



All kinds of clever

La Trobe University Community Children's Centre

2024



Wominjeka means
Hello/Welcome in the
Woiwurrung language of the
Wurundjeri people of Kulin Nation
– the traditional owners of
Melbourne.

We proudly acknowledge the
Wurundjeri People of the Kulin
Nations as the first teachers and
learners of the land upon which
our Centre is located.



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Centre Mission and Philosophy

Our Mission

To provide exemplary care and learning in an inclusive early childhood service that nurtures each child's potential, values the diversity of the families they belong to and the staff who work with them, and promotes learning within our community.

Our Vision

To inspire children and families to become lifelong passionate learners.

Our Values

- We strive for **operational excellence** in all areas of our service delivery
- We **respect** each other, and the diversity and rights of children and families
- We provide **child-focused care** that is responsive and sensitive to the individual child
- We **teach** through play, daily routines and facilitating peer experiences that are developmentally appropriate
- We **engage with nature** through our beautiful and abundant natural environment and ongoing improvements to sustainable practices
- We bring **teamwork and passion** in everything that we do for our children, families and colleagues
- We form and sustain ongoing **partnerships** with families, other services, and community actors both local and abroad



Our Educational Philosophy

We view children as active participants in their own learning, celebrating their unique capabilities and contexts.

Our approach to education prioritises well-being, intentionality, and independence, demonstrating sensitivity and responsiveness to each child.

Operational Matters

Hours of Operation

To ensure that we meet the needs of LTU staff and students, the Centre's opening hours/days align with the LTU calendar. This means;

- Centre hours; 7.30 am – 6.15 pm
- The Centre is closed for approximately 3 weeks over Dec.-Jan.
- The Centre is closed on the following holidays: Australia Day, Labour Day, Anzac Day, Easter – incl Easter Tuesday, Kings Birthday, Grand Final Eve, Melbourne Cup Day and Christmas holidays.
- No fees are charged when the Centre is closed.

Our Programs

We offer three programs in our Centre: All Day Care, Sessional Care and the Autism Specific Early Learning and Care Centre (ASELCC). Our 3 and 4-year-old kindergarten programs are integrated in long daycare.

All Day Care

Our All-Day Care program provides education and care in a long day care setting for children between the ages of 6 weeks and 6 years. Children are grouped by age across 7 rooms:

- 3 x Nursery rooms (6 weeks to 2 years),
- 2 x 2-3-year-old rooms
- 2 x Kinder rooms; 3-4-year-old room and 4-5-year-old room. Our Kinder rooms are state-funded and lead by experienced Kindergarten teachers.

Sessional Care

Our Sessional Program is a mixed age group room that offers education and care for families seeking short sessions during the day. Most families using Sessional Care are LTU students; however, LTU staff or families within the community are also welcome to access our Sessional Care program. Full day bookings can also be made in this room.

Autism Specific Early Learning and Care Centre

The ASELCC program offers education, care, and early autism support to young autistic children across specialist rooms and inclusive rooms as part of our All-Day Care program. Our highly trained team deliver early autism support as part of daily routines and small and large group experiences, using the Early Start Denver Model (ESDM), in combination with the Early Years Learning Framework (EYLF).

Policies and Procedures

Our Centre is committed to high quality early education and care, and consequently have policies and procedures that guide our team in our work with children and families. Our policies and procedures are informed by relevant legislation, governing bodies and key stakeholders and are regularly reviewed. When our Centre updates an existing policy, we circulate it to staff and families for feedback.

Our Policy Folder is available in the Centre foyers. In addition, if you would like a copy of an individual policy, please ask at the office or email: children@latrobe.edu.au



Enrolment and Fees

A variety of policies governs enrolment into the Centre. This part of the Centre Handbook includes some key pieces of information from the policies relating to enrolment and fees.

If you have any queries about the enrolment process, including Child Care Subsidy (CCS), immunisation requirements or fees, please do not hesitate to talk with our helpful Administration team.

Eligibility and Priority of Access

As the demand for places can exceed the number of places available, a waiting list is compiled according to our Centre's Priority of Access guidelines. More information about the Priority of Access guidelines can be found in our Enrolment Policy. In addition, our Centre values continuity of care and enrolment is offered each year to current families before new enrolments are considered.

Immunisation

Under State and Government legislation, confirmation of enrolment at the Centre is dependent upon the provision of a current Immunisation History Statement from the Australian Immunisation Register (AIR). Families are also required to provide updated copies of the child/ren's AIR certificate throughout the year. This can be done via your SmartCentral account or supplied to the Administration Team.

