leadership, professional management, committed Educators and support from families, we create a strong sense of teamwork and collaboration, building positive and respectful relationships with one another.*

*We believe Early childhood is where the foundations are laid for future learning and wellbeing, we support children's involvement in their learning by providing age-appropriate child centred educational programs guided by the Early Year Learning Framework-Belonging, Being & Becoming and the National Quality Framework to meet all learning outcomes.*

*Educators contribute to children's knowledge through various means, including play-based learning, using intentional teaching, observations and parent input in a holistic manner supporting individual's needs, interests and abilities. Our vast array of activities supports children to develop at their own pace through exploration and discovery of their own environment, and the people around them.*

*We foster relationships with our children, families, educators and the community by acknowledging the world in which we live. We support children to be global citizens by imbedding social interactions through excursions and incursions that empower all children with the knowledge of how their actions can impact on the community and environment.*

*We celebrate diversity through our centre events to develop children's cultural competence and support inclusion by respecting and accommodating the individual needs of each child. In relation to our centre community we acknowledge Aboriginal and Torres Strait Islander people as the traditional owners of this country, and their connection to land community.*

*Our outdoor environments encourage educators and children to discover respect for the land, nature and animals. We value the resources we use and look at ways to interact with our environment in a way that models to the children practices that are friendly to the environment and minimise our impact.*

*We are aware of areas of improvement and continue our journey of an ongoing cycle of self-assessment to recognise, contribute and change for continuous quality improvement that provides Goldfields Children and Families a Bright Future*

## Fees

Our full fee is: \$120.00 per day or \$540 per week for a full time place as of 02/07/2018, before Child Care Subsidy (CCS) has been applied.

Families are required to complete an on line Child Care Subsidy assessment via your My Gov account prior to starting at the Service. This will determine your percentage and hours of Child Care Subsidy.

### ADMINISTRATION AND STARTER PACK FEE

There is an administration fee of \$50.00 per family charged on enrolment then annually.

This contributes to provisions for enrolment and administration of your families account.

The annual administration fee will occur every July on the first billing cycle.

There is also a compulsory \$20.00 starter pack which includes a hat for our sun smart policy and a smelly bag for soiled clothes to replace plastic bags as part of our sustainability policy.

### IN ADVANCE

The Centre required all fees to be 2 weeks in advance. This amount is payable on enrolment. Children are unable to begin care without fees being fully paid

## Child Care Subsidy (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

1. Combined Family Income
2. Activity Test for both parents
3. Service Type

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

## Allowable Absences

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

Public holidays will be counted as an absence if the child would normally have attended the Service on that week day, and fees have been charged for that day for the child. You can access your child's absence record on your online statement by selecting '**View Child Care Details and Payments**' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#)

## Regulatory Authorities

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

Our Service is regulated by the new national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state licensing department in our State/Territory. To contact our Regulatory Authority, please refer to the contact details below:

Dept of Local Government and Communities

Education and Care Regulatory Unit

Department of Local Government and Communities [www.dlgc.wa.gov.au](http://www.dlgc.wa.gov.au)

08 6551 8333, [ecru@dlgc.wa.gov.au](mailto:ecru@dlgc.wa.gov.au), Lvl 1/111 Wellington St EAST PERTH WA 6004

## Service Closing Time and Late Fees

Please be aware the Service closes at 6:00pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:00pm. A late fee is incurred for children collected after 6.00pm.

The fee is \$50 per child for every educator still on duty and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the program until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, then we will contact Department of Education and Communities and the Police to take responsibility of your child.

## Confidentiality

We are committed to protecting your privacy. We support and are bound by privacy laws and strict confidentiality is maintained at all times.

In order to plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file.

## Service Policies and Procedures

You will find a copy of our Service policies and procedures in the front foyer of the service. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our Service and may lead us to change our policies and procedures.

## Enrolment Information

Prior to commencing at our Service, you will be required to complete all enrolment documentation and pay the bond and administration fee.

Please understand that it is essential we have up-to-date information in case of an emergency.

