



Family Information Booklet

Springvale Service for Children
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The children, families and staff would like to welcome you to Springvale Service for Children.

INTRODUCTION

Welcome to the Springvale Service for Children. Our main purpose is to provide young children and their families with experiences of high quality which promote their healthy development, learning and wellbeing. We do this by working in mutually respectful partnerships with families, children and the community.

We hope that this booklet helps you to feel comfortable about using the early learning programs at the Service, and that it gives you some of the information you need. Please feel free to ask educators for more information or to explain anything in this booklet (or that isn't!). There are some key policies and procedures located on the notice board in the Early Learning Program, a copy of all centre policies is available in each room.

ABOUT THE SERVICE

The Mission and Philosophy statements are the values and beliefs that guide all the work of the Service. They apply to families, children, educators and the community. Some of the most important ideas in these statements are:

- Children's wellbeing is the main consideration in everything we do.
- Strong positive relationships are the foundation for children's learning.
- Families and educators work together as partners, sharing ideas, respecting each other's views and working through differences.
- Children need to have strong connections with their family, culture, home language and community.
- Families have the biggest influence on children's lives. Children learn from birth at home and in the family. Every family is different, and there are many good ways to raise a child. All programs at the SSC should support child rearing in families.
- Difference and diversity of many kinds, including cultural and language diversity, are part of our world. They can make our lives richer. They are not something to be afraid of or to see as a problem. They may be challenging at times, and sometimes there will be conflicts, but these can be worked through with good outcomes.
- A strong sense of community within the Service, where everyone feels included and valued, benefits children, families and educators.
- Children learn many things in their daily lives about themselves, others and the world around them. In the early years they also learn attitudes to learning and ways to go about learning.
- Some of the most important learning is about:
 - their identity, who they are
 - relating to others and learning how to help and give to others
 - learning to look after themselves (wellbeing)
 - being confident learners who are interested in learning

- communicating.
- Children learn a lot from each other, as well as from adults. Children are both teachers and learners.
- Children learn best when they enjoy learning, and play an active part in their own learning by exploring, playing, creating.

A full copy of the Mission and Philosophy Statements for the Service is on display on the ELP noticeboard.

OTHER PROGRAMS AT SPRINGVALE SERVICE FOR CHILDREN

There are several other programs that operate as part of the Springvale Service for Children including the Early Learning Program, the Maternal and Child Health Service and the Toy Library. All families who are members of the Early Learning Program are able to join the Toy Library at a discounted fee.

We are fortunate to have several different programs as part of the Springvale Service for Children. We have a number of playgroups running, as well as some family support groups (e.g. My Time). There is a strong commitment to work together to support children's wellbeing. Having these programs located together and working cooperatively will make it easier for families to use them. It also means that educators from different backgrounds will be able to help each other by sharing information and working together. For more information about the programs and groups please ask one of the educators.

THE EARLY LEARNING PROGRAM

At Springvale Service for Children we acknowledge that children learn from birth, and it is important to offer children rich learning opportunities throughout the early years, wherever they are. Learning does not just start when the child enters kindergarten. In recognition of this, we will aim to integrate care and education in our early learning program.

Some families may wish or need for their child to attend the Early Learning Program for whole days (childcare), others may wish to enroll for the government funded sessional program kindergarten in the year before their child attends school. In 2015 Springvale Service for Children will offer 15 hour and 12.5 hour sessional groups run by a qualified early childhood teacher (to comply with regulations). Currently enrolments are taken for kindergarten through the City of Greater Dandenong. The contact number is 9767 0817.

We recognise that all children who come to the Early Learning Program at Springvale Service for Children, whatever their age and no matter how many hours they attend, deserve a high quality learning experience. This involves:

- well set up learning environments, indoors and outdoors
- providing a high quality program of play based learning play
- leadership by professionals with early childhood qualifications

- ongoing professional learning for all educators
- a carefully thought out curriculum based on best current research and thinking about early learning
- careful attention to each child as a unique person
- giving children many opportunities to explore, experiment, create, play and take an active role in learning and to teach and learn from other children
- lots of communication between educators and families about children's learning experiences.