Re-enrolment

Re-enrolment forms are issued to current families in September - October each year. This process allows families to notify the Centre of their preferences for the following year and ensures that enrolment information is up to date. The Centre will make every effort to meet families' preferences and will defer to the

Priority of Access guidelines if the demand for places exceed the number of places available.

Variation or Cessation of Enrolment

Families are required to give two weeks' notice to vary or cease enrolment. The Administration Team can support with this process and forms can be found on our website.

Absences

If you are aware that your child/ren is going to be absent on a day that they would normally attend the Centre, please notify the Administration team as soon as possible via text **0400 991 219** or phone (03 9479 2122). For more information on absences and the Child Care Subsidy (CCS), please see Appendix 1.

What do I do if my contact details change?

**JUST LET THE ADMINISTRATION TEAM
KNOW AND UPDATE YOUR DETAILS ON
YOUR SMARTCENTRAL ACCOUNT.**

General Fee Information

Fees are charged for days booked, irrespective of whether a child is absent, and are not charged for days that the Centre is closed.

Summer Period

During the Summer Period families can have a different booking arrangement to suit their leave/holiday plans, without impacting their permanent booking. Families can vary their booking arrangement as often as needed with a minimum of one weeks' notice and will pay for all absences during the Summer Period. The Summer Period is between first week of December and last week of February and applies to all families in the All-Day-Care and Sessional Care Programs, and not to families accessing the ASELCC programs (Inclusive or Specialist).

Payment of Fees

On enrolment, families will be asked to **pay one-week in advance to support families with ensuring accounts are always in advance**. Statements are provided to families on a weekly basis. All accounts must be paid in advance, and a nil balance achieved. Payment can be made utilising a range of options. Please see *Appendix 1* for more information.

Our Centre is committed to supporting family and child health,
wellbeing and safety

OUR SERVICE IS MANDATED BY LAW TO REPORT ALL
SERIOUS INCIDENTS AND CONCERNS FOR CHILD/FAMILY
SAFETY TO THE APPROPRIATE REGULATORY BODIES,
FOR EXAMPLE CHILD PROTECTION SERVICES,
DEPARTMENT OF EDUCATION AND TRAINING AND THE
NDIS QUALITY AND SAFEGUARDS COMMISSION.

Short Term Absences and Compassionate Circumstances

Our Centre understands that there are times when a family may experience unexpected hardship or be obliged by work commitments to La Trobe to take leave, work or study off-campus. Should a family experience these circumstances, our Centre can support the family to maintain their child/ren's place at the Centre at the Manager's discretion. For more information on this, please see Appendix 1.

Late Fines

The Centre is licensed and staffed to have children on the premises between 7.30 am – 6.15 pm. Families who collect and sign their child/ren out after 6.15 pm will receive a late fee. The late fee is \$50.00 for the first 10 minutes per child and \$50.00 per 10 minutes per child thereafter. Please see Appendix 1 for more information.

Privacy

The Centre appreciates that the information provided by families as part of the enrolment process is private and confidential.

Our Learning Program

Our learning program and practices are inspired by a strong emphasis on child wellbeing, inclusive practice, and child centred practice. We view educators and children as co-constructors of learning; collaborating meaningfully and intentionally and recognising children as active citizens of the community and of their own learning. We recognise that children learn, explore and express through a variety of ways, for example art, music, play, connecting with nature, dancing, creating, constructing, imagining and many more!

Making learning visible

The education teams will share the children's learning with families through a variety of information, including:

- *Learning programs:* The curriculum and learning program is evaluated and developed weekly. The learning program document is displayed in the room or just outside of the room for families to read.
- *Documentation of learning:* The teams will use a variety of methods to record how the children are engaging, exploring, and learning in the Centre. This will include photos and written observations, learning board displays in hallways or rooms, displays of children's work, etc. Observations and analysis of children's learning/development will guide educators in the development of the fortnightly plan, and in formulating individualised teaching and supports for your child.
- *Family-Educator meetings:* Our Centre recognises families as the experts on their child and aims to work in close partnership with you to support meaningful learning opportunities for your child. Our education team will work with you to understand your priorities for your child's learning and development and create specific learning goals for your child. We aim to meet with families three times across the year with your child's lead educator:

- In Jan-Feb; to discuss how your child is settling in their room and discuss your priorities for the year.
- June-July; to discuss your child's development and your priorities for your child for the second half of the year.
- Oct.-Nov.; to discuss your child's new room for the following year and any transition supports required.
- *Family contributions* to the program: We invite families to share information about your child and family throughout the year, and we welcome your feedback and suggestions about our learning programs. Some ways that you might like to share information, or contribute to the learning programs might include:
 - Bringing in something interesting from a family event (e.g., photos from a special event, some natural materials found on a walk, a souvenir from a holiday, an item of cultural significance, something you grew in your garden, etc.)
 - Discussions with staff about child interests, change in routines, developmental needs, a life event, or day to day updates.
 - Practical participation, such as visiting the centre to help facilitate a learning experience, joining us for family events, sharing resources for learning, or sharing a special skill with us.
 - Completing forms or information sheets provided by the education team in your child's room.
 - Email correspondence.

