



# Parent Information Handbook

## 2019

*Recognising that families are  
children's first and  
most influential teachers*

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Phone for an appointment or just call in.

(Revised February 2019)

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## Introduction

The St Francis Xavier Parish of Ballina took a very exciting step in 2009 by initiating the provision of this Long Day Care Centre for the community. The Centre has very appropriately been named after the mother of the Blessed Virgin Mary, and the grandmother of Jesus.

St Anne's Long Day Care Centre is licensed to accommodate up to 76 children each day, enrolling children aged from Birth to 5 years. The Centre is open from Monday to Friday from 7:30am to 6pm throughout the year, closing for Public Holidays and for approximately 1 week between Christmas and New Year.

This beautiful modern environment, with five playrooms designed to support play-based learning with its vibrant and flexible spaces for children from babies and toddlers through to preschoolers was completed in December 2009 and opened January 27 2010.

Early childhood is a vital period in children's learning and development and accordingly, St Anne's Long Day Care Centre positions itself as privileged to participate in the education and care of a family's child through this time.

As for all long day care centres, St Anne's is licensed by the Early Childhood Education and Care Directorate of the NSW Department of Education and must comply with the Education and Care Services National Regulations and the National Quality Standards. Compliance with the National Law and Regulations will also ensure approval to receive Child Care Subsidy on behalf of families with children at this centre.

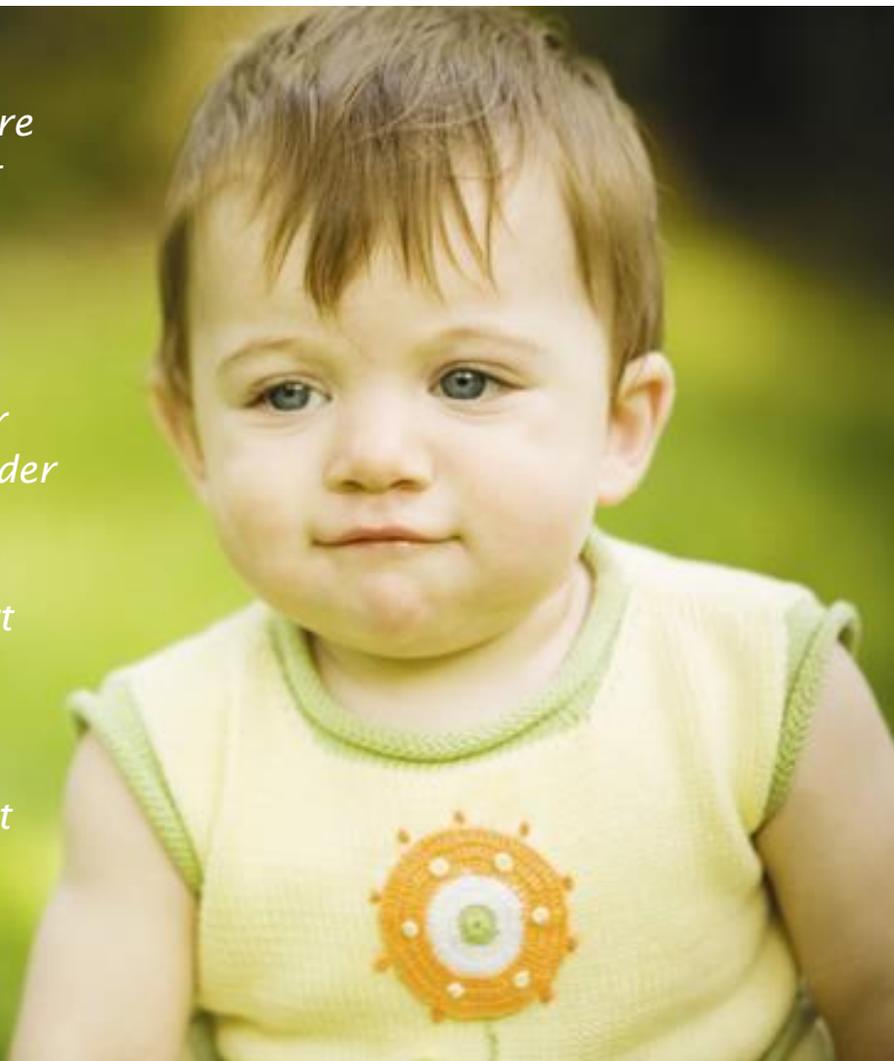
*"Learning to live together in harmony, with respect and a vision for positive futures."*



*St Anne and Mary*

## Mission Statement

*St Anne's Long Day Care Centre will aim to provide the highest quality of care and early childhood education to all members of the community, reflecting Christian values, within the Saint Francis Xavier Parish of Ballina and the broader community. Early childhood programmes will be implemented to support optimum outcomes for all children in an engaging, nurturing, and respectful environment reflecting current research, information and practice.*



# Philosophy

We would like to acknowledge the Bundjalung people, the traditional owners of the land on which St Anne's is built. We pay our respects to Elders past and present. We endeavour to teach our First People's history and culture through our Education and Care of the children at St Anne's.

