



Saint Stephen's College Early Learning Centre

Family Handbook

Educating for
today and tomorrow

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CRICOS Provider Number 01938G



Saint Stephen's College Early Learning Centre

The Management and staff here at Saint Stephen's College welcome you and your child to our Early Learning Centre. We are confident that your child's journey through the Service will be a positive and a rewarding experience.

We will ensure children feel safe and secure in the Early Learning Centre environment and will be exposed to fun, exciting and challenging experiences, which will develop and nourish their skills. Children will be given the opportunity to explore and choose their own activities throughout their day. Children from all backgrounds, developmental levels and special needs will be given a fair and non-judgemental opportunity to participate in activities at the Service. We understand and believe all children contain special qualities and these strengths help us to flourish each day.

The information in this handbook will allow you to understand our Service. Please familiarise yourself with our policies, procedures and beliefs.

If you require further information, the Nominated Supervisor or staff are more than willing to assist you. We encourage parents/carers to share their knowledge, ideas or concerns with us and we understand that you, the parent/carer has the greatest knowledge about your child. We are looking forward to nurturing your child's development through our curriculum and we welcome your input.

If you feel anxious about leaving your child at our Service, the Educators are sympathetic to your feelings. You are welcome to telephone the Service at any time to inquire about your child.

Once again, thank you for selecting Saint Stephen's College Early Learning Centre to be involved in nurturing your child's developmental stages, and we hope that your time with us will be as rewarding for you and your family, as it will for us!

Regards

Kellie Solomons
Nominated Supervisor

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All About Us

Saint Stephen's College Early Learning Centre was officially opened on the 19 March 1996. It is themed "The Secret Garden" with the rooms Grasshoppers, Butterflies and Dragonflies reflecting that. Located on the College grounds, we are active members of the College community with the Pre-Prep children participating in events such as Prep visits, Library trips, Art lessons and Sports Carnivals.

Service Phone Number	–	07 5573 8650
Service Fax Number	–	07 5573 8651
Service Email Address	–	childcare@ssc.qld.edu.au
Service CRN	–	555 003 7035
Hours of Operation	–	7am – 6pm – Monday to Friday
Office Hours	–	8am – 5pm
Service Provider	–	Saint Stephen's College Limited
Licensed Number of Children	–	68 – Two years to school age including school children

The Director of the Early Learning Centre or Nominated Supervisor is Mrs. Kellie Solomons. Kellie has worked in the childcare industry since 2000 and has extensive experience as an Assistant, Group Leader, and Director. Kellie holds an Advanced Diploma in Children's Services and is currently studying her Advanced Diploma in the Community Sector Management.

The Educational Leader is Kellie Solomons. As Educational Leader's Kellie will lead the team of Educators in the curriculum and documentation of the children's learning.

Nominated Supervisor Mrs Kellie Solomons (Advanced Diploma in Children's Services)
Phone Number – 07 5573 8650
Email – ksolomons@ssc.qld.edu

Approved Provider Mrs Kim Cohen (College Principle)
Phone Number – 07 5573 8600
Email – cbrickell@ssc.qld.edu.au

Service Provider Saint Stephen's College Ltd
Licensed Body Department of Education and Training, Office of Early Childhood
Education and Care
Phone Number - 07 5656 6677

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Statement of Philosophy

Service Statement of Philosophy

The beliefs and goals of our Statement of Philosophy is to provide opportunities for healthy growth and development while fostering each child's unique abilities. We believe children, staff and families should be exposed to multiple philosophers and theorists. This allows for different learning styles, teaching styles and families involvement. With using multiple theorists, we can focus on play based learning, family involvement, community involvement and teacher directed scaffolding.

We believe in providing a holistic, healthy and nurturing environment where children can develop their sense of belonging, being and becoming competent and confident individuals. By offering a bright, safe, loving, nurturing, interesting and natural learning environment, we encourage children's curiosity, creativity, language and concept formation. All children are to be respected and free to express their opinions and feelings appropriately. We are responsive to individual children as they develop their confidence, independence, self-esteem and emotional resilience. Educators will greet children with respect and show empathy upon arrival at the Early Learning Centre and throughout the day.