A brief word on photos:

Photos can be a lovely way to share information about what has happened during the day and a valuable tool for documenting learning. We appreciate that families often love to see pictures of what the children have been up to. However, it is our aim to focus on children's learning, and so some days you may see fewer (or even no) photos - this is because our educators will be with your children maximising learning, instead of running for the camera.

Daily routines

Routines make up a large part of the day for young children, and we view them as an important learning opportunity for children. Routines provide excellent opportunities for children to further develop a range of skills, including social skills and self-help skills. The schedule of each room is designed to reflect the developmental needs of each age group, while also respecting and incorporating the individual culture of the child and their family. While we endeavour to work in accordance with families' requests and values, there may be times where we need to be guided by the requirements of industry recommendations and legislation. It is also important to note that on occasion a child's daily routines may differ in the Centre environment compared to what they usually do at home.

Celebrations

Celebrations can help to create a feeling of belonging and to develop a sense of community amongst families, educators, and children, while developing understanding and respect for diverse practices, values, and beliefs.

While we acknowledge that there are many ways to mark celebrations, the sharing of food is very common. If you would like to bring food into the Centre to celebrate, please note that our rooms and children's spaces are **EGG-FREE and NUT-FREE**. Any food provided to the Centre must include a full list of ingredients so that we can ensure the safety of all children in our care.

Please talk with your child's educators about celebrations you would like us to share with your child and family in the Centre.



Orientation

We understand that beginning care in our Centre is an important time for families. Before beginning, we recommend that you visit the Centre with your child and see the rooms, meet the staff, and familiarise your child with our environment and their new educators.

If this is your child's first experience in care, more orientation visits prior to commencing care and/or shorter days at the beginning of their enrolment can support the transition process. This approach also gives you an opportunity to see how our rooms work, establish a relationship with the education team in your child's room (and other families) and enable you to ask any questions that you might have about the Centre. Please talk directly with the Lead educator in your child's room to plan your orientation visits.

Our Centre recognises that the individual needs of families and children vary during the orientation period according to a range of factors and are happy to tailor the orientation process to suit you and your child.

Transitions through the Centre

At times when a child, or group of children, need to transition to a new room in the Centre, educators will work with families and one another to ensure a gradual and supported transition process. Often this involves familiar staff taking children on multiple visits to their new rooms and facilitating rapport building with the new education team. Please talk with your child's educators about the process and we can work together to ensure that both you and your child feel supported through the process.

What to Bring each Day

Our Centre will provide all meals and nappies throughout the day for your child. Please include in your child's bag each day:

- A drink bottle (please take home to wash each night). (please label with your child's name)
- A few changes of clothes for mishaps with spills, messy play etc. We also value nature play, and so there may be times that your child gets a bit muddy, mucky, or wet. (please label with your child's name)
- Sunscreen (from September to May) which can be left at the Centre. (please label with your child's name)
- Sun hat (broad rimmed or legionnaires. No peaked caps, please) which can be left at the Centre. (please label with your child's name)
- Nappy rash cream (if required) which can be left at the Centre. (please label with your child's name)
- Any special comforters required for sleep or emotional wellbeing.

Please ensure that all products (e.g. nappy-rash creams, sunscreens etc) are **NUT-FREE and EGG-FREE**.

Communication – Who Do I Talk to About This?