*St Anne's Long Day Care Centre, as part of the St Francis Xavier Ballina Parish's education and care facilities, recognises that families are children's first and most influential teachers.*

*The children and families of St Anne's Long Day Care Centre are the foundation of our profession.*

**St Anne's Long Day Care Centre objective is the education and care of babies, toddlers and preschool children. Therefore, our goals are to develop respectful, trusting relationships in an environment that is stimulating, nurturing, and welcoming for children, families and educators.**

**It is the Principles and Practices of the Australian Early Years Learning Framework that guide our work. Added to this are our early childhood pedagogy:**

- Educators being responsive to all children's strengths, abilities and interests.
  - Play-based learning is for children to learn as they discover, create, and imagine through curiosity and investigation.
  - Children learn about their world through their senses.
  - Educators providing a balance between child initiated and educator supported learning.
  - Educators engaging in intentional teaching which is deliberate, purposeful and thoughtful.
- This work will reflect contemporary theories, current knowledge and research concerning early childhood and children's learning.

**The Early Years Learning Framework for Australia reminds us to focus on a child's "Belonging" "Being" and "Becoming" - the here, now and future of the children through our Early Childhood Education and Care at St Anne's.**

At St Anne's we acknowledge and respect the uniqueness of each child and his/her family, culture, structure, language, beliefs and customs. We respect, embed and weave the culture of our First Nations Peoples through our programmes as we progress on our Reconciliation journey.

St Anne's Long Day Care Centre Educators and Staff strive for professional excellence in Early Childhood Education and Care. This is achieved through continuous improvement (reflection, evaluation), professional development, collaborative teamwork and access to current research and contemporary theories, concerning early childhood and children's learning.

The National Quality Framework, National Quality Standards, the Early Childhood Australia's Code of Ethics, the National Law and Regulations for Education and Care Services, are imperative to our daily practices.

We at St Anne's believe the Early Years Learning Framework Outcomes of Identity, Contributions to our world, Our wellbeing, Our capabilities and competences, and Our effective communication are relevant holistically to the St Anne's community of children, families, educators, staff and the wider community.

***Our Philosophy is regarded as a living document***

*St Anne's Long Day Care Centre positions itself as privileged to be involved in the education and care of children of the families within our centre community.*

# St Anne's Long Day Care Centre Goals

## Overall Goal

St Anne's Long Day Care Centre aims to provide the highest quality of care and early childhood education to support optimum outcomes for all children enrolled in our education and care service, in an engaging, nurturing and respectful environment reflecting current research and practice, information, and legislative requirements.

## In relation to children:

- To provide a safe, secure and supported learning environment
- To value each child as an individual with unique capabilities and interests
- To acknowledge children as competent learners
- To positively guide and support children to interact in relation to others with care, empathy and respect
- To have respect for and be responsive to diversity—valuing children's different capacities and abilities and respecting differences in families' home lives
- To support children in their connections with each other and Bundjalung country
- To create a play-based learning environment responsive to children's ideas and interests employing spontaneous 'teachable moments' as well as intentional teaching and planning based on the Early Years Learning Framework, the Code of Ethics and the National Quality Standards.

## In relation to families:

- To recognise that families are children's first and most influential teachers
- To build relationships with the families of the children in our education and care service based on trust, respect and open communication
- To work in partnership with the families of the children in our education and care service encouraging participation and shared decision making throughout the learning and care process

## In relation to the St Anne's educators and staff:

- To employ qualified early childhood educators and staff who are committed to, and enthusiastic about, their work with young children
- To base our work on current research, theory, knowledge, high quality early childhood practices and our understanding of the children, families and educators with whom we work
- To be an advocate for early childhood education and issues that impact on the profession and on young children and their families
- To value each staff member as a professional and support their roles
- To value diversity and enact respect
- To be committed to continuing professional growth, professional conversation and professional development
- To work within the scope of our professional role and avoid misrepresentation of our professional competence

## In relation to the broader community:

- To learn about the community in which St Anne's is positioned (Ballina-Skennars Head-Lennox Head) and link the curriculum programmes to these contexts
- To connect with people, services and agencies within this community that support children, their families and their carers (or guardians)
- To afford professional opportunities (work experience) and support for those seeking to investigate or pursue a career in early childhood education

## About the Centre

### 1. Management

St Anne's Long Day Care sits within the Diocese of Lismore, is managed by the St Francis Xavier Parish Ballina and on a daily basis, by the Centre Director who is also called the Nominated Supervisor. The Director works in collaboration with the Centre Team Leaders, the Staff team, and the Parish management including the Parish Priest and the Parish Business Manager (the Approved Provider's delegate) to ensure the establishment of effective and ethical management policies and procedures, and the overall smooth running of the Centre. These comprehensive written policies and procedures are informed by relevant legislative requirements, current best practice, knowledge and research, and also reflect an awareness of community needs and issues.

As a licenced children's service and being linked to the Australian Government's Child Care Benefit (to change to new Child Care Package including Child Care subsidy in July 2018), we are accountable to the Australian Government's Department of Education and Training. We are also accountable to the Regulatory Authority - the NSW Department of Education (Early Childhood Education and Care Directorate) and to ACECQA - The Australian Children's Education and Care Quality Authority.

We must adhere to the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011 at all times. Part of our regulatory obligation is to develop a Quality Improvement Plan based on the National Quality Standards. ACECQA will be the independent statutory authority who will provide national leadership in promoting quality and continuous improvement in early childhood education and care services.

A copy of the National Law and the National Regulations can be found on the book shelf in the Centre's foyer.

We will continually aim to provide high quality early childhood education and care to the children enrolled at St Anne's during this crucial time in children's development and learning.

Contacts:

### Contacts

#### **Approved Provider's Delegate**

Marina Hynes 0417 213 191

#### **St Francis Xavier Parish Administration Centre**

Phone 6681 1048

Fax 6686 8774

#### **St Anne's Long Day Care Centre**

Phone 6687 5961

Fax 6687 6706

## National Quality Standards-Assessment & Rating

In November 2018 St Anne's Long Day Care Centre was assessed by the Department of Education & Communities - Early Childhood Education and Care, against the 7 Quality Areas of the National Quality Standards. The Centre's Staff team and management are proud to have been assessed with the overall rating of **Meeting National Quality Standards**. This not only affirms the high standard of education and care provided by St Anne's but also resonates with the Centre's Mission Statement, Philosophy and Goals.