It is important that you notify the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

- Address
- Health
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.

It is essential that we have copies of your child's birth certificate and immunization status. We are also required to have certified copies of any court orders relating to the child.

### CASUAL BOOKINGS

You may phone at any time to inquire if there are any vacancies or cancellations for the time you require. Any casual bookings will be charged with your weekly fees.

Please ensure you book through the Whitlock administration for all casual bookings on 9021 4035 Or email [admin@goldfieldschildcare.com.au](mailto:admin@goldfieldschildcare.com.au)

### CANCELLATION OF CARE

If you wish to cancel your booking, then two (2) weeks' notice in writing must be given to our Whitlock Street administration.

# Goals for your child at our Service

The Goldfields Child Care Centre aims to provide high quality childcare in a secure and caring environment by:

Providing a non-threatening, stimulating, learning environment which takes into consideration the child's individual strengths, needs and interests.

Ensuring a high standard of hygiene and safety at all times and maintaining suitable grounds, buildings and equipment supported by Workplace Health and Safety guidelines.

To respect the diverse abilities, special needs, social and cultural backgrounds of all children and their families by accommodating the individual needs of each child.

Ensuring that the individual strengths, needs and interests of the child are considered to be the first priority of the program.

Creating an environment where individual educators and team potential can be developed for the benefit of the children and parents/guardians.

To support and guide parents/guardians on positive behaviour techniques.

Ensuring that meal times are pleasant occasions and that food and drink are nutritious, culturally appropriate and healthy eating habits are promoted.

To ensure all aspects of centre management information, policies and procedures are available to families and educators.

Provide and facilitate regular professional development opportunities for educators.

To uphold all Education and Care National Law, Regulations and National Quality Standards administered by the Regulatory Authority.

## STRATEGIES

By reading policies and procedures that are ever changing.

Sending educators to in-service training courses.

Staff meetings and committee meetings.

Parents/Guardian communications.

Reviews of all employees.

Collaborate with professional support groups for inclusion

## Educational Program

We follow the Early Years Learning Framework as per our programming policy. This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school.

We are committed to providing a developmental and educational program, which caters for each child's individual needs, abilities and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest based projects to further enhance their learning and knowledge.

We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and Educators are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development. If we as Educators have any areas of concern, we will inform you and advise where help may be pursued, e.g. speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

# Early Years Learning Framework

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

## **BELONGING**

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

## **BEING**

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

## **BECOMING**

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

### **Outcome 1: Children have a strong sense of identity**

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

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

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

### **Outcome 3: Children have a strong sense of wellbeing**

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

#### Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

#### Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

## Portfolio

Every child will have a personal, confidential digital portfolio through QK Journeys comprising of:

- Child's Profile
- Goals from families and Educators
- Observations
- Objectives for further development
- Work samples
- Checklists

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not be used as a means of comparison between peers or stereotypes. You will be given your child's portfolio at the end of the school year or as they finish at the Service.

The portfolio will be used in parent/Educator meetings throughout the year and is always available for you to review at your convenience.

## Parent Participation

The Service has an Open Door Policy and actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills & experiences that the children and the program will benefit from.

You can be involved in the Service's Parent Committee. Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's Educator at a time that suits you throughout the year and offer email, Facebook, Newsletters, Day Book Journals and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in the service foyer.

#### FAMILY SKILLS, INTERESTS AND TALENTS

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

**YOUR OCCUPATION OR HOBBY**

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

**YOUR HOME CULTURE**

Your home culture is most welcome in our Service. We would greatly appreciate if you were able to share with our Service aspects of your culture and family life. This would assist us to enrich the lives of all our families and children.

**READING (ESPECIALLY GOOD FOR GRANDPARENTS)**

Children love to be read to. If you or your parents have the time please contact your room Educators to organise a day for reading.

**RECYCLABLE ITEMS**

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

**SUGGESTIONS**

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service please let us know.