The National Quality Framework

A national process is in place to make sure all programs that care for young children meet acceptable standards. The Springvale Service for Children must comply with the Education and Care Services Regulations (available in the Early Learning Program for you to read) and the National Quality Standards. The early learning program is based on both the National and Victorian Early Years Learning Framework (*Belonging, Being and Becoming: an Early Years Learning Framework for Australia* and the *Victorian Early Years Learning and Development Framework for all children 0-8years*). Copies of these documents are available for families to read and online at www.education.vic.gov.au or www.deewr.gov.au. The goals of the standards and frameworks are to help services improve the quality of the experiences they offer children. Families have a right to be involved in these improvements and are encouraged to participate as much as they would like. Please see educators for further information about the National Quality Framework documents.

The program

The curriculum is the child's total experience while in the Early Learning Program. It includes play and learning experiences, relationships and interactions with adults and other children, and daily living experiences. Educators plan rich learning environments and provide a range of interesting and worthwhile experiences that are based on their knowledge of the children and their interests.

All areas of development and learning are catered for, including physical, social, emotional, intellectual, language and communication and creative. Educators continually focus on getting to know the child well and encouraging each child to participate actively in his or her learning. Particular value is placed on child initiated learning and play.

The children learn through watching others, interacting with each other, exploring their environment and ideas, sharing and communicating. Educators model appropriate behaviours and set up environments indoors and outdoors that promote cooperation as well as independent thinking and growth.

During the day there is a balance of active and quiet activities both indoors and outdoors. A flexible room routine is followed to help the children to feel a sense of security and stability.

The Service is very fortunate to be located in a culturally diverse community and to have educators members from a range of cultures and who speak a variety of different languages. These educators can talk with families and children in their home language and help other educators who do not speak that language. By supporting both the home language and English, children develop a greater sense of belonging and a strong sense of identity. Culturally relevant materials and experiences are also provided for all children.

Educators will consult with families, will be sensitive to different child rearing practices, and will respect the values of different families. Families are encouraged to share information with educators about their cultural and language backgrounds, lifestyles and child rearing.

Each child is encouraged to reach her or his potential. Educators value all children equally and provide equitable learning opportunities for children regardless of gender, age, ability, cultural or family background.

Children with additional needs

Springvale Service for Children aims to offer early learning programs that are fully inclusive – that is, where every child is a valued and fully participating member of the group. Children with additional needs are provided with an environment where they have the opportunity to explore and enjoy a range of experiences with other children and adults.

Springvale Service for Children is fortunate to have links with a range of support services to assist children, their families and the educators with any additional needs the child may have. If educators become concerned about a child's development and progress, this will be discussed with the family.

Special occasions, festivals and celebrations

Celebrations are an important part of the life of the Springvale Service for Children. We celebrate birthdays, Christmas, Easter, Lunar New Year and other cultural festivals.

Birthday celebrations are kept simple. Families are invited to provide a simple cake for the children to share during snack time if they wish to. In order to share the cake with other children we must ask for a full list of ingredients used in the cake. Cakes must not contain any nuts or use nuts as decoration.

ENROLMENT AND STARTING PROCEDURES – INFORMATION

For more information about the enrolment process please consult the enrolment policy

Enrolment Forms

The Service has an enrolment form that covers the Early Learning Program. You will be able to complete the form with a staff member when you commence at the service. Included in the

enrolment form is all the information that is required by law such as immunisation details, health details and emergency contacts. Whilst other information can be used by educators to provide the best possible education for your child such as foods they like or dislike, cultural needs and activities they may like to play.

As an integrated service we will also ask you if you are happy for us to share information about your child with other professionals at SSC and to fill in the Consent to share information page. For example if your child is feeling unwell, can we ask the Maternal and Child Health nurse to come and check your child? If you are not comfortable with the sharing of information within the centre about your child please say no.

Emergency contact numbers

At least one emergency contact and telephone number (other than parents/guardians) must be provided by you and will be kept on file in the unlikely event that an emergency occurs and we are unable to contact you. In any emergency, the educators will always try to contact parents/guardians first.

Please ensure that the contact numbers are accurate. Let educators know about any changes. Be sure that the people you choose as emergency contacts know that you have listed them as people who can act on your behalf if an emergency occurs and you cannot be contacted.

Immunisation/health record books

All families will need to demonstrate at enrolment that their child's immunisations are up to date. Families are required to bring their child's/children's health record book so that immunisations can be verified. If your child is not immunized the Family Assistance Office may not provide your child care rebate.