# CENTRE GOVERNANCE

**THE TRUSTEES OF THE ROMAN CATHOLIC CHURCH  
DIOCESE OF LISMORE (Approved Provider)**



**APPROVED PROVIDER'S DELEGATE  
Person with Management or Control-Marina Hynes**



**ST FRANCIS XAVIER PARISH BALLINA**



**PARISH PRIEST  
(Father Michael Nilon)**



**PARISH BUSINESS MANAGER  
(Mr Paul Lloyd)**



**CENTRE DIRECTOR-Nominated Supervisor  
(Narelle Dewhurst)**



**ST ANNE'S LONG DAY CARE CENTRE  
IS LICENSED AND REGULATED  
by the**

**EARLY CHILDHOOD EDUCATION DIRECTORATE-NSW  
DEPARTMENT OF EDUCATION  
according to the  
EDUCATION & CARE SERVICES NATIONAL REGULATIONS  
(Contact: 1800 619 113 Toll free)**

## 2. Centre Staff Team

### **CENTRE DIRECTOR-Nominated Supervisor**

**Narelle Dewhurst**

*Bachelor of Education Early Childhood*

### **Educative Staff Team**

**Sharon Melenhorst-Assisting Director**

*Bachelor of Teaching (Early Childhood)*

**Fiona McFadden**

*Bachelor of Education (Birth to Five years)*

**Annaleise Smith**

*Bachelor of Early Childhood*

**Kaylene Nuttall**

*Diploma of Early Childhood Education & Care*

**Robyne Earl**

*Diploma of Children's Services*

**Stephanie Wilkinson**

*Diploma of Children's Services*

**Lucy Jackson**

*Diploma in Child Care and Education*

**Debra Wilkinson**

*Diploma of Children's Services*

**Jodie Cowan**

*Diploma of Early Childhood Education & Care*

**Shae Williams**

*Diploma of Children's Services*

**Taryn McKenna**

*Certificate III in Children's Services*

**Helen Callan**

*Certificate III in Childcare and Education*

**Carol Barlow**

*Certificate III in Children's Services*

**Kim Major**

*Certificate III in Early Childhood Ed & Care*

### **Administrative Assistant**

**Sharni Donnelly**

*Certificate III in Business Administration*

### **Kitchen "Chef"**

**Mark Latter**

*Safe Food Handling (component of Cert III in Hospitality)*

**Tayla Russell**

*Certificate III in Early Childhood Ed & Care*

**Hannah Rushby**

*Diploma of Early Childhood Education & Care*

**Jessie Xu**

*Cert III in Early Childhood Ed & Care*

**Brooke Woods**

*Diploma of Early Childhood Education & Care*

**Jessica Quinnell**

*Diploma of Early Childhood Education & Care*

**Samantha Manley**

*Certificate III in Children's Services*

**Leessa Tsikleas**

*Certificate III in Children's Services*

**Nicole Currie**

*Diploma of Children's Services*

**Marnie Crowther**

*Diploma of Early Childhood Education & Care*

**Suzanne Moane**

*Certificate III in Early Childhood Ed & Care*

**Amee Wright**

*Certificate III in Children's Services*

**Linda Quinn-Jarvis**

*Certificate III in Children's Services*

### **Regular Relief Educators**

**Marriane Baker** *Certificate in Child Care*

**Ashlee Pirak** *Diploma of Children's Services*

**Viv East** *Dip of Teaching (Early Childhood)*

**Kate Clements** *Bach of Teaching (EC)*

## Priority of Access

This Centre is registered with the Family Assistance Office and operates as an “approved” service by the Commonwealth Government enabling our families who are eligible, to receive Child Care Subsidy.

The **Child Care Subsidy** is the main way the Government assists families with their **child care** fees. Child Care Subsidy replaced the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy in July 2018.

Consequently, as an “approved” service our Centre must comply with Priority of Access Guidelines. The three key priority areas must be used when there is a waiting list or when a number of parents are applying for a limited number of vacant places. These are:

- **Priority 1:** A child at risk of serious abuse or neglect
- **Priority 2:** A child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under Section 14 of A New Tax System (Family Assistance) Act 1999
- **Priority 3:** Any other child

Within these main categories priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families
- Children in families with include a disabled person
- Children in families on low incomes
- Children in families from culturally and linguistically diverse backgrounds
- Children in socially isolated families
- Children of single parents

Placement into St Anne's Long Day Care Centre will also consider the date of application, age of the child, days and room required (baby room, toddler room, preschool room), with further consideration given to siblings, children of Centre Staff, and children of families who are staff in St Francis Xavier Parish Catholic Schools.

For detailed information on Child Care Subsidy go to the Australian Government's Department of Human Services website: [www.humanservices.gov.au](http://www.humanservices.gov.au)

## Hours of Operation

Monday to Friday 7.30am to 6pm

The Centre will be open each weekday throughout the year except Public Holidays and closure during the Christmas / New Year period. Closure dates will be published in Centre Newsletters.

As we work together educating and caring for your child your respect for opening and closing times will be appreciated. As staff need to prepare for the day's activities and ensure all areas are clean and tidy at the end of each day, your arrival and departure will need to be no earlier than 7.30am and no later than 6pm.