Feedback

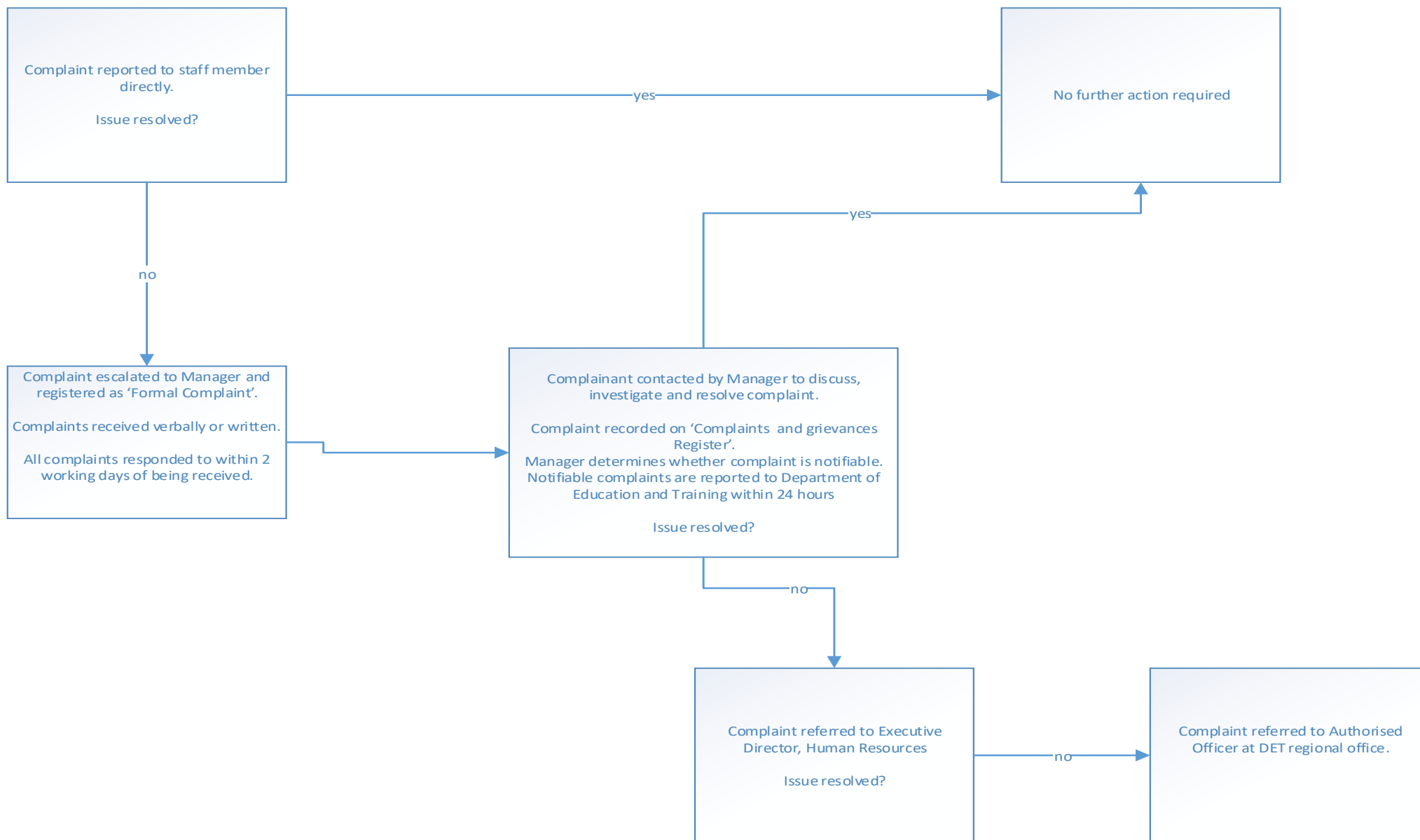
Our Centre values feedback from families in order to improve our service delivery and to ensure that we continue to meet your needs. Feedback may take the form of compliments, suggestions, enquiries, concerns, or complaints about:

- The quality of the service
- The environment and resources
- Interactions between staff/families/children
- Policies, procedures, or practices at the Centre
- Decisions that are made and/or how they have been communicated

Our Complaints and Grievances policy is available in the Centre and a copy of the complaints process is displayed in the Centre foyer. Our complaints process is a sequential process, that focuses on resolution of the complaint at the earliest point and escalation of the complaint if it is not appropriately resolved. For more understanding of the complaints process, please see the procedure below.

Our team adhere to the La Trobe Code of Conduct and our Centre is dedicated to creating, and role-modelling, a positive, respectful culture for children, families, and all staff. We ask you to support us with this, by adhering to the Family and Visitors Code of Conduct (please see Appendix 2).





Who Do I Talk to About This?

Our team have different roles and responsibilities and it is helpful for families to address their queries to the most appropriate team member.

Administration Team

Enrolments and attendance (including ceasing or swapping days), payment and invoices, queries about Child Care Subsidy (CCS) etc.

Education/Room Team

My child's transition into the Centre, my child's day and routine, celebrations (including my child's birthday), documentation and observations on my child, my child's educational program (including excursions and so on), any queries/concerns that I have regarding my child's development/my child's individual needs, any additional support required for my child, for example Medication, Allergies, individual Menu Plan etc.