Starting in the early learning program

Feeling comfortable and relaxed about being in an early learning program can be a big challenge for a young child. In the same way, it may take time for you to feel comfortable and relaxed about your child being in the program.

Children, as well as adults, react differently to change. Some children find change challenging and will take time to adjust to new people, routines, surroundings and experiences. When educators and families treat children's reactions to change with respect and respond with support, the transition from home into an early learning program is likely to go more smoothly.

Educators will do everything they can to help you and your child feel comfortable about the child participating in the program. If you are concerned, or if you have ideas about what would help the settling-in process, talk to the educators. You may find it helpful to talk about your own feelings with the educators responsible for your child. Talking to other families who have had felt similarly in the past can also help. Please remember that these feelings are normal and often temporary.

If at all possible allow time to settle your child when they start and each time he or she attends. If possible, it can help to leave your child for shorter days at first and gradually build up to a full session or day. Of course, this is not always possible because of work and study commitments, but when it is possible, it is usually worth the effort.

Other strategies to consider include:

- visiting the program regularly for short periods before the child starts coming
- allowing your child to take a special toy, blanket or security object from home
- talking in a positive way with your child about the program and the fun the child will have
- sharing information with educators about your child's routines, interests, abilities and needs
- making a photo album for your child with pictures of his or her house, the family and other familiar things, or supplying a photo of the family for the child to have
- setting aside some time each day to talk with your child about her or his day
- trying to avoid more than one major change at a time in your child's life
- developing a regular way of saying goodbye to your child every day, one that includes reassurance that you will return each day to collect them
- making your good-bye reassuring but short. Once you have said goodbye, you should leave. If your child is upset, the educators are there to support and settle him or her. Families are welcome to phone as often as they wish to check on their child.
- always saying goodbye and avoiding sneaking out of the room. This leads to insecurity and confusion for the child
- allowing some time when you drop off and pick up your child to be in the room.

What you will need to bring

For all children:

- hat (summer and winter)
- appropriate shoes and socks (not thongs or slippers)
- a change of clothes, including underwear.
- warm jacket or coat (for outdoor play).
- a security toy or object if needed

For under three years of age, in addition:

- a second change of clothes, including underwear
- made up bottles of formula or expressed milk, clearly labelled

Please make sure all items are clearly labeled with your child's name.

Notice of intention to terminate care

If your child attends the childcare program you will need to give at least two weeks' notice if you decide to leave the early learning program. This advance notice allows your child's place to be filled by another child who may be waiting for a place. Families who withdraw their child and do not give two weeks' notice will need to pay the normal weekly fee for two weeks, even if the child does not attend.

A full copy of the enrolment policy for the Service are available in your child's classroom.

HEALTH AND SAFETY

Further information on children's health and wellbeing can be found in the following policies: Administration of medication, Anaphylaxis management, Asthma, HIV/AIDS and hepatitis, Incident and medical emergency management, management of infectious diseases, Sun protection

Accidents

Bumps, bruises, falls and scrapes are all part of growing up for an active, curious child. As children learn new skills such as learning to walk or trying a new piece of climbing equipment children may accidentally hurt themselves. This provides an opportunity for children to learn their boundaries, and self-awareness. Experts believe that the opportunity to assess potential danger and react to risk in the playground helps children make decisions in later life so it is important that early learning educators provide opportunities to take risks, and support children to decide what might be potentially dangerous.

From time to time your child may have an accident or fall at the service. Educators will ask you to sign a completed accident form, that clearly explains what has happened. If your child hits their head in a fall the educators will ring you to let you know what has happened. In many situations, this is just a formality and the child will be able to stay at the service being observed carefully by the educators. In the very rare situation when the injury is significant we may call an ambulance or you will be asked to pick the child up.

Head lice

The Director and Board of Springvale Service for Children are aware that head lice infestation can be a sensitive issue and is committed to maintaining children's confidentiality. However, management of head lice infestation is most effective when all children and their families actively support our policy and screening program.

The Team Leader of the Early Learning Program is the person authorized by the Board to conduct head inspections for lice and eggs. When head lice are found, the Team Leader of the Early Learning Program will notify the parents/guardian directly. Please note that health regulations require that where a child has head lice, the child should not return until appropriate treatment has commenced.

