



Family Handbook

Growing a lifelong love of
learning in every child



AT KCC WE ARE MORE THAN JUST CHILDCARE OR
KINDERGARTEN SERVICE.

We are a community-run and not-for-profit
service set in the lovely surrounds of Kialla.

We are renowned for our incredible community,
passionate and committed educators.

This Centre is proudly managed by the Centre Coordinator and our Committee of Management.

As a leading provider of early childhood education, we are driven by our professional goals and values and are committed to ensuring we provide the best early childhood experience for you and your children through our child based curriculum.

KCC'S mission is to inspire and nurture individuals to reach their full potential.

Our Philosophy:

- * Kialla Children's Centre acknowledges the traditional owners on whose land we live and work, their rich culture and spiritual connection to country. We pay our respects to Elders past and present and celebrate their living culture.
- * Here at Kialla Children's Centre we believe in providing a safe, comfortable and inclusive environment for all children and their families.
- * Educators strive to be actively engaged and involved in all children's lives and aim to create a sense of belonging, being and becoming.
- * We believe that all children should be treated with respect, equality, and their cultural and linguistic diversity be embraced and acknowledged.
- * We believe that children thrive when families, the community and early childhood educators work in partnership to support children's learning.
- * We aim to provide a program that supports child based learning and the theories of how children learn and develop underpin our practices through an emergent curriculum.
- * As Educators we are committed to and use reflective practice to foster children's learning and development in an environment designed to encourage play based experiences.
- * The educators regularly plan, observe, document and evaluate all practices, to continually update and improve the quality of service and standard of care we provide.
- * We believe in introducing children to sustainability through programs, role modelling, centre operations and practices to foster the development and understanding of environmental awareness.

PROTECT

Everyone has the right to be safe and be protected from abuse. No one should behave in a way that makes you feel unsafe or afraid, including any one of your family, friends and people you meet in the community. That's because as any adult in your school if you feel unsafe



It's everyone's responsibility. Adults at school must listen and respond to children about their abuse.

If you suspect abuse of any child at school, please, you have a responsibility to report it even if you are not sure.

For the full policy & equipment



Our Safety Commitment At KCC—we believe that child safety is everyone's responsibility. We are committed to upholding the safety, rights and wellbeing of all children and promote a culture of child safety with a zero-tolerance approach to child abuse and harm

Child safe



Our Team



Contact Us (website)



Facebook Page



Padlet—View the following documents:

- * **Quality Improvement Plan**
- * **Reconciliation Action Plan (RAP)**
- * **Be You program**
- * **Policies and procedures**
- * **Child Safe**
- * **National Quality Standards**



Acknowledgement Of Country

Kialla Childrens Centre acknowledges Aboriginal and Torres Strait Islanders as the traditional custodians of the land that our service is built.

We pay our respect to Elders past, present and emerging, and celebrate their living culture.



VISION FOR RECONCILIATION

At Kialla Childrens Centre our mission is to create an inclusive learning environment for all children and families within our local community. We commit to making a meaningful contribution to reconciliation. Our vision is to deepen our understanding of Aboriginal and Torre Strait Islander culture, their history and rights whilst promoting respect, equity, cultural safety and equality.

We envision our reconciliation action plan as a journey towards reconciliation together with our educators, children, families and wider community. This is our opportunity to learn and grow as we work together to deepen our understanding and achieve best educational outcomes in our early childhood programs.

Centre Background

Kialla Children's Centre offers care and education programs for children aged between 6 weeks to 6 years. Parents have a choice of long daycare on a full/part time basis as well as Pre Kinder and a stand alone 3 & 4 year old preschool programs

The centre is registered for 102 children:

12 in the 0-2 year old room

12 in the 2-3 year old room

20 in the 3-5 year old room

82 in the preschool rooms



Operational Hours

Kialla Children's Centre is open between the hours of 8.00am–5.45pm, Monday to Friday. The centre operates for 50 weeks of the year and will be closed for 2 weeks during the Christmas / New Year period. Parents will be advised of the exact dates at the beginning of each year or upon enrolment.

The centre will be closed but families will be charged for the following public holidays throughout the year:

Australia Day Kings Birthday

Labor Day Anzac Day

Good Friday Easter Monday

Professional Days (TBA) Melbourne Cup

AFL Grand Final Day

Christmas Closure

All positions and bookings cease when the centre closes for the Christmas break. All families will have the opportunity to re-book in October for the following year with confirmation in November/early December.

Committee of Management

Kialla Children's Centre (KCC) is a non-profit, community childcare and pre-school facility providing quality care and education for the community.

It is managed run by a volunteer management committee made up of parents of the children in the centre. Day to day operations are overseen by the Centre Coordinator.

All parents are welcome and encouraged to join the committee.

Policies and Procedures

The Education and Care Services National Regulations 2011 requires the centre to have a number of policies and procedures to be established and in practice.

We at Kialla Children's Centre recognise that these documents are vital to the safety and well being of your children and we actively review these on a monthly basis with educators, parents and management input. The policies and procedures booklet is displayed in the foyer and is available to all families at any time. Please feel free to read these. There are a number of policies on display around the relevant parts of the centre such as nappy changing, centre philosophy etc

Staffing

Kialla Children's Centre abides strictly to the Education and Care Services National Regulations 2011 in regard to the employment of all educators. The centre has a mix of qualified educators, who bring a range of experience, training and skills. Educators, are more than willing to answer any questions in regard to the programs and daily routines. Further enquiries regarding the fees and centre operations should be directed to the Coordinator.

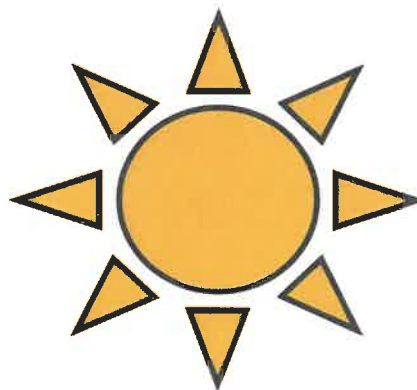
Employment of Qualified Educators

At all times when children are being cared for or educated at our centre, at least 1 qualified educator with first aid training is on duty. When numbers exceed 12, then 1 qualified to 15 under 3's and one qualified to 30 over 3's are employed. They are ably assisted by experienced co-workers in each room.