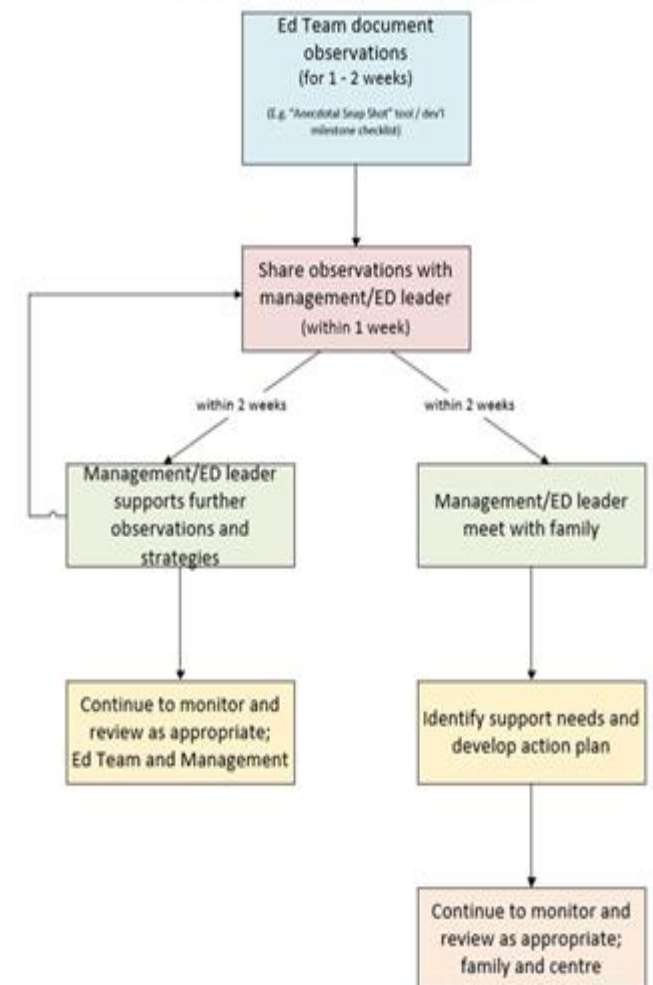
Management

Feedback on policies, procedures and practices and service provision, court orders/parenting plan/order, fee schedule, staffing/arrangements, strategic direction of Centre, Quality Improvement Plan (QIP), Code of Conduct and any concerns or feedback regarding any aspect of the Centre/service delivery.

Educational Leader

Any concerns about a child's development or individual needs, can be followed up and discussed with our Educational Leader. If a child requires an individual plan/resources to support learning, the Educational Leader can source and support this including linking families into resources and networks available in the community. Our Educational Leader utilises a procedure (pictured) to support education teams to monitor any concerns that families or educators have about a child's development.

Procedure for monitoring developmental/behavioural needs



Arrangements for Collecting Your Child

Sign In/Out

On arrival and departure from the Centre, children must be signed in and out on the electronic attendance sign in/out by a parent/guardian or an authorised person. The Centre assigns parents/guardians an individual PIN to sign their child/ren into and out of the Centre.

Authorising Child Collection

The Centre has a responsibility to ensure your child's safety when in our care. Consequently, children are only permitted to leave the Centre with a person authorised to collect the child.

Court Orders and Collection of Children from the Centre

It is important that Centre Managers receive a copy (in its entirety) of any Family Court Order, Federal Magistrates Court Order, Children's Court Order, District Court Order, Local Court Order, Parenting Order, Parenting Plan or Apprehended Violence Order (AVO) as soon as these are issued. Parenting Plans, including any changes to Parenting Plans, are to be signed and dated by both parents/guardians.

Our Centre understands and respects that at times there may be a breakdown in communication between families and are happy to support in any way that we can during these times. However, we are unable to respond to requests for information from parents/guardians regarding the other parent/guardian and their time/communication/pick up/drop off arrangements etc at the Centre, unless there is a specific provision in a Parenting Order or Parenting Plan. In addition, our Centre is unable to communicate on behalf of parents/guardians.