Health policy

The children's health and wellbeing while attending the Early Learning Program is a major focus. Children in groups are sometimes susceptible to infections because of the close contact with other children.

Whilst we understand that taking time off can be difficult for working or studying families it is important that children who are unwell are kept at home. Educators are unable to provide the level of individual care and comfort that a sick child needs. We also need to be sure that illnesses are not spread from child to child. If your child is unwell, he or she should stay at home until well again.

Children should be kept home if they vomited or had diarrhea in the past 24 hours. Please see the attached exclusions table.

If your child becomes ill during the day, you will be called and asked to collect your child from the Service.

Children's health or illness information

It is vital that families let educators know about any problems or concerns they have about their child's health. A child's life could depend on educators having the right information. If your child has asthma or a life-threatening allergy, we require a signed plan from your child's doctor and any required medications to be left on our premises for your child.

Administration of medications

Ensuring that medications are given correctly and appropriately is extremely important to the educators at Springvale Service for Children. Any medication which needs to be given to your child at the Service must be clearly labeled with your child's name and the dosage to be given and be in the original container. It also must not be past its use-by date. Please note that in accordance with the instructions we cannot administer Panadol for longer than 24 hours. Educators are only able to administer medications that strictly follow the instructions on the label. Labels must also state the medication is suitable for your child's age. (I.e. some Panadol should not be given to children or should not be given for extended periods of time). Families must complete and sign the medication record (located next to your child's sign in/out sheets) in order for the medication to be given. Families must physically hand the medications to the educators and must not leave any medications in the child's bag. Your child's full name must be written on the record. The Service does not provide Paracetamol or Panadol for the children

A full copy of the medications policy is available for you to read, please ask the room educators or reception.

Emergency Management

Springvale Service for Children regularly practices emergency evacuations at the centre. This is to ensure that educators and children are prepared for if a real emergency arise such as a fire, or a bomb threat. The Service has two evacuation meeting places. Educators would lead all children and visitors out the nearest safest exit to either Southdowne Close or the car park. In an emergency evacuation all children's emergency contact details are taken by the educators. In the event of a real emergency families would be advised by telephone of the evacuation and advised of any important information.

Evacuation details are placed in all early learning rooms and in the foyers please take them time to familiarise yourself with our procedures. The full emergency management policy is available in each room or at reception.

Infectious diseases

Please notify the Service immediately if your child is diagnosed with an infectious disease. This is particularly important not only for children's health, but because there is always the possibility that an educator or parent is pregnant. If a pregnant woman has an infectious disease such as rubella, CMV or hepatitis, the consequences can be severe on an unborn child. Families will be notified of any case of significant infectious disease in the Service.

Recommended childhood immunisations should be kept up to date while your child attends the early learning program.

Learning to use the toilet

The policy of the Service is that toileting and nappy change procedures should meet children's individual needs and be a positive experience. Educators aim to make learning to use the toilet a positive and relaxed experience for toddlers, with no pressure being placed on the child to use the toilet. Discussion and shared decision making by families and educators about toilet learning is crucial. It helps if families share methods used at home. Educators and families make a conscious effort to work together with the child.

Sun protection

The Service has a strict policy of 'No hat, No outside play'! We can supply a hat for your (these are hats we often reuse and wash). If your child would like their own or a new hat you can purchase a centre hat from the front desk or bring one from home. Children are encouraged to wear a hat throughout the high ultra violet periods. From May to August the children will not be asked to wear a hat. The service will provide sunscreen for your child, however, if your child has skin sensitivities then we ask families to provide their own sunscreen.

Toys from home

Children may bring a special cuddly toy for sleep and rest time or to help them feel secure. Toys such as guns and, swords are not encouraged at the service and playing with super-hero action figures should be discussed with the room leader.

Although care will be taken, educators cannot be responsible for toys or other objects brought from home.

PARTNERSHIPS WITH FAMILIES

Warm mutually respectful relationships between educators and families are essential to providing a good quality early learning program. The information we share with each other benefits the children, the families and the educators. This sharing is the basis for developing a true partnership between educators and families where people are comfortable expressing their views and concerns and making suggestions which they think will benefit the children.