We believe in encouraging families to work in partnership with educators. We provide appropriate opportunities for families and caregivers to contact or visit the Early Learning Centre through our open-door policy in which they can discuss their child's progress and/or to participate in activities. We encourage our community to share their knowledge, skills, suggestions and interests in order to enhance the learning of each child. All families will be given a full orientation on commencement.

Our Educators are approachable, friendly, nurturing and welcoming to all families that are a part of our community. We expect educators to model appropriate conventions of living and learning within the community. Opportunities to work in partnership with families and the community will be priority. We offer a holistic approach to the development and growth of all children that attend the service. We trust each other by communicating freely and respectfully with one another to engage in shared decision making.

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The pedagogy we provide stems from our knowledge of how children develop and is based on children's needs, strengths and interests, and allows children to develop as individuals. The curriculum is age/stage appropriate and the routine will be flexible to accommodate children's daily needs. The curriculum also accommodates children from different backgrounds, religions, abilities and needs. The curriculum includes physical, social, emotional and cognitive development activities that promote these areas. Our curriculum will be based upon principles, practice and learning outcomes in accordance with the Early Years Learning Framework (EYLF) 'Belonging, Being and Becoming', The Queensland Kindergarten Learning Guidelines and My Time Our Place for School age children.

The service will actively seek the support and involvement of the wider community. Educators will network with the community members to gain knowledge, expertise, and advice and also to share our experiences with the community members when and where appropriate. We will value and recognise our local Indigenous and Torres Strait Islander Community, through this we will embed their culture in our routines, activities and daily practices. We offer a multicultural program to all families that attend the service.

We realise the impact that we as a community have on our environment and we are committed to embedding these practices into our curriculum and policies that will support a sustainable future for all our community. We will endeavor to use recycled materials throughout the day and encourage members of our community to follow in sustainable practices.

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Mission Statement

Our Mission Statement is to provide a secure, healthy, happy and natural environment that will develop each individual child's needs. We will be a part of the family support network, where a sense of trust, co-operation and mutual respect is not only between each child and ourselves, but the whole family and the wider community. We recognise parents/families as having the greatest influence on the education of their children and encourage all members of the family network to participate in the Service's curriculum.

We are committed to employing qualified / studying professionals who are willing to share their knowledge and experiences with your child to ensure a high-quality curriculum is implemented in accordance with the Early Years Learning Framework (EYLF), Queensland Kindergarten Learning Guideline (QKLG) and My Time Our Place. We will not discriminate against any child, regardless of race, background, gender, age, religion, abilities and beliefs.

Aim: To provide a high-quality Long Day Care Centre that is accessible to children aged 2 years to 6 years, (including school aged children for Before School Care). This will be provided in a safe, healthy, fun and educational environment, where children from different economic, ethnic and cultural backgrounds are able to develop to their full potential.

Caring, qualified staff will be employed to ensure social, emotional, physical and intellectual growth is fostered and each child is encouraged to become competent and confident individuals.

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The National Quality Framework

Our Service participates in and values the National Quality Framework (NQF), including the National Quality Standard (NQS), the Early Years Learning Framework (EYLF), Queensland Kindergarten Learning Guidelines (QKLG), My Time Our Place and the National Regulations – an Australian Government initiative linked to the funding of the Child Care Benefit for parents. This is conducted through the Australian Children's Education and Care Quality Authority (ACECQA) and the state licensing department through scheduled site assessment visits and where appropriate, spontaneous visits.

The NQS provides standards of quality practices for care provided in our Service as well as guidance and support from the Service's self-evaluation through our Quality Improvement Plan (QIP). The system also allows Educators to continually improve practices by identifying the quality aspects of care the Service is already providing and assisting the Service in developing goals for further improvement through our QIP. The Service is required to complete and submit a comprehensive QIP every twelve months.

The Service will ensure that all Educators and management are informed about current practices and requirements in the NQF process by attending appropriate in-service/training, accessing any other publications and information about the accreditation process that may be of benefit – including those published by ACECQA.