Whilst we understand some timeframes do not go as planned we ask that you understand that staff will need to be remunerated if unable to leave the Centre at close. A Late Fee will be charged of \$10 for each 5 minutes (or for each part of a 5 minute period) after 6pm.

## Fees & Services

### Please read the Centre's Fees Policy

Request for Enrolment Fee	\$20
Enrolment Fee (Annual / per Family)	\$40
Occasional Care/Short-term Care Enrolment Fee	\$20

Fee Bond 2 week's fees based on the full daily rate. This fee is refundable on departure from the service within 2 months.

### Daily Full Fees

Pebbles & Pippies (Nursery)	\$122 per day
Shells (Toddlers)	\$111 per day
Rockpools & Seabirds (Preschoolers)	\$109 per day

Food/meals, drinks, hat and sunscreen provided (if your child has an allergy or sensitivity to Cancer Council SPF 30+Sunscreen, please provide your child's personal sunscreen).

Our provision of hats and sunscreen support our commitment to implementing our Sun Protection Policy.

## Enrolment

We, at St Anne's Long Day Care Centre, believe that families have the greatest influence on their children's development and are vitally interested in the early education and care of their children. Parent involvement builds a relationship of trust between parents and staff, positive communication and co-operation. The children in turn, sense this trust and feel more comfortable in the Centre.

To ensure a smooth transition for your child and your family into St Anne's an Orientation will be scheduled with you, giving all of us a chance to meet and share as much information as possible. At this stage you will also be given a tour of the Centre (if you have not had the opportunity prior to this meeting), you will be introduced to your child's educator/carer, and will have the opportunity to ask any questions or have any information clarified.

You will need to bring with you attached to your child's Enrolment Form:

- Your child's up-to-date Immunisation History Statement (not the Blue Book)
- Birth Certificate (if not already at the Centre)
- Any medical/developmental assessments or reports related to your child
- Court Orders / Custody documents (if applicable)

## Our Centre Rooms

Each Children's room within St Anne's Long Day Care Centre is provisioned and furnished to support the inclusion of children of specific age groups. We acknowledge however that children develop and learn differently and so the decision to place a child into a particular room or to transition a child into their next room will be made by the educators in partnership with parents. Each day however there will be a time when children come together to a central place - to start the day and to finish off the day, as family members arrive to bring children and then to take them home.

Our rooms are known as:

- The Pebbles Room (Birth-1yr olds) – Nursery room
- The Pippies Room (1-2 yr olds) – Nursery room
- The Shells Room (2-3 yr olds) – Toddler room
- The Rockpools Room (3-4 yr olds) – Preschool room
- The Seabirds Room (4-5 yr olds) – Preschool room

## The Outside Learning Settings

The outside learning areas were developed to ensure that children would be given the opportunity to explore and experience the 'natural environment' with the use of natural features such as sandpits, stepping stones, low boulders for seating and stepping, shrubs, pathways of varying textures, a digging patch and other natural inclusions such as the bark chips.

The outside areas are shaded extensively ensuring play can occur through the most part of a day (in keeping with our Centre's Sun Protection Policy). The Royal Blue shades allow 95% UVR blockout and the Charcoal shades allow 96% UVR blockout.

The soft-fall surfacing in the Preschool outside setting also allows climbing equipment to be set up giving an appropriate impact absorbent surface for added safety as children climb, crawl, run, hop, skip and in general engage in gross motor activities to support the development of their Physical skills.

At times the Preschool children may use the adjacent 'green space' for organised games and gross motor activities with their educators for short periods of time. This area however is not part of St Anne's designated learning space and at some time in the future may house some other facility.

## The Early Childhood Learning Programmes

The **Early Years Learning Framework *Belonging, Being and Becoming*** is Australia's first national learning framework for early childhood educators, with its aim being to extend and enrich children's learning from birth to five years and through the transition to school. This document will inform the development of all programmes within St Anne's for each child that enhances their learning and development.

**The Early Years Learning Framework will guide curriculum decision making and will enable each child's learning in the five Learning Outcomes:**

- 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

St Anne's Long Day Care Centre programmes will focus on education and care of babies, toddlers, and preschool children while creating an environment which supports learning how to live together with harmony, respect, peacefulness, a sense of others and with a vision for positive futures.

The educators will be responsive to all children's strengths, abilities and interests: providing play opportunities for children to learn as they discover, create, improvise and imagine; providing a balance between child initiated and educator supported learning; engaging in intentional teaching which is deliberate, purposeful and thoughtful. This work will reflect contemporary theories, current knowledge and research concerning early childhood and children's learning.

## **The Pebbles Room and The Pippies Room**

### **Birth to 2 years**

#### **10 children and 3 educators in each room**

*In these rooms we view that no one part of the day is more privileged than another.*

These rooms will include the youngest children in the Centre. During their first year of life amazing development occurs with babies learning more and growing faster than they will at any other time in life. Whilst milestones are approximate times when certain abilities are observable, they are very flexible with every child growing and adjusting to the world at his or her own pace.

As babies move into their exciting second year their developing personality emerges. They are moving from babyhood into childhood, growing fast and learning lots! It is a time full of learning new skills (such as feeding themselves, learning to walk), being able to do more things independently but not always aware of the consequences of their actions, and a time of curious investigations of everything around them.

The educators' responsive care will reflect their understanding of the vital role interactions play in your young child's development, working to become attuned to your baby's cues to ensure meeting not only their physical needs, but very importantly, their needs socially, emotionally, and communicatively.

We believe that the essential component in the care of very young children is the provision of a secure, nurturing and calm environment whilst supporting their explorations and discoveries.