While we realise that parents often have work and other commitments and maybe limited time, you may want to become involved in the Service. Some suggestions of ways you can participate in the operation of the Service include:

- joining our Board of Management or a sub committee
- offering some special music or songs in your home language for the children
- sharing your special talent or interest with the children (for example baking, bathing a baby, gardening or playing an instrument.)
- reading a story in your home language
- participating in the children's activities
- participating in community events offered by the Service
- collecting recycled materials from home for the children to use. Such items may include corks, plastic bottle tops, fabric, spare paper, old wrapping paper, greeting cards, pieces of ribbon, or polystyrene meat trays.

You may have other ideas about ways you would like to participate. If you do, please share them with educators or the team leader of the Early Learning Program. Whether or not you participate in activities at the Service, we want to have a relationship with you. The most important contribution you can make to the Service is to share your thoughts, ideas and concerns about your child, his or her development and learning, what matters to you in your child rearing and what you hope for in your child's experience in the early learning program. We welcome your questions and ideas, and we look forward to working with you.

Communicating with families

Family notice boards are located throughout the Service. From time to time, the Service plans social functions. Notices of these and other upcoming events will be posted.

Written information about your child's daily eating, sleeping and toileting details will be available in your child's room. Each child has a communication book which we encourage you to write in. There is also a folder for each child and this is where educators will place information for families.

Each child in the early learning program has a locker for belongings which is labeled with the child's name. Newsletters, receipts and any information for you to collect will be placed in your child's locker. Please check it regularly. Administration is also able to send the accounts via email if this is helpful.

Educators in the early learning program are committed to discussing with each family their child's development and learning.

While educators in the Service will use a variety of ways to communicate with you, the most important communication is the face-to-face communication at drop-off and pick-up times. Although those are busy times, and it won't always be possible to have extended conversations, educators will make every effort to talk with you about your child. Families are also welcome to speak to the educators who care for their child in an interview at any time throughout the year.

Interpreter

If you find it difficult to communicate in English, and there are no educators available who speak your home language, we can contact the Telephone Interpreter Service.

FEES

Outstanding fees

A child's childcare place cannot be kept open if fees have not been paid two weeks in advance. If fees are not kept up to date a child may not be able to return to the early learning program. Families having difficulty in paying their fees should see the Team Leader of the Early Learning Program or the Director as soon as possible.

Late fees

It is understandable that from time to time emergencies may occur that prevent families from picking up their child by closing time or after their sessional program however families should make every effort to ensure their child is collected on time. If an emergency does occur, families should telephone the Service immediately on 8558 3800. We can then explain to your child that you will be late.

Families who are late in collecting their child more than once will have to pay a late fee. A warning will be issued the first time. The current rate for late pick-ups is \$20 for every 10 minutes or part thereof.

Allowable absences

Families are allowed a maximum of 42 days per year when their child may be absent from the service and still receive Child Care Benefit. These absences may include going on holidays, staying at home if a family member has days off or sickness without a medical certificate. Public holidays are marked as absences and go towards the 42 days. Once 42 days have been exceeded a medical certificate or supporting documentation will be required for you to continue receiving the Childcare Benefit.

CENTRE INFORMATION- GENERAL

Clothing

The full clothing policy is available in the rooms or at reception

It is important that children are dressed to allow for maximum participation in the program. Children should wear clothes that they are comfortable in, are culturally sensitive and allow for safe play.

Children should wear shoes that have backs on them (not thongs), clothes that allow for climbing and unrestricted movement, clothes that can become messy (during play) and clothes appropriate for the weather. Children will play outside on cold days so it is important that they bring hats and coats, just as in summer the children should have their shoulders covered and wear the hats supplied by the centre.

Concerns and complaints

If you have a concern or complaint about the Service, we encourage you to discuss the matter with the educators concerned. If you do not feel comfortable in doing this then you can discuss your concerns with the Team Leader of the Early Learning Program or the Director. A full copy of the complaints and grievances policy is available on the parent notice board. All concerns or complaints will be handled as discretely as possible.

Fees

The full fee policy is available for you to view on the early learning program notice board.