Educators will involve parents, families and management in each standard to seek their input and views into practices and care in our Service – this includes having parent input into policy reviews, parent meetings and providing updates in newsletters about the Service's current standard in the process.

The seven Standards under the NQS are –

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnership with families & communities
7. Leadership and service management

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The Enrolment Policy

Our Service accepts enrolments of children aged between 2-6 years, and school-age children from Prep to Grade 6.

Enrolments will be accepted providing:

- The maximum daily attendance does not exceed the approved number of places of the service.
- Child-Educator ratios are maintained across the service.
- A vacancy is available. (Please see Priority of Access Guidelines below.)

Priority of Access Guidelines

Sometimes, there may be a waiting list for child care services and to ensure the system is fair, the Australian Government has "Priority of Access Guidelines" for allocating places in these circumstances. The guidelines only apply to an approved child care services. They are used when there is a waiting list for a child care service or when a number of parents are applying for a limited number of vacant places. Every approved child care service has to abide by the guidelines and must inform families when a child is enrolled into the service.

Priorities

- First Priority: a child at risk of serious abuse or neglect;
- Second Priority: a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under Section 14 of the 'A New Tax System (Family Assistance) Act 1999';
- Third Priority: any other child.

Within these main category's priority should also be given to the following children:

- children in Aboriginal and Torres Strait Islander families;
- children in families which include a disabled person;
- children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$37,000 for 2020-2021, or whose partner is on income support;
- children in families from a non-English speaking background
- children in socially isolated families; and
- children of single parents.

A child care service may require a Priority 3 child to vacate a place to make room for a child with a higher priority. This is done at the discretion of the service. They can only do so if parents -

- are notified when your child first entered care that your service follows this policy
- are given at least 14 days' notice of the need for your child to vacate.

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Ethical Code of Conduct

Ethical Code of Conduct

Each Parent/Guardian, Educator, Committee Member, Visitor, Volunteer or Student at the service will uphold the following core ethical conduct principles to positively promote interactions within the service and the local community.

GENERAL OBLIGATIONS

You must avoid conduct that:

Is detrimental to the pursuit of the charter of the Service.

Is improper or unethical.

Is an abuse of power.

Causes or involves intimidation, harassment or verbal abuse.

Causes or involves discrimination, disadvantage or adverse treatment in relation to employment. 9

You must act lawfully, honestly and exercise diligence.

You must treat others with respect at all times.

Fairness and Equity

You have an obligation to consider issues fairly and consistently. That being, you must take all relevant facts into consideration.

Harassment and Discrimination

You must not harass or discriminate against others, or support those who do the same.

Our service is an Equal Opportunity Employer and recognises the vast skills and knowledge of individuals from all backgrounds.

Development Decisions

It is your duty to ensure that decisions are properly made and that parties involved are dealt with fairly.

If there is any uncertainty about the ethical issues around an action or decision you are about to take, you should consider these four points:

Is the decision or conduct lawful?

Is the decision or conduct consistent with Service policy and objectives?

What will the outcome be for management, work colleagues, parents, children and any other parties?

Do these outcomes raise a conflict of interest?