During these very early years children find their world is full of new things to see, hear, touch and smell. They become particularly interested in things that move, including themselves, needing safe spaces to practice crawling, standing, sitting and walking.

Sharing information is vital between parents and educators to ensure the best care possible. Information needs to be shared both at the beginning of the day when you bring your child and at the end of the day when you collect them. This will be done in an individual Communication book (one for each child in the Nursery). Information you could share with us may include:

- How your child slept the night before care
- What they ate for breakfast
- Any particular changes to their patterns
- Anything you think could be important or useful

We will ensure at the end of each day to share with you information about your child's feeding, sleeping and toileting in your absence.

Red Nose Safe Sleep strategies will be implemented in the Nursery Rooms particularly for children under 12 months of age.

You will need to bring in:

- Cot linen in a linen bag provided
- Spare clothing (labelled)
- Nappies labelled individually with child's name
- Any special nappy change items
- Breast milk (if in use)/Pre prepared Formula (if in use) in bottles labelled with child's name

## Shells Room

**2 to 3 years**

**16 children 4 educators**

Toddlers are starting to gain a sense of themselves as individuals. During the toddler years children progress from exploring objects by manipulating them, to being capable of solving simple problems (how to get something out of reach), categorising objects (noticing similarities and differences), and symbolic thought. They can "think" about things in very simple ways without actually needing them to be present and visible, an ability which leads the way to the development and use of imagination.

The programme in the Shells Room will support the children's rapidly developing cognitive skills, language and communication skills, and use of imagination and engagement in pretend play.

Educators will ensure, through daily communication that information is shared with you about your child's day. This will occur both verbally and visually.

You will need to bring in disposable nappies or pull-ups for your toddler if needed.

## Rockpools Room

**3 to 4 years**

**20 children 2 educators (an Early Childhood Teacher and an early childhood educator)**

Three to four year olds have rich imaginations, they love to create and to pretend. They enjoy physical activity and are beginning to become less dependent on their usual caregivers. They are also at the very beginning of learning how to get along with others as they learn that other people are real and have feelings. They are starting to develop a sense of humour and like to laugh at and repeat silly words and situations. A three year olds world is very powerful and sometimes it is difficult for them to sort out what is pretend and what is real. Running, jumping, rolling, dancing and any other motion is fun for 3 year olds. As preschoolers they are very excited about all the things they want to do and all the things they can do.

The programme in the Rockpools Room will support children's growth and development as active, creative, capable, and resourceful learners.

Your child's day will be communicated both verbally and visually.

## Seabirds Room

**4 to 5 years**

**20 children 2 educators (an Early Childhood Teacher and an early childhood educator)**

Four year olds are moving out into the world. Relationships, gender, different people and different cultures – all the big social issues become visible to a 4-5 year old. They explore these issues through their play, through dressing up and through asking lots of questions. To glimpse a big world is exciting but it is hard for them to see where they might fit. So, seeming at times either

too big and bold, or too small and frightened, are not uncommon extremes. They are developing autonomy and confidence and need help to learn to regulate their own behaviours.

The Seabirds Preschool programme will support and guide children to interact with others to explore ideas and concepts, clarify and challenge thinking and negotiate and share new understandings. The programme will use children's perspectives and interests and situate learning in their context. Staff acknowledge that 'literacy' is 'everything we do' and will ensure it is embedded in all that they do with your children. They will also lead and guide the children to see Mathematics and Science in their everyday lives, helping them experience Mathematics and Science as they play, describe and think about their world.

Whilst we do not consider that this Preschool programme is only about "getting the children ready for school" we believe our role is to include in the programme, learning and understandings that will facilitate the children's transition into their next educative setting – Kindergarten. A collaborative approach between educators from early childhood settings and schools helps to ensure a successful transition. We currently engage in a planned 'transition to school' programme throughout the year with our neighbours at Holy Family Catholic Primary School. Your child will undoubtedly tell you about their day, as well, the educators will ensure you are kept informed both verbally and visually.

### **Inclusion of children with additional developmental needs, disabilities or delays.**

Educators at St Anne's use an inclusive approach ensuring that all children, especially children with 'special rights' (or additional developmental needs), have the same opportunities to participate in all aspects of the Centre program. It is important that a meeting be held with a child's family prior to enrolment (or at any time during the child's enrolment) to identify the child's specific needs that need supporting to ensure effective inclusion and best learning outcomes. This may also include interaction with Summerland Early Childhood Intervention-Ballina, Ballina Community Health therapists, the child's Paediatrician, or any other therapist or special education facilitator who may be able to share information about the child's development or disability. Funding will be sort in collaboration with the child's family to support the child's inclusion into this setting with the possibility of an additional educator in the child's room.

## **Attending St Anne's**

### **Signing In and Out**

It is a regulatory and funding requirement and obligation, that children are signed in and out, at the Sign In-Out area in the foyer, by their parent or an authorised person at the beginning and the end of each day. Please read the Centre's Arrival and Departure Policy.

St Anne's has an Electronic Sign In procedure. Please ask for help if you need assistance.

### **Where to take your child when you arrive**

Upon arrival and after signing your child in take your child to their room and put their bag away in their allocated bag cupboard. Put away any other items in appropriate places ie. bottles of milk in the body of the fridge (not on the door); nappies in nappy drawers; water bottles in water bottle baskets etc.

If you arrive between 7.30am and 8.15am please take your child to the Shells Room (just near Reception); this is the 'Family Group Room' at this time each morning. The children will be collected by their room educator(s) at 8.15am (8am for the Nursery) and taken to the appropriate room.