The fees for the programs are as follows:

Long day programs: \$98 a day or \$388 a week

Sessional program: \$275 per term

Childcare Benefit

In the long day program fees paid may be reduced according to the amount of Child Care Benefit and rebate received by the family. Child Care Benefit reduces the cost of your total child care fees. It is available to you if you are a parent, foster parent or grandparent with a child in your care who is attending child care approved by, or registered with, the Government. There are certain eligibility

requirements you must meet to get Child Care Benefit. The Child Care Rebate is additional assistance if you use approved child care, and you are working, studying or training at some time during the week or have an exemption. The Child Care Rebate covers 50 per cent of your out-of-pocket costs up to the annual cap. For further information you can contact the Family Assistance Office on 13 61 50.

From July 2011 you have the option to receive your Child Care Rebate fortnightly, paid either directly to your bank account, or through your child care service provider as a fee reduction. You still have the option of having your Child Care Rebate paid quarterly or annually as a lump sum directly to your bank account. If you require any assistance in regard to the Child Care Rebate or the Childcare Benefit please speak to our administration staff.

Special Child Care Benefit is sometimes available for families in need. If you are experiencing financial difficulties or may be facing some difficulties in your home please speak with your Room Leader if you feel comfortable to do so, or see the Team Leader of the Early Learning Program for more information.

All fees are collected by Ezidebit, a system that automatically debits your fees from your debit or credit card each fortnight. If you choose to use your debit card there will no extra costs to the families. Credit cards will attract a surcharge. You will be given a statement prior to the funds being taken from your account. You will be given a permission form to complete on commencement at the centre.

Weekly rate fees include public holidays and children's absences for any reason. Fees for each child enrolled are essential for the operation of the program. Costs such as staffing are based on bookings rather than actual attendance. No fees are charged for the period over Christmas when the early learning programs are closed.

It is important that families get a receipt for payment of fees so that they have an accurate record of their payments. These will be placed in your child's locker.

Food and nutrition

Meal and snack times are an excellent time for children to develop healthy eating habits. Children at Springvale Service for Children are exposed to a variety of foods. Older children are encouraged to set the table and serve themselves at lunch and snack times.

Children who attend over lunchtime are provided with nutritionally balanced cooked meals. The meals are prepared by our kitchen staff, who are responsible for ensuring that meals are culturally and developmentally appropriate and that individual needs, medical, cultural and/or religious requirements are catered for in planning the menu. Families are invited to contribute ideas and recipes for recipes that staff can use when cooking with the children. The menu is available for viewing on the Early Learning Program notice board.

Breakfast can also be provided if required for children arriving early in the morning. Please notify educators if your child has not had breakfast. Water and simple snacks are available for children at all times.

Parents/guardians of four year olds attending sessional programs need to provide a nutritious snack such as fruit and a bottle of water for their child. Fizzy drinks, sweet biscuits, chocolate, lilies and chips are not appropriate as they are linked to increased dental and health problems.

Allergies and other special dietary requirements

If your child is allergic to any food or cannot eat certain foods for cultural, religious or lifestyle reasons, let the educators in your child's group know so that alternatives can be discussed and other more appropriate meals and snacks given to your child.

Please remember to note all allergies, medical conditions and cultural or religious observances that affect your child's eating or drinking on your enrolment form.

If your child is at risk of anaphylaxis please let the educators know and provide them with an anaphylaxis action plan. If there are any changes, let the educators know and provide a new action plan.

For more information on food and eating in the centre please refer to the food safety policy, the healthy eating and active play policy, the Anaphylaxis policy and the Asthma policy.

Hours and days of operation

Full day early learning programs (sometimes called 'child care') operate for children under school age Monday to Friday from 7:00 am to 6:00 pm. These programs usually close for two weeks over the Christmas holiday period and for all public holidays.

The sessional early learning programs for four year olds (sometimes called 'kindergarten') operate at various times. The times are displayed on the noticeboard for you.

The toy library is open Monday 10-12noon, Tuesday, Wednesday, Thursday and Friday 10-1pm and Saturday 10:30 to 12.30 pm. This service is closed during Christmas school holidays.

The maternal and child health service is open Monday to Friday, appointments can be made by contacting the City of Greater Dandenong on 97670880.

Families will not be charged for days when the centre is closed for Christmas holidays or when closed for professional development. Fees will be charged for public holidays, days the family takes as holidays or sick days.

Persons authorised to collect your child

For further information on the collection and pick up of children please refer to the delivery and collection of children policy.