Educator/Child Ratio

Under 3 : 1 : 4

Over 3 : 1 : 11



KCC Team

Centre Coordinator

Nicole Short

Educators—Room Leaders

Nicole Cox (2IC & Educational Leader)

Amanda Wright

Kim Lago

Chloe Galea & Grace Georgopoulos

(After Kinder Care and breaks/planning)



Educators—Assistants

Cindy Evans

Robyn Gall

Paulette Bovalino

Sarah Richards

Eliza Behrends

Abbie Newman

Olivia Miller

Anais De Waal

Robyn Daunt

Relieving Educators

Natarsha Dann

Lisa Pollard

Hannah D'Andrea

3 Year old Kindergarten

Skye Kerr (Leader)

Robyn Daunt (Assistant)

Preschool Teachers

Kim Turner

Amanda Hope

Annie Russell

Preschool Assistants

Pam Gibbs

Julie Michel

Stacey Trinder

Cook

Rachel Payne

The centre has a rotation of educators policy where the assistants or room leaders are moved as a group to another room. Each person has a two year period in each room. Information is provided to families prior to the new year. Please refer to the Rotation of Educators policy in the centre policies folder for more information

OUR PEOPLE



Role of a Coordinator

Our Coordinator, Nicole Short manages the daily business operations and ensuring our centre meets and exceeds National Quality Standards. They are a valued and respected member of the overall team, and more often than not, they also become part of each family's village over the years children attend our centre. The Coordinator has a unique role in our early education community. From warmly welcoming and supporting families to the centre, to mentoring and assisting their team through their professional growth.

Role of an Second in Charge (2IC)

Working in partnership with our Coordinator the 2IC, Nicole Cox is a valuable member of the KCC team. Our Coordinator needs a go-to person to support them in maintaining the success of their centre. The valuable work of our 2IC is critical in leading and motivating educators to build a positive and enjoyable work environment. In addition to assisting with the day-to-day operations of the centre, they also build long-lasting relationships with the local community and families

Educational Leader

We understand and value the importance of best practice throughout all aspects of our educational programs. A key aspect of the role of Educational Leader is to create collaboratively a common vision for children's learning and curriculum. Through a clearly articulated vision for learning, our educators are connected and motivated to work towards shared goals for children and their learning. Our Educational Leader, Nicole Cox works alongside our teachers and educators to support, guide, challenge and inspire thinking and practice on a weekly basis.

Role of a Teacher

Our Early Childhood Teachers delivering Preschool programs for 3 & 4 year old children are highly respected professionals with access to career support, training, collaboration and further opportunities. Working as an Early Childhood Teacher with KCC means holding a highly respected and integral position, offering the chance to enjoy flexibility, creativity and serious fun, every single day. Our teachers are motivators, leaders and have a love of not only teaching the next generation of little learners but passing their knowledge on to the next generation of Early Childhood Teachers.

Role of an Educator

Facilitating fun and engaging learning programs, our Educators are the heart of our centre community. They are warm, welcoming, and instill a lifelong love of learning in every child. Our Educators know the value of high-quality early learning in a child's first five years. We make it our daily endeavour to ensure each child in their care is empowered to reach their full potential. Supported by the Educational leader who offers support, training and mentoring, our Educators become confident experts in early childhood education.

All Educators working at KCC either hold or are working towards early childhood qualifications. With flexible on-the-job training opportunities that allow them to earn while continuing to learn in the workplace.

Role of a Trainee Educator

Our trainee educators play a vital role in helping children develop a lifelong love of learning from the very start of their career journey! Our centre trainees might be a high school student dreaming of an exciting career, a professional looking for a change, a family-driven parent wanting a flexible career, or simply someone truly passionate about nurturing the smallest members of our community. At KCC all our trainees are supported to pursue a Certificate III in Early Childhood Education and Care while supported by our whole team in the workplaces whilst they study and work.

Role of a Cook

We take pride in ensuring our children enjoy healthy and nutritious meals that are aligned with their needs. This would not be possible without our creative and innovative Cook who is committed to making healthy habits fun!

Each day our Centre Cook prepare a wide variety of nutritious meals and purees for the children and babies in our centres, taking the time to involve the children in meal preparation and healthy food education wherever possible. Creativity is essential when satisfying a number of young food critics every day, as is care, to ensure children's daily nutritional needs, and any individual cultural or dietary requirements are being met. Please take a minute to say hello to your centre's cook.

Our cook will also happily provide you copies of the 5 week rotating menu and any of your children's favourite recipes.





Family Responsibilities

By enrolling at our centre, you agree to abide by our policies and procedures as outlined in this handbook and in the KCC available at the centre.

Long daycare

Kialla Children's Centre is open to all families working, studying or residing in the community.

To enroll your child please contact the centre coordinator to arrange an appointment and orientation to the service.

The enrolment application form will be processed according to the priority of access guidelines, date of application and the availability of places. Confirmation of a place will be provided by letter or phone. If no place is available for your child, a waiting list form will be completed.

On confirmation of an enrolment an orientation is arranged to complete the relevant forms and meet the staff in your child's room. It is vital that all sections of the enrolment form are completed in accordance with the Education and Care Services National Regulations 2011 and that any changes are updated on forms throughout the year as needed, such as emergency contacts, immunization etc

Kindergarten (prekinder and kinder—3 & 4 year old)

One of the services offered at Kialla Children's Centre is Pre Kinder (3 year old) and Kinder (4 year old).

Enrolments are through the Greater Shepparton City Council via the Central Enrolment Scheme. Council will advise the opening and closing of applications and you must apply the year prior to your child attending. Places will be allocated by council based on the enrolment policy and provided to us to make contact with those families.

We operate two groups with one 5 hour session per week. Children are only able to access one year of 3 year old kinder and then will proceed to 4 year old kinder and then school after this.

We operate 3 groups of 4 year old kindergarten as a stand alone program on a sessional basis. There are a range of options for days/times for kinder and parents will have the opportunity to select their preferred group of choice.

The centre participates in Free Kinder as funded by the Victorian State Government so there is no term fee for this program. Fees for daycare or before/after kinder care do still apply with child care subsidy available for parents to access to reduce costs.

Transition Statements

All children at the conclusion of their Kindergarten year will have a transition statement completed for them. The transition statement will be developed by your child's early childhood teacher and will summarise your child's learning and development before they start school, as well as his or her strengths and interests. You will be asked to contribute your thoughts about your child and give your perspective by completing Section 3: The Family section of the Statement. These transition statements will then be passed onto your child's school for the teachers to gain a better understanding of your child's learning, strengths and weaknesses.

Preschool Curriculum

All of programs are overseen by our Educational Leader and are implemented by Degree Qualified Kindergarten Teachers and supported by Diploma trained Educators.

We view the curriculum between both the 3-year-old and 4-year-old programs as integrated and linked, enabling children and families to develop a sense of connection to our service while supporting their transition from one program to the next.

Funded 3-year-old Kindergarten Program

Degree Qualified Kindergarten teacher/ Diploma Co-Educator / Diploma Co-Educator

Children must turn three years of age on or before 1st January in the year they attend the program



Children participating in our 3-year-old program are actively involved in a high-quality Early Childhood program relating to individual needs, interests and projects, led by a degree trained early childhood teacher.