If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns

## Communication

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

We have many types of communication we use for families, which include:

- ✓ Newsletter
- ✓ Phone calls
- ✓ Emails
- ✓ Letters
- ✓ Face to face
- ✓ Parent-Educator interviews
- ✓ Formal meetings
- ✓ QK Journeys Parent lounge

## Grievance/Complaints

If you have a concern or complaint please approach the

Director: Rachael Barton

Mob: 04288160362.

Email: [director@goldfieldschildcare.com.au](mailto:director@goldfieldschildcare.com.au)

Or

The responsible person displayed.

If the matter cannot be resolved, it will automatically be referred to the next committee meeting. You may also put any grievances in writing and address directly to the Management Committee.

If the above procedure does not cater for your concerns, please feel free to contact any of the following external agencies who will be able to assist you:

Department of Local Government and Communities Early Childhood Regulatory Unit  
Level 1  
111 Wellington Street  
East Perth WA 6004  
T:(08)65 518 333 or 1800 199 383 (toll free)  
W: [www.dlhc.wa.gov.au](http://www.dlhc.wa.gov.au)  
[ecru@dlhc.wa.gov.au](mailto:ecru@dlhc.wa.gov.au)

Australian Children's Education and Care Quality Authority (ACECQA)  
Level 15  
255 Elizabeth Street  
Sydney NSW 2000  
PO Box A292  
Sydney NSW 1235  
1300 4 ACEQA (1300 422 327)  
[enquiries@acecqa.gov.au](mailto:enquiries@acecqa.gov.au)

## Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service. *Without a Court Order we cannot stop a parent collecting a child.*

## Arrival and Departure

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

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

## Preparing Your child

Orientation is an important start for your child and family to connect to our Service. We encourage each child to attend the Service in the company of a family member for play dates in their room before they start the day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with their Room Leader so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child in our environment to show and discuss at home. Some children like to take a book from our library to read at home and return on the next visit.

Communication between home and the Service must be open and happen often to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.

## Saying Goodbye

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This will gain trust from the child, not only in you but in

the Educator who is reassuring your child about their day and when you will return. Rest assured, we'll contact you if your child becomes distressed.

## What to Bring to the Service?

### **BACKPACK**

For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled.

### **CLOTHING**

It is helpful to your child if they are dressed in non-restrictive, serviceable and easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by him/her. Every now and then accidents occur and it may be necessary for your child to get changed into a fresh set. Please include a complete change of clothes every day which can stay in your child's bag...just in case!

### **REST AND SLEEP**

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide stretcher beds for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please pack sheets or sleeping bag for sleep time. This will be sent home for washing on your child's last day of care for the week

### **BREASTFEEDING/BOTTLE FEEDING**

This Service supports breastfeeding. Families that are breastfeeding should speak to their Room Leader to be aware of our policies on storing and serving breast milk. Families that are formula feeding should also consult their Room Leader to be aware on how we need the formula prepared and stored. Please supply bottles and formula in your child's bag, if your child is on cow's milk please only supply bottles.

## Toys

The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

## Behaviour Guidance

Educators follow a Behaviour Management Policy that extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others, for property and respect for self, whilst learning to regulate their behaviour. If you require further information on this policy please ask Educators and refer to the Policy manual.

## Physical Play

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

Physical play provides children with the opportunity to:

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

## Sustainability

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

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

## Meals

We have our own centre kitchen which our cook prepares our nutritious meals.

Our menu have been designed and approved by a nutritionist to ensure we are meeting the Australian Dietary Guidelines.

We are able to cater for any child with special dietary requirements including allergies, intolerances and religious context. If your child is on a special diet, or has food allergies, please ensure information is provided at orientation or as soon as you are aware of the special diet requirement. We have a summer menu and a winter menu that routine on a weekly basis for four weeks including the seasonal fruit and vegetables.

Meal-times are about more than just the food. They are an opportunity for the children to have social time and develop language, self-help and hygiene skills. It is also a time to try new things and experience new tastes and textures.