If a parent/guardian would like their child to be collected from the Centre by someone for whom they have not given authority in the enrolment form, they must;

- Email and call the Centre to give authorisation for the person to collect their child/ren, including providing information on the full name, address and telephone number of the person who will be collecting the child/ren (Staff will request proof of identity, to confirm the identity of the person/s)
- Give verbal authorisation to one room educator and one Approved Provider or Nominated Supervisor or PIDTDC, including providing information on the full name, address and telephone number of the person who will be collecting the child/ren (Staff will request proof of identity, to confirm the identity of the person/s)

In the case of separation, unless stipulated by a Court Order or Parenting Plan, our Centre assumes that the parent/guardian who has responsibility for the care of a child upon a particular day, has the right to nominate a responsible person in lieu of themselves to collect the child on that day. Any changes made to an authority to collect your child must be communicated in writing to the Centre, prior to collection of your child.

What happens if I forget to inform the Centre that a person who is not known to the Centre will be collecting my child?

WE WILL ATTEMPT TO CONTACT BOTH PARENTS/GUARDIANS TO CLARIFY THIS. IF STAFF ARE UNABLE TO CONTACT YOU, WE WILL NOT RELEASE YOUR CHILD TO THIS PERSON.

Health and Well Being

Our Centre strives to promote your child's health, wellbeing and safety through our environment, curriculum, policies, procedures, and practices. **To support us with this, we ask that you follow our Centre policies and procedures and give us up-to-date information about your child/ren's health/requirements.** A summary of some of our key health and safety policies is given below. For more information on specific policies and procedures, please email children@latrobe.edu.au.

What happens if my child becomes unwell while they are at the Centre?

THE EDUCATION TEAM IN YOUR CHILD'S ROOM WILL CALL YOU AND DETERMINE THE MOST APPROPRIATE COURSE OF ACTION. IF YOUR CHILD HAS AN INFECTIOUS ILLNESS, WE WILL ASK YOU TO COLLECT YOUR CHILD AS SOON AS POSSIBLE TO PROMOTE THE WELL BEING OF ALL CHILDREN.

Medication

If your child requires any medication, including a cream, to be administered for treatment of a specific illness or injury while they are attending the Centre, a medication form must be filled in and handed to a staff member in your child's

room, except in the case of nappy rash cream. Staff will help with the policies and procedures for medication.

Children with Asthma, Allergies, Epilepsy or Anaphylaxis require specific documentation to protect their health, including Medical Management Plans and Risk Minimisation Plans. Our Nominated Supervisor will work with you to ensure we have all the right information. Please ensure that you inform us if your child/ren has one of these health conditions and/or an updated Medical Management Plan.

Infectious Diseases

To protect the health and wellbeing of children, families and staff, the Centre cannot provide care for children who have an 'infectious disease' (please see table on following page) or who are generally unwell. If your child has a specified infectious disease, your child must not attend the Centre during the period of illness and may only return to the Centre when the illness ends, and your child is no longer infectious. The Centre may ask you to provide a medical certificate to confirm that your child is well enough to return and may refuse to let your child attend the Centre if you do not provide an appropriate medical certificate. The Centre follows the recommendations outlined in Staying Healthy - Preventing Infectious Diseases in Early Childhood Education and Care Services (5th Edition) and the Victoria Public Health and Wellbeing regulations. Please see the exclusion table on the following page, also found at <https://www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion/school-exclusion-table>.

Minimum period of exclusion from primary schools and children's services centres for infectious diseases cases and contacts

health

Public Health and Wellbeing Regulations 2009

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 certificate means a certificate from a registered medical practitioner.

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Amoebiasis (Entamoeba histolytica)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chickerpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immuno-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded
Measles*	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility
Meningitis (bacterial – other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps*	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis* (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Polymyelitis*	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head louse)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella* (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded
Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

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:
(a) 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
(b) specified in column 3 of the table in Schedule 7 if the person in charge 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 centre 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 cds.health.vic.gov.au



To receive this document in an accessible format email: infectious.diseases@health.vic.gov.au
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Department of Health

First Aid

If a child becomes unwell or sustains an injury while at the Centre, our Centre will notify the parent/guardian and will undertake First Aid treatment and procedures, as outlined in our 'Incident, Illness and Injury' policy.

Child Protection

All educators in the Centre are trained in the Victorian Child Safe Standards, Child Protection policies and procedures and are mandatory reporters. **In addition, as part of our Child Safe policies and procedures, families are unable to take photos in their child's room without specific approval and supervision from management or Lead Educator.**

Healthy Eating

Our Centre provides freshly cooked, healthy meals to children. We encourage children to try a range of food and support children to engage in independent behaviour in mealtimes, including feeding themselves and packing away their bowls etc. We understand that some children require an individualised meal plan, and this can be discussed with the Lead educator in your child's room.