Our 3-year-old kindergarten program provides an open-ended learning program that incorporates both expected routines and emerging opportunities. We will nurture each child's natural curiosity and extend their connective understanding of the world where the child leads their own learning through exploration, imagination and experimentation.

The most important goal of our curriculum is to assist children to become enthusiastic lifelong learners in an environment where they are valued, cared for, nurtured and respected. This means encouraging the children to be active and creative explorers who are confident to try out their ideas and share their own thoughts and opinions.

Funded 4-year-old Kindergarten Program

Degree Qualified Kindergarten teacher/ Diploma Co-Educator / Diploma Co-Educator

Children must turn four years of age on or before 30 April in the year they attend the four-year-old Kindergarten program.

Our funded 4-year-old Kindergarten program is a high quality and holistic program that caters for children in the year before they commence school and is led by a degree trained Early Childhood Teacher.

This program aims to support children's learning and development, social and emotional skills, language, literacy and numeracy skills, self-awareness, and respect for others. It exposes them to new ideas and concepts; all important skills for school readiness.

Through our valuable small and large group learning opportunities, our children will build a diverse range of holistic skills, providing them with a strong foundation to enter their formal schooling.

Arrival and departure

It is a legislative requirement that you record your child's attendance by signing in on arrival and out at departure times using our digital tablet or sign in books. On arrival each day, you can place your child's belongings into a locker and any food or drink into the available fridge. Escort your child to where the children are grouped, and our educators will greet you and your child, assisting with the morning transition into our centre.



Please ensure you leave your child with an educator and never drop them off in a room unattended or in the foyer of the centre. If you arrive and outdoor play is underway, please ensure your child is wearing a hat. Sunscreen is available for you to apply to your child before you escort them outdoors to play. When departing with your child, ensure you follow the departure procedure, inclusive of collecting your belongings and please inform an educator of your departure.

Our centre is a smoke-free area. Smoking or vaping is not permitted in or around a 10-metre radius of the premises including carpark and perimeter fencing.

Structure of the day

Educators recognise the importance of predictable daily routines in helping children to establish a sense of security and to develop their understanding of time. We also recognise the importance of being flexible within this routine so that we remain mindful of the needs of the children, and we can take advantage of the spontaneous 'teachable' moments that occur throughout the day.

Periods of time will be planned for whole group teaching and instruction, as well as times for children to work in smaller groups or to engage in individual inquiry-based learning experiences.

The daily routine flows smoothly, with particular thought being given to the way in which transitions between different types of activities and experiences are handled.

The most significant transition that will occur each day is that of the child from home to the centre. The arrival routine that we follow is one that provides gentle transition for the child and the opportunity for the development of positive relationships between kinder or daycare and home.

Priority of Access Guidelines

The following access guidelines provide priority listing to those families on the waiting list. When a vacancy becomes available, priority is given to families currently using the centre and thereafter to those on the waiting list in order of priority in accordance with the Federal Government "Priority of Access Guidelines" as follows:

Priority 1 – a child at risk of serious abuse or neglect.

Priority 2 – a child of single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the Family Assistance Act 1999

Priority 3 – any other child

The centre may require some form of evidence to establish a family's priority and if a parent's circumstances change, their place may be reviewed.

Authorised persons to collect

To ensure the safety of your child, authorised persons will be required to enter their own details in our digital tablet or sign in books relevant to the program your child is enrolled in at drop off and collection times. It is vitally important that you advise our centre of people who are authorised to collect your child from our centre, and that you keep these details up to date.

Your child will only be allowed to leave our centre with authorised persons as identified by you on the enrolment form or by prior notice from you. Our educators will check the authorised persons details and any person not known by our educators arriving to collect children will be asked to produce photo identification.

If an unexpected person arrives at our centre to collect your child, you will be immediately notified to confirm if you have authorised this. Persons collecting your child must be over 18 unless they are the parent. Children are not allowed to be released to older siblings, unless they are over 18 years old and documented as authorised persons.

Where custody orders are in place that affect the child, you must provide current court papers to have this enforced at our centre. In the case of a non-custodial parent arriving to collect your child, our team will contact the police and then notify you of the incident. Our educators will follow the court instructions to the best of their ability. However, our centre will not be held liable in the event of a non-custodial person gaining access to a child.



POSITIVE START

As adults, we can clearly relate to new beginnings or changes of routine as somewhat confronting. As a young child this can also bring feelings of unease and, as we all know too well, this can take time to settle down. Although we would all love the children to settle in and form relationships with others quickly, we must remember to be patient and give the children time to get to know their new surroundings, other children, and all of their teachers.

Forming Friendships Children and adults learn and make friendships in a variety of ways and over varying periods of time. During the early weeks of kindergarten or daycare, the children may chat happily and spontaneously with each other or be happy to play alongside their peers with minimal verbal communication. Some will be content to spend time watching the play of others. In the early weeks of, we will plan many activities that encourage the children to establish new friendships in a relaxed and unhurried manner.

As your child is settling into their new environment, staff will work together with parents to ensure a smooth transition into the Centre. Saying goodbye in the morning:

We all want our children to feel secure within themselves and the best ways of enhancing this includes:

- Allowing enough time in the morning so your child is not rushed.
- Spending a few minutes in your child's room looking at activities with them and asking them about what they have been doing. Settling them into an activity and sitting with them for a few minutes if you can.
- Letting your child's teacher know anything which might affect their day and also let them know when you are leaving so they can help settle your child.
- When you need to leave, the best thing to say is the following, "I'm going to leave for work now and I'm going to come back. I will be back after you have afternoon tea etc." It is really important not to leave without saying goodbye.

Although your child may be upset initially, they will build trust and feel secure in themselves, knowing that you will return and also what you are saying to them does happen



Late Collection

We appreciate your assistance in complying with our centre's opening and closing times. We are not licensed to operate outside of these hours. We ask that you arrive at the centre with enough time, prior to closing time, to collect your child and their belongings and exchange information, to allow the educators to close the centre as per our licensed operating times.

As a courtesy, it is expected that if you are late in collecting your child, after closing time, you will phone the centre to advise of this. This allows educators to alleviate any anxiety in your child and allows educators to make their own plans. If your child is not collected by closing time, a late fee will be applied to your account, even if the centre was notified of the lateness. If your child is not collected by closing time, and our centre has not been notified by you, our educators will phone you. If you are uncontactable at this time, our educators will call authorised persons as detailed on the enrolment form. If after 30 minutes, your child is still not collected, our educators will notify the police

Clothing

The centre recommends sending your child in clothing that is comfortable and appropriate for art activities and outdoor play, and can tolerate a little dirt. Shoes need to be comfortable and suitable for outdoor play and climbing and to ensure they are left on (no thongs, clogs or reef sandals). Clothing that becomes soiled throughout the day shall be put into a wet bag and returned to the child's bag.