## Where to collect your child from at the end of the day

Pebbles and Pippies children will remain in the Nursery until around 5pm.

The Shells, Rockpools and Seabirds children will play together in the outside play area from around 3.30pm to 4.30pm in fine weather. In wet weather the Shells children will stay in their own room until 4.15pm and will then join the preschool children in the Rockpools or the Seabirds Room. At 4.30pm these children will have a group gathering activity with an educator then transition from the outside verandah (or the Preschool room they are in) to the Shells Room where they will be offered a late afternoon tea.

The Shells Room is the 'Family Group Room' at the end of the day for all children between 5pm and 6pm.

## What to bring

### All items need to be clearly labelled with child's name

#### Your child needs to bring daily:

- A bag with their belongings
- Spare sets of clothes
- A water bottle (for children in the Shells, Rockpools and Seabirds rooms)
- Breast milk / formula and bottles (for babies and toddlers if required)
- Special 'comfort' items (if required)
- Appropriate bed/resting mat linen (please read Rest and Relaxation Times page 18)
- Disposable Nappies / Pull-ups (if required)

## Please let us know

If there are changes in any of the following details please use an Enrolment Details Change Form (located on the upper bench at Reception):

- Address
- Phone numbers
- Work contacts
- Emergency/other authorised contacts
- Immunisation updates
- Medication/illnesses
- Custody/access arrangements
- Priority of access status

## How to help your child settle in

Before your child's first day at St Anne's (if time allows) we encourage you to make as many visits as you would like to help your child become familiar with the setting, the people in it, sounds and smells within it, their group room, the bathroom and the outside learning area.

It's important to familiarise children with the environment and routines and to be given support through any worries they may have. Often what seems simple to us as adults, gives children the most anxiety, in particular routines like toileting, eating, rest time, and, who will they play with. It is helpful if you learn the staff's names and use them in your conversations at home with your child so that your child gets the sense that you (the most significant person to them) feels comfortable with the setting and the people who are going to care for them in your absence.

### **On your child's first day and when you are ready to leave:**

- Make sure your child is involved in an activity with a staff member close by or, in the direct company of a staff member
- Say goodbye to them happily and confidently and leave without hesitation
- We encourage you to ring anytime and as often as you want, to ask how things are going for your child.

*Your confidence in us (or alternatively, your anxiety) is quickly transferred to your child through your body language and your words. It is VERY usual for parents to feel anxious, upset, torn, and unsure when leaving children in care with adults you may not know, particularly if it is for the first time, and particularly if your child has had a previous experience that was not so positive. Please let us know how you are feeling; your feelings and thoughts matter to us and knowledge of your emotional disposition helps us support you and your child to the best of our ability.*

*Please remember, effective communication with you is important to us. As your child's parent – you are always welcome!*

## **Meal Times**

The meals supplied at St Anne's are prepared by the Centre's qualified cook. Children enrolled at St Anne's Long Day Care Centre will be provided with food and drinks that are nutritious, adequate in quantity, varied, offered at frequent intervals, appropriate to the developmental needs of the child and reflect diverse family backgrounds, children's individual food allergies and intolerances.

The Menus are planned reflecting the Australian Government's Guide to Healthy Eating. The Menu includes Morning Tea, Lunch and Afternoon Tea and is displayed weekly on the Noticeboard at the Sign In area.

Meal times, although often viewed as a "routine" of the day, are as valuable a learning experience as any other throughout the day. Teachers and children will share time around a table enjoying food, drinks, chat, discussions, the sharing of opinions and ideas, as well as using this time as a valuable social skills learning time and a time to learn more about food together.

Meals will be enjoyed in different ways across the different rooms within the Centre reflecting the children's varying ages, levels of autonomy and independence, the individual rhythm of the playrooms and our emphasis on leisurely routines.

Please refer to the Centre's Food and Nutrition Policy.

## Food/Product Exclusions and Food/Container Labels

The Centre has an overall food/product exclusion for Nuts, Sesame seed/oil, Shellfish at all times. If bringing ANYTHING into the Centre for any reason it MUST NOT CONTAIN nuts, sesame seed/oil or shellfish. This is in keeping with our Centre's Policy – Managing Children with Severe Allergies causing Anaphylaxis. This includes sunscreen, insect repellent, nappy-rash creams etc. If for some reason you DO bring food/products into the Centre please label the container's contents OR ask staff to provide you with a stick-on label to identify the container and its contents.

## Rest and Relaxation Times

Busy, active, energetic children also need time to rest and relax. Each room will approach rest time differently dependent upon the children's age and need for resting. The Pebbles and Pippies Rooms are furnished with cots, and the children's sleeps and rests will of course be according to individual needs and will follow home routines as discussed with parents, whilst implementing the 'Red Nose' Safe Sleep strategies for babies under 12 months of age. The Shells Room is furnished with 'Rest Easy Beds' and the Rockpools and Seabirds Rooms with Kindy mats to give children the opportunity to sleep, rest or relax. We ask that you provide the bed linen for your child to use depending on the room they are in.

Please also see the Safe Sleep, Rest and Relaxation Policy.

### Pebbles and Pippies Rooms

☺ Fitted and flat cot sheet sent into the Centre in a bag to house all together with your child's name clearly marked on all. Cots measure approximately 95 cm internally.

☺ As per recommendations from 'The Red Nose' Safe Sleeping Program. No quilts, pillows, duvets, doonas, lambskins or soft toys are to be used in the cot.

### Shells Room

☺ Fitted cot sheet for the 'rest easy bed'.