A parent/guardian has to give permission beforehand for a child to be picked up from the Service by someone other than the parent/guardian. We have this policy to ensure that your child is safe.

When you fill out your enrolment form, you are asked for the names, and details of at least one person in addition to the parents/guardian whom you give permission to pick up your child. If at any time you would like someone else to collect your child from the Service, you must call the Service and give educators the person's name and a description of the person who will collect your child. We will ask the person to provide us with some identification such as driver's license.

If there are any changes to the details on the enrolment form about the person or people you gave permission to collect your child, you need to let the educators know immediately. It is not appropriate for school-age children to collect younger children.

The Service is very careful not to allow unauthorised persons to collect children. If you have sole custody of a child and the child's other parent does not have legal access to the child, you must let educators know and show the court order stating the conditions of custody or access. If you cannot show a court order then by law the educators cannot withhold the child from either parent.

Policies

Springvale Service for Children has a number of policies that guide the operation of every part of the Service. Some of the policies most relevant to the early learning programs are referred to in this document in this document. The complete policy manual is available for families to read in each room of the Early Learning Program and at Reception.

Management

Springvale Service for Children is a community managed, not-for-profit organisation. It is administered by a community-based Board of Management which meets once a month. The Board is made up from a group of professionals, representatives from the community (including parents) and a representative from the City of Greater Dandenong City Council. A list of current members of the Board and their roles is available on the family notice board.

The Service is managed on a day-to-day basis by a Director appointed by the Board of Management. The Service is staffed by permanent, casual and volunteer educators who work on a full-time or part-time basis. Educators have a range of appropriate early childhood educations or other qualifications.

Privacy

Because we believe your privacy is important Springvale Service for Children has developed a Privacy policy that illustrates how we collect, use, disclose, manage and transfer personal information, including health information. To ensure ongoing funding and licensing, our centre is required to comply with the requirements of either a service agreement and/or privacy legislation in relation to the collection and use of personal information. If we need to collect health information, we are subject to the Health Records Act 2001.

The reasons for which we generally collect personal information are given in the following table.

Personal information and health information collected in relation to:	Primary purpose for which information will be used:
Children and parents/guardians	<ul style="list-style-type: none">• To enable us to provide for the education and care of the child attending the centre• To manage and administer the service as required.
Board	<ul style="list-style-type: none">• For the management of the centre• To comply with relevant legislation requirements
Job applicants, employees, contractors, volunteers and students	<ul style="list-style-type: none">• To assess and (if necessary) to engage employees, contractors, volunteers or students• To administer the individual's employment, contracts or placement of students and volunteers

Note: Be aware that under relevant privacy legislation, other uses and disclosures of personal information may be permitted, as set out in that legislation.

Disclosure of personal information, including health information: We may disclose some personal information, including health information, held about an individual to:

- Government departments or agencies as part of our legal and funding obligations
- Local government authorities in relation to enrolment details for planning purposes
- Organisations providing services related to employee entitlements and employment
- Anyone to whom the individual authorises us to disclose information Laws that require us to collect specific information

The Children's Services Regulations 2009, *Children's Services Act 1996*, *Associations Incorporation Amendment Act 2009* and employment-related laws and agreements require us to collect specific information. Failure to provide the required information could affect:

- A child's enrolment at the centre
- An employee's employment
- The ability to function as an incorporated association.

Access to information: Individuals about whom we hold personal or health information are able to gain access to this information in accordance with applicable legislation. The procedure for doing this is set out in our Privacy policy, which is available on request.

For further information on the Privacy policy, please refer to the copy of the policy on the noticeboard in the ELP or ask educators for a copy of the policy.

Service structure and staffing

The full qualified educator's policy is available for you to view in your child's classroom or at reception.

The early learning programs are licensed for 96 children.

At all times SSC ensures the educator/child ratios required by the National Regulations.

The majority of educators speak at least one language in addition to English and among the educators there is a variety of cultural backgrounds.

The service follows the Department of Education and Early Childhood's regulations around educators' qualifications. This means that all of our educators:

- (a) hold a Certificate III in Children's Services; or
- (b) hold a qualification or has training equal to or superior to the qualification referred to in paragraph (a); or
- (c) is a qualified educators member or a teaching staff member; or
- (d) holds a primary school teaching qualification.