Lost Property

We understand the frustrations felt when your child loses his/her clothing. Therefore, it is imperative that all of your child's clothing be clearly named

What to bring.....

Children aged 0-2 years should bring:

- Bottles containing breast milk/prepared formula if necessary that is clearly labeled with name and date and placed in fridge on arrival.
- Clearly labeled drink bottle containing water only
- A complete change of clothes including singlet, socks etc (several during toilet training)
- Disposable nappies (enough for the day)
- A broad rimmed hat, named
- A warm coat & hat in winter
- Sturdy shoes
- Comfort toys/dummies etc (dummies must be labeled and in a container)



Children aged over two years should bring:

- A complete change of clothing
- Warm hat & coat for winter
- A broad rimmed hat, named
- Sturdy shoes
- Nappies if not toilet trained
- Comfort toys if required
- Clearly labeled drink bottle containing water only

Children over three years of age should bring:

A complete set of clothing

- Sturdy shoes
- Comfort toys (if necessary)
- A broad rimmed hat, named
- Warm coat & hat for winter
- Clearly labeled drink bottle containing water only



KCC has a limited supply of uniforms (polo tshirts, wincheaters, polar fleece jumpers and buckets available to purchase. Uniforms are not compulsory however some families wish to purchase for their kinder year. Please speak with the Coordinator for more information.

Nappy Changing Procedures

The centre has a strict hygiene standard for nappy changing that the staff abide by. The procedure can be found in the policy document and displayed in nappy change areas. Educators wear disposable gloves during each change and wash hands before and after. The nappy change area is sprayed and wiped with disinfectant after every change including the use of paper towel lining the change mat for each child. Children are always supervised whilst on the nappy change bench.

Toys from home



The centre requests that parents encourage children to leave their toys at home. Security objects/comfort articles, especially those that are needed for sleep, are acceptable and welcome. Children find it very distressing when their toys become lost or broken.

Room staff will be flexible and professional regarding any special items, equipment or books etc that may be brought to enrich the program from time to time. Please speak to staff before bringing such items to the centre.

Photography Photos

Photos are taken by our educators to support your child's learning and to be used in documenting the program and your child's individual learning. These can be displayed within the room, gallery (electronic screen and walls), your child's journal, room reflection of Learning, newsletters, hand books and the centres Facebook page or website. All families will be asked to complete this form on your child's enrolment form.

Professional photos are taken in term 1 or 2 by a photographer and families will be notified in advance. All children in 3 or 4 year old kinder will all have individual and group photos done. Children attending daycare will have the option to choose to have photos taken or not and there is no obligation for families to purchase photos.

Meals and Nutrition

Nutritional needs of children will be catered for while they are attending the centre. Nutritional morning and afternoon teas will be provided on a regular basis together with a well balanced mid day meal.

The centre endeavors to make meal times a sociable and enjoyable experience. Where appropriate, children will be encouraged to actively participate in meal times by serving themselves and others, as well as clearing away food and drink.

Food will be provided taking into account the children's developmental stage with regard to individuals needs and quantity being respected and accommodated.

The menus are planned in accordance with the Victorian Prevention and Health Achievement Programs & cater for children with specific dietary needs and cultural food differences. These needs will be made known to all responsible for preparing and serving food to the children.

Children are encouraged to please bring a piece of fruit to share for morning or afternoon teas.



Childrens Transitions (Childcare)

There may be times during the year where your child may have had a birthday and a position is available for them to move up to the next age group or in the new year when many children move up an age group, we will provide children with support in making this transition.

For many children this transition may occur quite naturally. The children enjoy family grouping at the beginning and end of each day so they do become familiar with other rooms and staff throughout the year. Staff will ensure that all children have the opportunity to have orientation visits to the next age group prior to their commencement in that room. These visits will be organized as required and staff will discuss individual children's progress with parents.

Parents are also welcome to attend the centre for these orientations if they wish. Staff will discuss your child's needs, interests etc with you but also will have gathered an extensive range of information and documentation from your child's former group leader.

Our transition process is designed to build trust between the children, their carers and their parents. Our focus on trust builds community. Everyone helps everyone in order to provide an environment where our children can relax, observe, learn, and grow. Our transitions work because we respect the children in our care and strive to empower them to make good decisions in a loving, warm atmosphere.

Resource Library

The centre has various ways families can utilize a range of resources that the KCC provides.

- Swap & Share Library (outside centre next to the letter box)
- Lending Library
- Book borrowing library

Plus book lending as part of our preschool programs.

The centre maintains a number of resources for families to access at any time such as:

- ◆ books on parenting, health, grief etc
- ◆ Tip sheets and other reading material for families
- ◆ Toilet training packs
- ◆ Book library for parents and children which includes felt puppets, puzzles

Please speak to the Coordinator or one of our educators on how to access these at any time.

Curriculum

An educational program which is culturally relevant and gender inclusive will be planned by qualified educators on a developmentally appropriate basis and in consideration of individual and group needs & interests. Planning is essential to the organisation of a program and ensures that the needs and interests of the children, parents and educators are met.

Planning involves educators observing and recording each child's physical, social, emotional and intellectual developmental levels. Through the use of photos and group and individual reflection of these experiences, and then using this information to plan experiences and activities that will promote continued development and foster creativity, curiosity and independence. Individual Portfolios will be kept on each child and are available for parents to view.

The program will foster an environment which accepts equal rights and provides equal opportunities for all children, as well as reflecting cultural diversity which promotes understanding and acceptance of different cultures.

Parental and community involvement will be encouraged in the development of the program through input and use of available skills and resources.

A Weekly Reflection of the program will be on display in each room of the centre and we ask parents to take a minute to have a look at what's happening. We welcome your comments and suggestions about the activities planned and offered to children. Educators are also happy to talk with you about your child and the program should you have any questions or comments.

Please refer to our program booklet for more information.



Guidance

Children sometimes display unacceptable behaviour. Unacceptable behaviour is considered to be that which causes harm or damage to the child themselves, other children, staff and/or the environment. In cases of unacceptable behaviour the following guidelines will be implemented:

The centre educators practice -

- Positive role modeling
- The use of appropriate language
- The use of positive reinforcement
- Consistency when setting limits and expectations
- The encouragement of children to be responsible for their own behaviour.

If unacceptable behaviour occurs repeatedly this will be discussed with parents. A strategy will be developed between staff and parents to manage the behaviour based on the above guidelines. Staff will also take into consideration the age and developmental stage of each child in their management of unacceptable behaviour.

Excursions and Events

The centre recognises the importance of excursions either within or out of the centre. All excursions are planned by educators in consultation with the director.