Relaxation and Sleep

Infants (in Nursery 1 and 2) will sleep in cots, suited to each child's individual routine. Staff will work with families to develop mutually agreed settling procedures for each child. Our 'Relaxation and Sleep' policy is informed by 'SIDS and Kids' recommendations.

Children aged between 2 - 4 years are encouraged to rest on a mattress after lunch; educators in these rooms work with families to determine their child's individual sleep requirements. In addition, educators may encourage children to

have a rest if they show signs of being tired. *It is important to note* that while educators will engage a range of strategies to facilitate children's rest, we will not 'pat' children for extended periods of time to support them to sleep. Families can access information on their child's sleeping habits on the sign in/out bench in each room.

Sun Protection Policy

Under our '*Sun Protection Policy*' families are asked to apply an SPF 30+/50+ broad spectrum sunscreen to their child prior to/on arrival at the Centre and to ensure that their child has sun-smart clothing; a broad brimmed, bucket or legionnaire style hats and clothing with sleeves that covers the shoulders. Throughout the day, our staff will reapply sunscreen to children.

What do I need to bring?

OUR CENTRE PROVIDES ALL MEALS AND BEDDING.

FAMILIES ARE ASKED TO PROVIDE;

- SUNSCREEN (LABELLED)
- HATS (LABELLED)
- DRINK BOTTLE (LABELLED)
- A WET BAG (TO SEND HOME SOILED CLOTHING)



Resources

Family Information

- Early Childhood Australia has developed a variety of resources for parents. These cover everything from children's health and nutrition to sleep.
- ELAA provides information and resources that support parents as vital partners in high-quality early years education and care programs.
- Good Beginnings builds better outcomes for children in vulnerable communities through effective early intervention programs.
- KidsMatter is an Australian mental health and wellbeing initiative set in primary schools and early childhood education and care services.
- Learning Potential has lots of useful tips and ideas to help busy parents support their child's learning.
- Mychild is Australia's online childcare portal containing information for families, carers and providers.
- Parenting Research Centre is an independent, non-profit research and development organisation focused on supporting parents through the development of resources, programs and policies based on scientific evidence.
- The Raising Children website has reliable and scientifically validated information and resources to support you with queries you may have.
- Starting Blocks provides parents with information about early childhood education and care to help them make the best choice for their child and family.
- MyTime – a parent group for parents/guardians of children with disability.
- ASDetect- an app that families can download and use for free and which, through a series of videos and questions, supports families to identify whether their child may have autism.

Early learning curriculum

- Australian Children's Education & Care Quality Authority (ACECQA)- ACECQA is the national body that guides and reports on the NQF, while regulatory authorities in each state and territory are responsible for its implementation.
- Department of Education and Training (DET)- The Department supports and provides a range of learning and development opportunities for Victorian children, young people and adults.
- Information on ESDM; http://www.interactingwithautism.com/video/rogers_0012
- Information on ESDM; http://www.interactingwithautism.com/video/rogers_0008

Egg-free Recipes

<https://www.kidspot.com.au/kitchen/recipes/collection/egg-free-treats-for-kids>

<https://www.thespruceeats.com/dairy-free-birthday-cakes-1001335>

Appendix 1

Fee and Enrolment Information

1. Fee Schedule

- 1.1 Approved Provider will provide a minimum of 28 days' notice before making any changes to fee schedule.
- 1.2 Fee schedule changes are made on an annual basis and will have a start date from January.

2. Enrolment

- 2.1 On acceptance of an enrolment, families will be offered a regular pattern of use (Complying Written Agreement :CWA); in the All Day Care programs, attendance patterns may be between one and five days and an early start (7.30 am) or 8.15 am start, in the ASELCC Specialist Program attendance patterns are three days and in the Sessional Care program attendance patterns may be between one and five days, multiple or single sessions per day with an early start of 7.30 am.
- 2.2 It is the family's responsibility to determine if they are eligible for Child Care Subsidy (CCS) and apply online. Full fees are payable until CCS is received by the Centre <https://www.servicesaustralia.gov.au/how-to-claim-child-care-subsidy>
- 2.3 Request to change an enrolment by increasing or swapping days is subject to the two-week notice period and can only be accommodated where a vacancy exists, and licensing requirements can be maintained. Families will be asked to give notice via writing or completion of the appropriate form. If the request is unable to be fulfilled, the request will be recorded on the internal waiting list and the request will be offered if it is available in the future.
- 2.4 Request to cease enrolment is subject to the two-week notice period. Families will be asked to give notice via writing or completion of the appropriate form.
- 2.5 The Child Care Subsidy (CCS) cannot be claimed after the child's last day of actual attendance. For example: if a family provides the Centre with 2 weeks' notice ceasing their child's place (as required) and consequently do not use this childcare, they will be charged full fee.
- 2.6 For Families in the All-Day Care or Autism Specific Early Learning and Care Centre programs, Casual/Additional days can be booked providing a vacancy exists and licensing requirements can be maintained. Additional days will be charged as per the current fee schedule.
- 2.7 For families in the Sessional Care program, casual/additional sessions can be booked providing a vacancy exists and licensing requirements can be maintained. Additional sessions will be charged as per the current fee schedule.