### Rockpools and Seabirds Rooms

☺ Fitted cot sheet for the rest and relaxation mat (similar to an exercise mat).

## Birthdays

Children's birthdays are very special days for everyone with most families celebrating the birth of their child in some way. If you would like your child's birthday celebrated with a cake here at the Centre please bring one in on the morning of the celebration (it does not have to be the exact day) for the teacher to share amongst your child's peers. We suggest individual patty cakes are best. Even if you choose not to bring in a cake to share, your child's special day will be acknowledged or celebrated in some way in their class group through the day.

**Please remember when bringing food in to the Centre to observe the food exclusions as noted in the Managing Severe Allergies causing Anaphylaxis Policy (includes no nut products).**

Many other events in your child's life will be important and there are many ways of celebrating them – the birth of a new brother or sister, a granny or pa come to stay, a special holiday, a first

tooth falling out, something specific to your own family culture, and many more. If you share this information with us we will make certain an appropriate “celebration” of that event will occur – it may simply be by sharing ‘the news’ with your child’s playmates, sharing photos, or painting a picture with a documented story.

Please refer to the Centre’s Food and Nutrition Policy.

## Children’s Belongings

Please make sure all nappies, bottles, bed/rest linen and clothing (including shoes) are **marked clearly with your child’s name.**

Comfortable PLAY clothes are best – very good clothing would not be appropriate for your child to paint and play in around water and sand, play dough and clay....and remember....long dresses are very difficult to climb and crawl in, and overalls are not easy for children to take off independently when in a hurry.

Although we do have aprons on hand for children to wear during craft activities, often paints and pastes still do get wiped onto clothing. These are most usually water soluble, however some paint colours at times, do not seem to wash out completely. Some children also do not like to wear the apron and would rather not engage in the activity if they have to wear the apron.

For this reason, PLEASE help your child dress in clothes you won’t mind her/him getting dirty.

## Medicines

PLEASE never leave medicines or medications of any kind in your child’s bag or locker cupboard. They must be handed to a staff member for storage out of reach of all children and the Medication Administration Forms completed and signed.

## Asthma, Anaphylaxis, Diabetes or any other chronic illness

If your child has any Medical Condition (and in particular any of the above) please make sure this is identified in your child’s Enrolment Form. In compliance with the Education and Care Services National Regulations 2011 and our Centre’s Medical Conditions Policy you must provide a Medical Action Plan signed by your child’s doctor and a Risk Minimisation Form needs to be completed. Please ask the Centre Director about this.

## Newsletters

A Centre Newsletter is published by the Centre Director on a monthly basis. This is our way of keeping you up-to-date with any news, current or coming events in relation to the Centre, the community, Early Childhood Education, and advocacy. You can receive the Newsletter in your Centre Communication Pocket or by email. It is also posted on the Centre’s website.

## Room Communication Books-Notes

Each room displays a Communication Book in a convenient location for you to write a note to your child’s educators about any information that you want to pass on to them. Alternatively “Message

Slips" are also provided and available for you to use and either hand it directly to an educator, the Centre Administrative Assistant or place in the Centre's Drop Box.

## The Drop-Box for your convenience

This is a posting hole in the upper bench of the Reception desk. Please use this to ensure any sort of paperwork, message or document is passed on to either the Office Administrative Assistant or your child's educators. The drop-box chute takes paperwork into a locked cupboard only accessed by the Administrative Assistant and Centre Director.

## Feedback, Suggestions, Complaints

Located on the upper bench of the Office desk is a document holder housing a number of forms that may be of use to you including a Feedback / Complaints Form. You are invited to use this form to pass on to us feedback, suggestions or complaints about our Centre's service.

Please also see the Centre's Complaints and Feedback Policy.

You are invited to articulate any complaint you may have about our service verbally to the Centre Director or in writing to the Centre Director or to the St Francis Xavier Parish Business Manager:

Mr Paul Lloyd (Parish Business Manager)

PO Box 46, Ballina NSW 2478

Ph: 02 66 81 1048

Email: paul@sfxballina.org.au

If at any stage you need to contact the services regulatory and licensing body please contact:

Early Childhood Education Directorate-NSW Department of Education

PH:1800 619 113 (toll free) E: ececd@det.nsw.edu.au

## Communication with Educators

You are invited and encouraged to speak regularly with the Centre Educators (in particular those educating and caring for your child) OR to use any of the following strategies to ensure open, regular communication about your child:

### **Informal conversation.**

**Formal conversation / meeting** – you may request to meet with an educator or the Nominated Supervisor at a time convenient to both, in private, away from children.

**An email** using the Centre's administration or Nominated Supervisor's email

**A text message** (if and when the best way to make contact) using the Nominated Supervisor's Centre mobile number

**A note written** in your child's room's **Parent Communication diary** (there is one located in each room for 2-5 yr olds) or your child's own communication book in the Nursery rooms.

**Write on a message slip.** Message slips are attached to room Parent Communication diaries (2-5 yr olds) or located on room noticeboards (Nursery)

**A phone call.** You may phone and ask to speak to one of your child's educators and to be put through to your child's room from the Centre's offices. Educators are encouraged to phone parents during the day to discuss any concerns they have about your child without delay. The Nominated Supervisor, Acting Director or Certified Supervisor in charge must be consulted and/or informed of this phone call before it is made (if possible). If it is not possible to consult or inform before the call is made the person in charge must be told as soon as possible after the phone call is made. Such phone calls will be documented either on an Incident Report Form or in the educator's daily journal – time of call and brief notes about the call. If educators are unsure as to whether they should contact you over a particular matter it is to be referred to the Nominated Supervisor or next in charge.