Before leaving our premises to participate in an excursion, a person whose name is recorded on the child's enrolment form as being authorised to give such permission, must sign a consent form. Parents must be informed of the reason for the excursion, date, destination, method of transport, purpose of the activity, the period the child will be absent from the centre and the number of staff and other responsible persons that will be accompanying and supervising your child.

The recommended adult/child ratio for such excursions is 1:4 but a 1:2 ratio may be required, depending on the nature of the excursion.

VISITORS too, are a very necessary inclusion in our program.

Walking Excursions

Our walking excursions provide an opportunity to take the children on a stroll around the block, to the nearby parklands and to connect with their wider community. Our walking excursions in the community allow the educators to include road safety education into their daily programming, rather than providing one-off activities or experiences



Sleep—Rest Times

Your child will be offered the opportunity to rest and sleep throughout the day. Individual routines will be accommodated where possible, and your child's daily rest and sleep activity will be communicated with you. Our centre believes that children sleep when they need it, so your child will not be forced to sleep, or woken from sleep. Safe sleeping practices will be followed for all babies in cots. Individual calming and soothing techniques can be discussed with your child's educator.

Sheets and a blanket are provided for each child for sleep time. Each child has a named bedding basket in which these are kept. Sheets are washed within the centre once a week or more regularly if required. Face washers, tea towels and all other linen used are laundered after each use.



Birthdays

Birthdays are special occasions for children, their parents and friends. If parents would like to share their child's birthday at the centre they are encouraged to speak to the room staff prior to the day in regard to how they plan to celebrate the birthday.

All birthday cakes brought into the centre for children's consumption must include either the recipe or food ingredients (purchased cake label) in accordance with the centre's food safety plan.

Cakes should not contain cream, coconut or nuts due to high number of children with allergies. Please see the cook for more information

Parent evenings

We hold information evenings when relevant for our families to provide information regarding school readiness, child development and strategies you can use at home with your children. At times, we are also accompanied by speech therapists, maternal child health, school principals and other support personnel that may assist in providing a valuable source of information for our families.

Family Feedback

By working together as a team, better understanding and relationships are developed between staff and families which, most importantly, will benefit your child. We welcome and take on all feedback from all our families. Please do not hesitate to provide feedback in our book located in reception, family input forms and surveys that are circulated regularly.

Connections and Partnerships

Allied Health Professionals

Children with individual needs sometimes require support from private Allied Health Professionals (Speech Pathologist, Occupational Therapist, Psychologist, NDIS). We encourage families to connect us with their child's support agency to ensure a collaborative approach to their development and learning journey. Families will be required to sign a permission form which provides us with consent to share information regarding your child.

Preschool Field Officer (PSFO) (kindergarten children)

As part of the funded kindergarten programs, our Centre can access PSFOs for consultative support, resourcing, and practical advice to assist our Kindergarten teachers. PSFOs also assist our teachers to link families into support services available for children with developmental concerns and broader child and family issues.

Maternal and Child Health Service

The Maternal and Child Health Service offers the 3-and-a-half-year-old Key Development Assessment for children and families are able to access this service here at Kialla Childrens Centre. Please contact Greater Shepparton City Council for any appointments.

Inclusion Support (long day children)

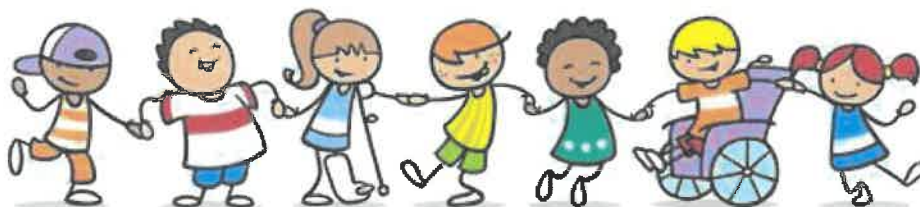
The Inclusion Support Program (ISP) helps children with additional needs participate in early childhood education and care (ECEC). It does this through tailored support and funding to ECEC services.

ISP supports services to:

- address barriers to inclusion
- build capacity and capability to include children with additional needs
- implement quality, inclusive and equitable practices.

The program aims to:

- provide children with additional needs the opportunity to learn and develop next to their typically developing peers ensure all children have genuine opportunities to access, participate and achieve positive learning outcomes.



HEALTH AND SAFETY

ILLNESS / ACCIDENT / EMERGENCY CARE

In the event of any accident or illness occurring on the premises, appropriate emergency procedures will be followed which will be displayed in each room.

In the event of accident or illness of a child:

1. If necessary, a doctor and/or ambulance will be called. Parents will be contacted by phone immediately, either at home or at work. Emergency contacts will be called if parent cannot be contacted.
2. The child will be kept warm and comfortable and under supervision at all times until a parent/guardian, doctor or ambulance arrives.
3. Details of the incident will be entered in the accident register which parents/guardian are requested to sign and date following discussion with staff.
4. Within 48 hours of the occurrence of a serious accident, serious injury or death of a child, a report of the incident will be submitted to the Director General, Department of Human Services.

In the event of accident or illness of staff:

1. Medical assistance will be sought as appropriate
2. The coordinator will arrange for immediate replacement of the staff member.
3. Committee of Management will be notified immediately and Workcover procedures initiated.
4. Details of the incident will be entered in the adult accident record book.

Unwell Children

The centre endeavors to be sensitive to the needs and concerns of working parents/guardians and will try to work around the difficulties associated with a sick child. The well being of the children is of highest priority in the centre and children will require alternate care if they are ill. Unfortunately the centre does not have the facilities to care for unwell children nor the staff to nurse them. An unwell child will feel more comfortable in their home environment. If a child arrives at the centre and is ill the parent will be asked to take the child home. In the event of a child becoming sick whilst at the centre, the parent or emergency contact will be notified to come and collect the child as soon as possible.



These measures are necessary to prevent risk of infection, not only to the other children but also to educators.

INFECTIOUS DISEASES

Parents are requested not to send their child if they have any of the following illnesses. Parents may be required to provide a medical certificate, at the coordinators discretion before the child returns to the centre.

A fever

A child with a fever of more than 38C must be kept home (or will be sent home). It is advised that the child stay home fever free for at least 24 hours. Their activity level and appetite should be back to normal as well.

Prescribed Antibiotics

A child who has been prescribed antibiotics for an illness should be kept at home for at least 24 hours.

Note: The centre will not administer the first dose of any medication.

Diarrhoea

A child with watery stools should not return to the centre until they have been free of the diarrhoea for 24 hours, unless in the case of a gastro outbreak (as deemed by the Health Department) then the exclusion period will be 48 hrs from their last symptom. All loose bowel actions will be treated as potentially infectious. If a child has an allergy or condition which regularly causes diarrhoea, please alert staff to this when you enroll your child.