All educators (including relief educators) have completed a satisfactory Working with Children Check. All educators have current First Aid Certificates and Anaphylaxis Training. In accordance with our policy when a child in the service has anaphylaxis all educators will have relevant training.

From time to time students on placement and volunteers will be in the early learning program. They are guided by qualified educators as they work with children. They are not counted as part of the educators/child ratios and are never left unsupervised with children. Their status as trainees or volunteers means that they are not allowed to give advice to families, even if it is requested.

Signing children in and out

The Education and Care National Regulation 2011 state that families must sign their child in and out of the Service each time the child/children attend and complete all details in the sign-in/out sheet.

A parent/guardian or other authorised person (must be aged over 16 years) must always accompany the child into the room and let educators know of their arrival. When picking up a child at the end of the day, families must notify educators that they are leaving.

Springvale Service for Children People Principles/Code of Conduct

The Springvale Service for Children believes all people should be treated with dignity, respect and fairness. Our People Principles act as a guide for all educators, parents, children, contractors, volunteer students on placement and visitors to the service. All educators and families are asked to sign an acknowledgement that they will adopt these minimum standards of behavior when at the service (for families the acknowledgement is in the enrolment form):

1. We behave honestly and with integrity.

- We behave with honesty and integrity, and act with care and diligence
- We communicate in an open and transparent manner.
- Springvale Service for Children Policies and procedures clearly define and protect the rights of safety of personnel, clients, children and families assuring fair treatment in all matters.
- We maintain appropriate confidentiality in dealings with clients, students and families.
- We uphold Springvale Service for Children values and the integrity and good reputation of this organisation at all times.

2. We treat all people with dignity and respect.

- We treat everyone with respect and courtesy.
- We do not tolerate harassment or workplace bullying.
- We respect privacy and do not gossip about colleagues or clients.
- We work with individuals, families and children to develop and nurture positive relationships built on mutual respect and empowerment.
- We address grievances or concerns in a timely and compassionate manner.

3. We work in a holistic and collaborative manner.

- We share knowledge practice and wisdom, and encourage professional collaboration.
- We contribute to an atmosphere of trust, respect, and candour by:
- Encouraging openness and tolerance between colleagues;
- Accepting their right to hold different points of view;
- Accepting their right to hold different points of view;
- Using constructive methods of conflict resolution; and
- Maintaining appropriate confidentiality.

4. We respect authority and the law and act accordingly.

- We respect and abide by the laws and regulations which govern our practices, and the values embodied in these principles.
- We ensure that our supervisor is immediately informed of any incident that is, or may potentially be, in breach of the laws or regulations.
- In interpreting the law or regulation, we adopt the course which best preserves integrity

5. We use the resources of Springvale Service for Children responsibly and in the best interests of the organisation and its reputation.

- We do not accept or give gifts which could be construed as bribes or payments to secure personal advantage.
- Gifts given for professional agency services belong to the agency.
- We do not use the resources of Springvale Service for Children or personal use without permission.

6. We are responsible for our actions and accountable for consequences.

- We advise our supervisors of potential risks.
- We exercise the best possible professional judgement and skills and are committed to continuing improvement in performance.
- We take personal responsibility for all issues over which we have control and the manner in which they are achieved.
- We support our colleagues and supervisors in their best endeavours to achieve results in their respective areas of responsibility.

Recommended minimum exclusion periods

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Condition	Exclusion of case	Exclusion of contacts ^a
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Diarrhoea (no organism identified)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Glandular fever (mononucleosis, Epstein Barr virus (EBV) infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded. Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded. Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded. If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydrax disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice. All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded. Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated and incompletely vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Rosé River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours ^b	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded. Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chickenpox)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Worms	Exclude if loose bowel motions are occurring. Exclusion is not necessary if treatment has occurred	Not excluded

^a The definition of 'contacts' will vary according to the disease—refer to the specific fact sheet for more information.

^b If the case is unknown, possible exclusion for 48 hours until case is identified. However, educators and other staff who have a food handling role should always be excluded until there has not been a loose bowel motion for 48 hours.

Adapted from SA Health Communicable Disease Control Branch: <http://www.cd.csa.gov.au/pubs/branches/branch-communicable.htm>. Note that exclusion advice is consistent with Series of National Guidelines (SoNGs) where available.

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