## Policies

Policies have been developed to provide the Centre's educators and management with a set of 'formal guidelines' to inform all aspects of the day to day running of the service. They are also a valuable tool to communicate with you (our Centre families) showing you how and why the service operates in the way that it does. These Policies are developed reflecting legislative and licensing requirements and the National Quality Standards.

You are invited and encouraged to read the policies and to assist in Policy Review as it occurs. A notice will be displayed on the Centre's Foyer Noticeboard alerting you to the review of particular policies from time to time. Your feedback (which can be delivered verbally, in writing or by email) will help inform the review and a possible amendment to a policy.

All policies may be accessed in either of the following ways:

- Read from the Centre Policy Book located in the Centre's foyer on the display shelf
- Ask for a copy of any policy or policies to be made for you
- Ask for a particular policy or policies to be emailed to you

The Policy handbook must remain at the Centre.

**The following is a list of Policies currently guiding the Centre's practice:**

### Policy Book Index

There are 4 Policy Sections. Policies are placed in the section that they pertain to:

1. Operational-Administration
2. Programming and Planning
3. Health and Safety
4. Staff

Policy Section	Policy Name
Operational-Administration	
	<b>CENTRE MISSION STATEMENT</b>
	<b>CENTRE PHILOSOPHY</b>
	<b>CENTRE GOALS</b>
	<b>Acceptance and Refusal of Authorisation Policy</b>
	<b>Complaints &amp; Feedback Policy</b>
	<b>Confidentiality Policy – see Privacy &amp; Confidentiality Policy</b>
	<b>Developing a Policy</b>
	<b>Determining Responsible Person Policy</b>
	<b>Enrolment Policy</b>
	<b>Fees Policy</b>
	<b>Family Participation &amp; Communication Policy</b>
	<b>Governance and Management of the Service Policy</b>
	<b>Inclusion of Children with Additional Needs Policy</b>
	<b>Notification of change to a policy or procedure</b>

	<b>Parent Involvement Policy</b>
	<b>Parent Handbook</b>
	<b>Prescribed Information to be displayed Policy</b>
	<b>Privacy and Confidentiality Policy</b>
	<b>Privacy Collection Statement</b>
	<b>Staff Recruitment</b>
	<b>Storage of Records Policy</b>
	<b>Telephone or other Communications Policy</b>
	<b>Volunteers, Students &amp; Visitors Policy</b>
<b>Programming &amp; Planning</b>	
	<b>Adventurous or Risky Play Policy</b>
	<b>Curriculum Policy</b>
	<b>Daily/Weekly Programme Policy</b>
	<b>Environmental Sustainability Policy</b>
	<b>Guiding Social Competence Policy</b>
	<b>Social Justice, Inclusion &amp; Diversity Policy</b>
	<b>Transitioning Children to the next age group Policy</b>
<b>Health &amp; Safety</b>	
	<b>Adventurous and Risky Play Policy</b>
	<b>Anaphylaxis Policy – Managing Children with Severe Allergies causing Anaphylaxis</b>
	<b>Arrival and Departure of Children and Visitors Policy</b>
	<b>Biting Policy</b>
	<b>Bottle Safety and Preparation Policy</b>
	<b>Child Protection-Child Safe Policy</b>
	<b>Dental Health Policy</b>
	<b>Excursion Policy</b>
	<b>Emergency, Evacuation and Lockdown Policy</b>
	<b>First Aid Policy</b>
	<b>Food and Nutrition Policy</b>
	<b>Food Safety and Meal Preparation Policy</b>
	<b>Incident, Injury, Trauma, Illness and Emergency Policy</b>
	<b>Infection Control Policy</b>
	<b>Interactions with Children Policy</b>
	<b>Keep Them Safe-Child Protection Policy</b>

	<b>Medical Conditions Policy</b>
	<b>Medication Administration</b>
	<b>Providing a Child Safe Environment Policy</b>
	<b>Physical Activity and Small Screen Recreation Policy</b>
	<b>Risk Assessment – WHS Policy</b>
	<b>Safe Sleep and Rest times Policy</b>
	<b>Safe Storage of Dangerous Goods Policy</b>
	<b>Sun Protection</b>
	<b>Toys/Items from Home Policy</b>
	<b>Telephone and other communications Policy</b>
	<b>Water Safety Policy</b>
	<b>Waste Management Plan &amp; Policy</b>
	<b>Work Health and Safety Policy</b>
<b>Staff</b>	
	<b>Staff Handbook</b>
	<b>Code of conduct Policy</b>
	<b>Determining Responsible Person Policy (see Op-Admin)</b>
	<b>Interactions with Children Policy</b>
	<b>Staff Leave Policy</b>
	<b>Staff Recruitment Policy</b>
	<b>Staff Training and Development</b>
	<b>Staff Grievance Policy</b>
	<b>Volunteers, Students and Visitors Policy</b>
	<b>Unsatisfactory Performance Policy</b>
	<b>Performance Appraisal Policy</b>

*Once again we welcome you and your family to St.Anne's Long Day Care Centre.  
Please feel comfortable to contact the Centre Director Narelle Dewhurst on any matter regarding  
your child or the centre.*

*If you would like any further information on the Centre's organisation or any other matter you  
may wish to discuss, please contact us on 02 6687 5961 or alternatively email Narelle*

**[narelle@stannesldcc.org.au](mailto:narelle@stannesldcc.org.au)**

*“St Anne’s Long Day Care Centre positions itself as privileged to participate in the care and education of a family’s child through this time.”*