Vomiting

A child who is vomiting should be kept home until the vomiting has ceased for at least 24 hours unless in the case of a gastro outbreak (as deemed by the Health Department) then the exclusion period will be 48 hrs from their last symptom.

Micro-organisms which cause vomiting and diarrhoea are highly contagious and will spread through the centre very rapidly.

Contagious Conjunctivitis

This is an infection of the eyes, characterized by redness, a yellow discharge and watering. This condition requires specific medical treatment and children may not return to the centre until after 24 hours of medication and until all symptoms have ceased.

Pediculosis (Head Lice)

The child should be excluded until treatment has commenced. Other members of the family should be checked.

Cold Sores (Herpes Simplex)

These are painful sores around the mouth and possibly a fever. The condition requires specific medical treatment if the infection is severe or if the sores become secondarily infected. The child should be excluded until the sores have healed, particularly where there is a risk of the infected child coming into contact with young babies.

Hand-Foot Mouth Disease

This is a highly contagious disease which needs medical treatment. It consists of small lesions which tend to spread quickly on the tongue or inside the mouth around the cheek region. Also lesions appear on hands, feet and legs and occasionally they may appear on the buttocks. Parents are asked to keep children away from the centre until they have recovered from the infection and have a medical clearance.

All other communicable diseases will be treated in accordance with the Health Department of Victoria exclusion table as displayed on the foyer notice board.

On the centre being notified of any illness/infectious disease, all staff and users will be notified immediately by displaying information in a prominent place.

ALLERGIES / CHRONIC ILLNESSES

If your child has an ongoing medical or health condition it is your responsibility to disclose this on enrolment, or as soon as the condition becomes diagnosed. We will issue you with a copy of our medical conditions procedure (and asthma, anaphylaxis/allergy or diabetes procedures if applicable) and assist you to complete a medical management, risk minimisation and communication plan in conjunction with your child's doctor which is communicated to all educators who care for your child. You will be notified of any symptoms or change in your child's health. Educators will follow your child's medical management plan to treat symptoms in your child, including calling an ambulance as required. Where the onset of symptoms is sudden, or where time is critical, an ambulance will be called prior to you being contacted. If attending medical officers advise hospital treatment, our Coordinator or your child's educator will travel in the ambulance with your child and remain with them in hospital, if you or another authorised person are not present. Families will be liable for any medical or ambulance costs incurred



Wellbeing

As we understand the importance of each child's wellbeing and sense of self, the children will be exposed to a variety of opportunities throughout the day which will range from quiet relaxation time through to movement to help with self-regulation and spatial awareness. Each room will be conscious of the importance of having ebbs and flow throughout the day which will bring balance to a child's emotional wellbeing.

Achievement Program

The Achievement Program is supported by the Victorian Government and delivered by Cancer Council Victoria.



Achievement Program—KCC is registered to participate and promote 'The Achievement Program'. This is part of Healthy Together Victoria, which aims to improve people's health where they live, learn, work and play. Healthy Together Victoria focuses on addressing the underlying causes of poor health in children's settings to strengthen Victoria's prevention system. It incorporates policies and strategies to support good health across Victoria, as well as locally led 'Healthy Together Communities'.

The Achievement Program encourages organisations to create healthier environments and adopt a holistic approach to health promotion. This includes developing a healthy physical and social environment, creating healthy policies, and providing children, young people and workers with health and wellbeing opportunities. It encourages children, students, workers, and families to be actively involved in creating healthy environments and has a focus on building and strengthening community partnerships.

Dental Health Smiles 4 Miles is an initiative of Dental Health Services Victoria (DHSV) which aims to improve the oral health of children and their families in high-risk areas across Victoria. Tooth decay is Australia's most common health problem. Smiles 4 Miles assists early childhood services to encourage and promote good oral health habits and healthy eating among children in their care. Being affiliated with the Smiles for Miles program we follow the key components of Drink well, Eat well, Clean well, throughout all of our programs.



Healthy Eating

We are committed to helping children establish healthy eating habits for life. We feel we have a responsibility to promote the healthy growth and development of children. Educators will work to educate the children on healthy eating options through cooking experiences, discussions and group activities.



Using the Service Safely – Road Safety



Children have difficulty judging how fast a vehicle may be travelling and how long it takes to walk from one side of the road to another. Children are the smallest road users and because of their size, they are at a significant disadvantage in the road environment. Parents can help make children safer pedestrians. Children do not fit into an adult seatbelt safely until they are approximately 145 cm tall or can pass the 5 step test. (see the Australian Government Guidelines) This is the average height of a 10 to 12 year old child. There are now booster seats available that will fit an average 12 year old.

Never leave children unattended in cars while collecting children from the Service. Car parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service. All cyclists and scooter riders in Victoria and their passengers are required by law to wear bicycle helmets that meet the current Australian Standards when riding in public places such as roads, bicycle paths, recreational parks and car parks. Children must wear helmets when using any wheeled toy such as skateboards, rollerblades, roller skates etc. We promote this within our programs with children wearing helmets when on bikes in the playgrounds.

We share our community's concern and urge you to consider your child's safety and the safety of others when you are dropping off and picking up your children from the centre.

Reconciliation Action Plan



Embracing First Nation Perspectives

At KCC, we firmly believe that every Australian child, regardless of their age, should have the opportunity to learn about our country's ancient heritage and the vibrant cultures of our First Nations people.

Through these tangible and symbolic additions to our learning environment, we aim to create an immersive experience that nurtures curiosity, respect, and understanding.

In recent months we formed a working party to begin working on our Reconciliation Action Plan (RAP) and we are documenting our journey along the way as we learn and embrace knowledge & ideas, as well as nurturing & building relationships.

Our journey towards embracing Indigenous culture is ongoing, and we're excited to continue sharing it with our children and families. We invite you to contribute your own ideas and thoughts with us by visiting the display in reception when you are in the centre next.



Be You Program

Be You is a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people.

Kialla Childrens Centre is proud to be part of the Be You Learning Community program. The program empowers educators to support the mental health and wellbeing of children in our care.

As a team we have the capacity to create and lead change. If we're serious about caring for children and young people, we can't ignore their mental health. There is a burning need to take action. Many young Australians have mental health issues, which can have lifetime impacts.

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The program aligns with National Quality Framework and "Be You" has five domains – Mentally Healthy Communities, Family Partnerships, Learning Resilience, Early Support and Responding Together.

Immunisation

At KCC we follow the governments policy of No Jab No play. On enrolment parents/guardians will be asked to provide a copy of the child's immunisation record and status. Information is readily available at the service and online at www.immunise.health.gov.au. Only Children with up to date immunisations are eligible to receive Childcare Subsidy.