## Birthdays

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday it is recommended that an ice cream cake or cupcakes be provided as this reduces the major allergy risks associated with most other cakes. Families are required discuss cake options with educators prior to the celebration.

## Sun Safety

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturers recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

# When should I not send my child to the Service?

Our Service is a busy and demanding day for the bodies and minds of our children, we are not equipped to care for sick children; however we will do everything we can to comfort a child who has become sick whilst in our care.

To try and prevent the spread of disease, please monitor your child's health and watch for:

- A runny, green nose
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic

Please do not bring your child to the Service if they display any of the above symptoms. If a child becomes ill whilst at the Service the child's parents or person responsible for the child will be contacted to organise collection of the child. If the child is unable to be collected, educators will contact the child's emergency contact for collection.

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

The other consideration is that medication of any type should not be added to a child's bottle.

Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.

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

## Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding: Exclusion from the Service of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

CONDITION	EXCLUSION
INFECTIOUS GASTROENTERITIS	Exclusion for 48 hours from the last loose bowel movement or vomit. Medical clearance will need to be provided.
HAND, FOOT AND MOUTH DISEASE	Until all blisters have dried.
HIB	Exclude until medical certificate of recovery is received.
HEPATITIS A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
HERPES – COLD SORES	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
INFLUENZA AND FLU-LIKE ILLNESSES	Exclude until well.
MEASLES	Exclude for at least 4 days after onset of rash.
MENINGITIS (BACTERIAL)	Exclude until well.
MENINGOCOCCAL INFECTION	Exclude until adequate carrier eradication therapy has been completed.

MUMPS	Exclude for 9 days or until swelling goes down (whichever is sooner).
POLIOMYELITIS	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
RUBELLA (GERMAN MEASLES)	Exclude until fully recovered or for at least 4 days after the onset of rash.
SALMONELLA, SHIGELLA	Exclude until diarrhoea ceases.
STREPTOCOCCAL INFECTION (INCLUDING SCARLET FEVER)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
TUBERCULOSIS	Exclude until a medical certificate from an appropriate health authority is received.
WHOOPING COUGH	Exclude the child for 5 days after starting antibiotic treatment.
WORMS (INTESTINAL)	Exclude if diarrhoea present.

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

## Immunisation

From 1 January 2016, only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Benefit, the Child Care Rebate and the Family Tax Benefit Part A end of year supplement.

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

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

Conscientious objection and vaccination objection on non-medical grounds will no longer be a valid exemption from immunisation requirements. Families eligible to receive family assistance payments and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

## Medication

Educators can only administer medication prescribed by a doctor. Educators can only administer medication to a child from its original packaging with pharmacy instruction sticker. On arrival at the Service families, must give medication to Educators for safe storage and complete a medication authorisation form. Under no circumstances should medication be left in children's bags.

## Allergies or Asthma

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

The Service requires an Action Plan filled in by your Doctor to assist in managing your child's needs.

## Accidents

The Nominated Supervisor will contact parents immediately if a child is involved in a serious accident at the Service. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers.

An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and be signed an educator, the Nominated Supervisor and by the parent.

## Emergency Drills

Throughout the year the Service will hold emergency drills, which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. Educators will be trained in using the fire extinguishers that are in the Service. An emergency evacuation plan will be displayed in every room.

## Children's Safety

- Never leave children unattended in cars while collecting children from the Service.
- Cars parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.
- Never leave a door or gate open.
- Never leave your children unattended in a room.
- Children are not permitted into the kitchen and laundry areas.

## Workplace Health and Safety

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general Work health and Safety, please contact the Nominated Supervisor immediately.

## Educator Ratio and Qualifications

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend monthly Educators' meetings.

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

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

## Parent Committee

The Goldfields Child Care Centres are not-for profit Centres, run by parents, who form a management committee. Our committee guides the centres direction strategically and financially. You are invited to become a committee member and ensure the Goldfields Child Care Centres are run to suit your needs. If we do not have a committee, we cannot continue to operate, so your support is needed.

The committee meets once a month and our annual general meeting (AGM) is held in October of each year.