3. Payment of fees

- 3.1 Fees are to be paid at least one week in advance.
- 3.2 Statements are forwarded to parents/guardians weekly. All accounts must be paid in advance regularly and a nil balance achieved

3.3 Payment is made utilising the preferred method of the family. Parents can choose from multiple methods, including: EFT & credit card at Centre before 12.30pm, Online payments using LTU Onestop , LTU Salary sacrificing or After Tax deductions, or Centrepay <https://www.servicesaustralia.gov.au/individuals/services/centrelink/centrepay/how-use-it/set-deductions>

3.4 Families may be eligible for Child Care Subsidy (CCS) to support with payment of fees. For more information on CCS, please see <https://my.gov.au>

4. Absences

4.1 CCS defines an absence as “when a child is absent on a day on which care would otherwise have been provided if the child was not absent and the family was charged for that care” <http://guides.dss.gov.au/family-assistance-guide/1/1/a/05>

4.2 Through the CCS, each child is allowed an initial 42 absence days from care across all approved childcare services each financial year, which can be used for any reason and without the need to produce supporting documentation (includes public holidays). CCS is payable for any absence days up to 42 days regardless of the reason for the absence

4.3 CCS cannot be utilised for the following;

fees are charged to reserve a place for a child who has not yet commenced care,

fees are charged for a period after a child has already ceased attending care, or

the child has already attended their maximum number of CCS eligible hours in previous sessions in the same week

For further information on CCS and absences: <http://guides.dss.gov.au/family-assistance-guide/1/1/a/05>

5. Short Term Absence procedure

5.1 The Short-Term Absence procedure can be utilised by LTU staff and students to secure their child/ren’s place at the Centre during a short-term absence (up to 26 weeks), related to their LTU work or study experience.

5.2 For LTU staff or students who are anticipating that they will be absent as part of their work or study experience and who choose to access this procedure, fees are charged for the first 4 weeks of care (based on their regular booking) to reserve child/ren’s place until their return to the Centre. Families must give notice in writing 4 weeks prior.

5.3 This procedure is subject to the Manager’s discretion, and availability of places across the Centre.

6. Compassionate Circumstances

6.1 If a family experiences substantive difficulty, for example illness or injury, the Centre may waive fees after the initial 4-week period and/or only charge for days that the family utilised the Centre. This arrangement is made at the discretion of the Manager and Senior Management Team.

7. General Fee Information

7.1 Childcare fees are charged for days booked, irrespective of whether the child attends the Centre

7.2 Fees are not charged for days that the Centre is closed

7.3 Summer Period bookings;

7.3.1 The Summer Period is between first week of December and last week of February.

- 7.3.2 During the Summer Period families can have a different booking arrangement to suit their leave/holiday plans, without impacting their permanent booking.
- 7.3.3 Families can vary their booking arrangement as often as needed with a minimum of one weeks' notice.
- 7.3.4 Families will pay for all absences during the Summer Period.
- 7.3.5 The Summer Period applies to all families in the All-Day-Care and Sessional Care Programs, and not to families accessing the ASELCC programs (Inclusive or Specialist).

8. Outstanding Debts

- 8.1 Non-payment of fees may result in the University taking further action to recover the debts.
- 8.2 LTU students may have sanctions placed on their student enrolment at La Trobe University until the debt is recovered.

9. Late Fees

- 9.1 Parents/guardians who are still in the Centre after 6.15 pm will incur a late fee of \$50.00 for the first 10 minutes, or part thereof, per child and \$50.00 per 10 minutes, or part thereof, per child thereafter. CCS is not claimable for this.

Appendix 2

Families and Visitors

- Adhere to Centre policies and procedures
- Collaborate with staff to discuss, develop and implement plans to address behaviours of concern
- Communicate positively, respectfully and professionally with all staff in the Centre at all times
- Communicate positively and respectfully with all other families, children and visitors
- Follow the complaints procedure when expressing concerns or complaints
- Behave in a manner that supports the University and Centre Values and Mission statement