Medication

To protect both the children and the educators we are required to follow some strict guidelines when administering medication:

The persons named on your child's enrolment form as having authority to permit the administration of medication to the child, must detail the name of the medication, the time and date the medication was last administered, the time and date and circumstances under which the medication should next be administered and the dosage. The qualified staff administering must note the dosage, the name of the medication, date and sign. A second educator must sign having checked the dosage.

Medication refers to any oral medicine, eye drops or creams where there is a specific number of doses or applications or times when it is to be given during the child's attendance.

The medication is administered from its original container bearing the original label and instructions and before expiry or use by date. Over the counter medications must have the child's name clearly written on the them and the dosage clearly stated. Only the recommended dosage indicated on the container will be administered.

Medication is to be handed to the appropriate educator. It will be stored out of reach of children in a locked container labeled "medication."

In an emergency, if the authorized person has given verbal authorization of the administration of medication, written confirmation must be given within 7 days.

Emergency Evacuations and Procedures

There is a plan and procedure that educators follow in the event of an evacuation. The details of these procedures are displayed in the rooms and foyer. These procedures are specifically aimed at evacuation in the case of a fire but the procedures will be followed if there are any other emergencies that require evacuation of the centre. The assembly point in case of evacuation is the recreation reserve. Authorised persons permission will be sought on your child's enrolment form to allow children to evacuate to the oval whilst practicing emergency evacuation drills. Families will be notified of when we are practicing drills.



Evacuation Drill

Sun Protection

Kialla Children's Centre is a sun smart accredited centre and staff adhere to the policies and procedures to ensure the protection of your child at all times.

Each child is to please bring a named hat that protects their face, neck and ears and wear clothing that offers protection from the sun e.g. Shirts and dresses with sleeves that offer some protection for the shoulders and neck areas.

Children who do not bring a hat may borrow a centre hat for the day. Children will be encouraged to play in shaded areas and minimal outdoor play will be between the hours of 11-3pm (daylight saving time) in warmer weather. The centre will supply SPF 30+ and this will be applied to all children before going outdoors. Children with allergies are required to supply their own.

We refer to the Sun smart UV Rating on a daily basis and sun smart procedures are carried out accordingly.

UV PROTECTION CHART				
Low (0-2)	Medium (3-5)	High (6-7)	Very High (7-10)	Extremely High (11+)
Sunscreen	Sunscreen	Sunscreen	Sunscreen	Sunscreen
Sunglasses	Sunglasses	Sunglasses	Sunglasses	Sunglasses
	Hat	Hat	Hat	Hat
		Shade	Shade	Shade
				Indoors from 10am - 4pm

Dangerous Products and Storage

All first aid supplies, cleaning products and chemicals are stored in their original containers in locked cupboards out of children's reach.

Medication is placed in containers in a cupboard or fridge (if applicable).

Hygiene practices

Our centre follows thorough cleaning procedures on a daily basis. Handwashing is one of the most effective methods in minimising the spread of infection. Educators, children, families and visitors are encouraged to wash their hands throughout the day, and at arrival and departure times. Sanitising gel is available in the foyer for your use.



Fees

The centre's Committee of Management set fees annually. Fees are to be paid:

- **Childcare / Fungroup:** Weekly accounts (via direct debit system—Redpay)
- **Preschool:** Free Kinder for 3 and 4 year old kindergarten

Daily: \$135.00 per day

Hourly: (Before and After Kinder Care only)

Permanent Booking: \$28.00

3 1/2 hrs or more: \$70.00 (1/2 day rate)

Casual Booking: \$40.00

All of the above fees are subject to Government Child Care Subsidy.

Parents are to apply for CCS prior to commencement.

Fees are charged for all permanent bookings for all weeks in the year that the centre is open. This includes public holidays and school holidays.

Outstanding Fees

If your account is in arrears you will be requested verbally and in writing to pay the outstanding fees. If your account remains in arrears then your child's position at the service will be reviewed. Any continuing debts will be referred to the debt collecting agency. If you are experiencing difficulties with your fee payment, please discuss this with the Coordinator at the earliest opportunity.

Terminating Care

Two weeks written notice is required. If this notice is not received, one week's fee will be charged from the date of termination.

IMPORTANT - last day of care

KCC strictly adheres to the Australian Government's Centrelink regulations regarding 'Cessation of Care'. Your child must be signed in and signed out on their final booked day of care. If this does not occur, your Child Care Subsidy entitlements will not apply and you will be charged full fees on your account. (Unless the circumstance of the absence is listed under allowable absences on page 18 of the family handbook) The Child Care Subsidy cannot be applied after your child's final booked day if you have not signed your child in and out. Please, speak with your Centre Manager and plan to sign in and out BEFORE your child's final day, to avoid incurring any debt

Child Care Subsidy

All families are eligible to claim the Federal Government Child Care Subsidy. Families wishing to claim this rebate must apply through the Family Assistance Office (FAO) 13 61 50. It is a parent's responsibility to register and inform the service of their CRN numbers for both Family and Child.

Absences

Fees are charged for all 52 weeks of the year; this includes public holidays, holidays and illness. If your child will be absent from their normal care please inform the Service.

Allowable Absences

Under CCMS, CCS is paid for up to 42 days absences for each child per financial year without the need to provide documentation such as medical certificates. Please ensure that all your children's belongings are clearly named to prevent loss or confusion.

Additional Absences

All absences beyond the first 42 will only be paid for "additional absences" if parents/guardians provide evidence that the absence has occurred under a permitted circumstance. Additional absences include:

An illness (with a medical certificate).

Any other absences due to sickness of the child, a parent or sibling, supported by medical certificates.

A period of local emergency.

Exceptional circumstances



Waiting Lists

If a parent wishes to increase their child's attendance this can be accommodated providing there is a vacancy in the age group required. If the day requested is unavailable your child will be placed on a waitlist and notification will be made when the day becomes available. Once rooms are at capacity families will be placed on a waiting list in order of priority of access and then in date order.

Custody- Court Orders

In order to appropriately manage the care of children, a copy of all court orders in relation to custody must be provided to KCC. If KCC does not have a copy of the court order, it will assume that parents have equal custody and access to the child. In the event a parent breaks a custody order and tries to access the child, the parent with the custody entitlements will be contacted immediately along with the police.

Privacy

We are committed to complying with the Australian Government Privacy Laws for the fair handling of personal information. Our centres respect families' right to privacy of their personal information and our staff will follow strict procedures to protect information collected, stored and used as part of the business operation. Our full policy can be found on our website

Family Connections

Parents are welcome to contribute and be involved in all aspects of the service. They are encouraged to participate in formal and informal events throughout the year. Parents may wish to become involved through:

- Participation in the curriculum.
- Attending information nights.
- Helping out with excursions.
- Sharing relevant information with educators.
- Assisting with our quality improvement plans.
- Representation on the Committee of Management or some of its sub groups
- Working bees
- Fundraising
- Participating in the programs and/or providing suggestions and feedback to educators
- Collecting materials for art activities

Communication links

It is important for communication between educators and parents to take place after each day. It is important that parents inform educators of any changes in the child's home life or routine. Educators will inform parents of all relevant information regarding their child on a day-to-day basis.

Noticeboards

Important information will be displayed on the Notice Boards located around the service and in each room.

Newsletters

KCC will produce newsletters to keep parents well informed.

EMAILS Parents can email KCC at any time.

Please contact us using this address: office@kiallachildrenscentre.com

Or alternatively your child's educators....

Joey's—joeys@kiallachildrenscentre.com

Possums—possums@kiallachildrenscentre.com

Wallabies—wallabies@kiallachildrenscentre.com

Koalas—anni@kiallachildrenscentre.com

Kookaburras—amanda@kiallachildrenscentre.com

Wombats—kim@kiallachildrenscentre.com

Prekinder—prekinder@kiallachildrenscentre.com

After Kinder Care—akc@kiallachildrenscentre.com

Family Pockets

Each family is allocated a personally named pocket to enable any relevant information can be distributed. These are situated in the hallway opposite the staff room between childcare and preschool for childcare users.

Preschool and Fungroup users have pockets in the alcove located at the doors to the preschool room.

The centre advocates for sustainable practices by reducing the amount of paper used so parents are asked to supply email addresses for much of the centre information to be distributed.

Please note parents who use more than one area of the centre will have pockets in each room. Pockets are labeled to prevent a doubling up of certain information such as newsletters but please ensure that you check all of your pockets so that you do not miss out on important information. E.g. If you always pick up in childcare at the end of the day—please remember to check your kinder pocket also.

Parent Concerns

Where a parent has a concern about any centre matter, every attempt will be made to satisfy a parent's concerns promptly and courteously, by reference to the appropriate source, be it either the staff members, coordinator or Committee of Management.

In the first instance, parents will be encouraged to discuss any concerns with the coordinator. Where the parent is not satisfied with the outcome of these discussions, they will be advised to approach the Committee of Management.

The COM may approach parent/staff/coordinator individually or request a meeting of all relevant parties to attempt to resolve the problem.

For matters concerning adherence to the Education and Care Services National Regulations 2011, parents may also contact the Regional Manager and the Department of Education and Early Childhood Development on 57 61 21 00

National Quality Framework

Our centre practices, policies and procedures align with legislative requirements as outlined in the National Quality Framework. This means that every effort is made to comply with the Education and Care Services National Law and the Education and Care Services National Regulation, the approved learning frameworks and the National Quality Standards. Law, regulations, learning frameworks and quality standards can be provided by your centre.

seven quality areas

- 1 Educational program and practice
- 2 Children's health and safety
- 3 Physical environment
- 4 Staffing arrangements
- 5 Relationships with children
- 6 Collaborative partnerships with families and communities
- 7 Governance and leadership

quality ratings

Service promotes exceptional education and care, demonstrates sector leadership, and is committed to continually improving.



Service goes beyond the requirements of the National Quality Standard in at least four of the seven quality areas.



Service meets the National Quality Standard. Service provides quality education and care in all seven quality areas.



Service provides a safe education and care program, but there are one or more areas identified for improvement.



There is an identified significant risk to the safety, health and wellbeing of children. Immediate action will be taken to address issues.



National Quality Standard

The National Quality Standard will help services to provide the best possible level of early childhood education and care by being clear about the factors that best support a child's development. It will also give services and families confidence in understanding what distinguishes high quality or excellent services. The new National Quality Standard is divided into seven areas that contribute to the quality of early childhood education and care. These areas have been identified by research and are:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements (including the number of staff looking after children)
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management



Under each of these areas more detail is provided about what a service can do to provide the highest quality early childhood education and care for a child.

All new educators, families and committee of management members will be provided with information about the framework, as well as our procedures and involvement.

You can access our Quality Improvement Plan (QIP) at any time on the padlet or information display outside our main entrance.

Fundraising

Our centre management consists of committees that contribute to the general running of the centre. The fundraising sub-committee is a group of parents (one being a convenor and a member of the management committee) who work together to present a varied selection of events, entertainment and/or activities that parents may support or become involved in.

Your involvement may vary from assisting in organised activities, to being a volunteer that can be called upon where an "extra pair of hands" is needed.

Money raised from activities is used for purchasing new toys, equipment and resources across the centre.

If you have any suggestions for fundraising idea's or would like to contribute to the activities, please speak to the coordinator or member of the management committee.



Sustainability

Kialla Children's Centre has a very strong commitment to the environment and education for sustainability. The aim of education- for-sustainability is to promote a sense of responsibility, appreciation, empowerment, active involvement, investigation and social change.

Early childhood is a great time to involve children in education for sustainability and develop lifelong practices to ensure the respect and protection of our planet.

The outdoor space provides the opportunity to connect to the natural environment and to incorporate sustainable practice that children can be actively involved in.

At Kialla Childrens Centre the children are actively involved in sustainable practises every day

Some ideas include:

- natural materials such as leaves, twigs, seed pods, pine cones, gumnuts and small pebbles in combination with other materials can be used for imaginative play and to explore a range of concepts such as classifying, counting and weighing.
- books that encourage conversations about sustainable practices, e.g. gardening, composting, rubbish/recycling
- recycled materials brought from home for craft and imaginative play
- gardens, pots or containers where children can grow their own plants
- plants that encourage birds butterflies and other insects
- having conversations with children about the weather and seasons
- engaging children in water play, conservation and awareness

We hope your family will become as involved in caring for our planet as your children!



Child Safety

We are committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children. We listen and respond if harm or abuse occurs and remain open, honest, and transparent about any failings.

At KCC we comply with the Victorian Child Safe Standards. The standards are a minimum set of requirements for organisations providing services to children in Victoria. This ensures that the safety of children is promoted, child abuse is prevented, and allegations of child abuse are properly responded to.

There are 11 Child Safe Standards:

Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

Standard 2: Child safety and wellbeing is embedded in organisational leadership, governance and culture

Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

Standard 4: Families and communities are informed, and involved in promoting child safety and wellbeing

Standard 5: Equity is upheld and diverse needs are respected in policy and practice

Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

Standard 7: Processes for complaints and concerns are child focused

Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved

Standard 11: Policies and procedures document how the organisation is safe for children and young people.

Further information on the child safety standards can be found at the Commission of Children and Young People. There is zero tolerance of any form of child abuse or maltreatment. Any suspected abuse or maltreatment must be reported both internally and to external authorities including Child Protection and Child first. If you have concerns that a child is at risk of significant harm as a result of abuse or neglect, please contact child protection on Ph: 1300 664 977.

PROTECT

Protecting children & young people
from abuse is our responsibility