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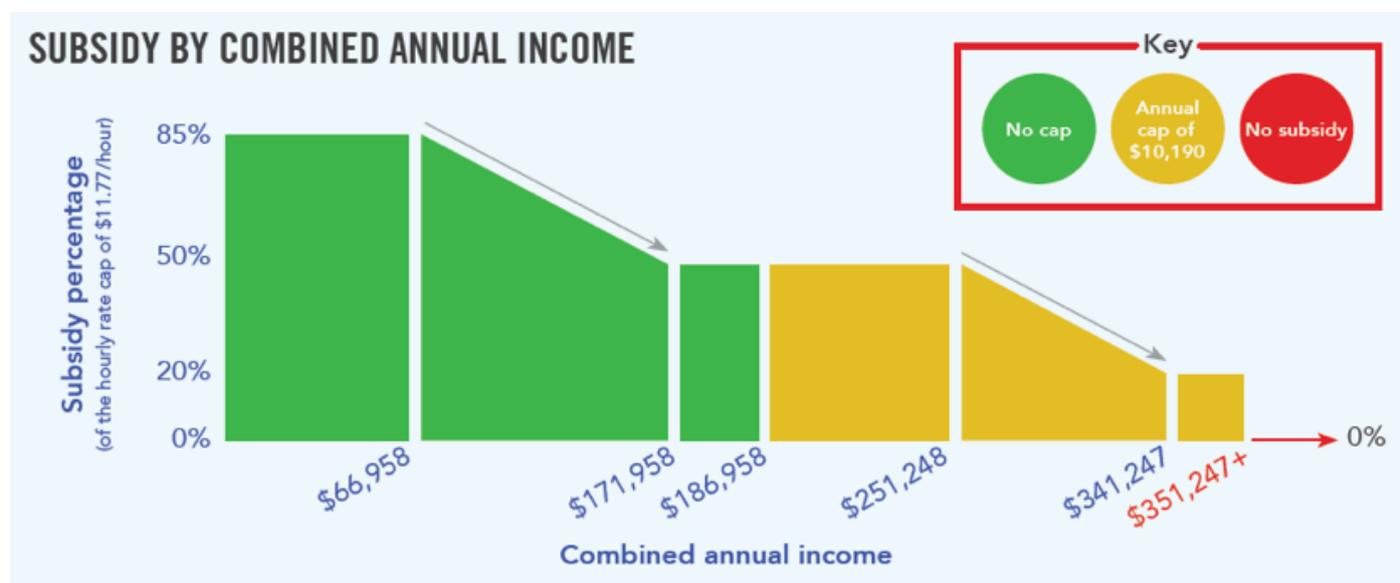


Child Care Subsidy (CCS)

Eligibility basics are as follows:

- you care for a child 13 or younger and not attending secondary school, unless an exemption applies
- you use an approved child care service
- you are responsible for paying the child care fees
- you meet residency and immunisation requirements

Your Child Care Subsidy percentage is the amount Centrelink will subsidise. It will apply to either your hourly fee or the relevant hourly rate cap, whichever is lower.



How much Child Care Subsidy (CCS) will I be entitled to:

This will depend on three factors:

- How much 'work related' activity (see education.gov.au) you and your partner undertake each fortnight. The entitlement is based on the lesser activity figure for a member of a couple.
- Your total combined family income.
- The amount of early education child care undertaken.

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GOVERNMENT ACTIVITY TEST

Types of approved activity

 Paid work, including leave	 Volunteering	 Studying (approved course)
 Self-employed work	 Working for free (in the family business)	 Actively job seeking
 Time taken to travel between the child care service and your place of work, training, study, or other approved activity will also be included.		

Hours of fortnightly activity

Between 8 and 16

16 to 48

More than 48

Hours of subsidised care

36 hours

72 hours

100 hours

Kindergarten Approved Care

Kindergarten aged children are entitled to 36 hours to attend a kindergarten program in an approved long day care service.

No activity test requirements.



You can still claim this subsidy even if your family income estimate is \$351,247 or more. If your family earns \$186,958 or less, you will not have an annual cap on your subsidy.

If your family earns more than \$186,958 and under \$351,247 Centrelink cap your subsidy. This means Centrelink subsidises your fees up to the annual cap of \$10,190 per child each financial year.

The subsidy you receive and any applicable cap will depend upon your own personal circumstances and is subject to your combined family income, hours of recognised activity and child care details. For more information visit The Department of Education's website at education.gov.au/childcare.

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Staffing Arrangements, Guidelines and Qualifications

Implementation

Our service will maintain compliant to the following:

Our service will nominate a qualified and experienced Educator as the service's Educational Leader. This To ensure that our education and care service is at all times compliant in relation to staff/child ratios and qualified Educators.

- person is responsible to for leading the development and implementation of the service's educational programs.
- Our service will ensure that any Educator that is under eighteen years of age does not work alone at the service and is supervised at all times by an Educator who is over eighteen.
- We will only include Educators in the Educators to child ratio who are working directly with the children.
-

Our service will maintain compliance to the following in relation to the everyday practicalities of service's operations:

- Educator's rostering and routines will at all times make sure enough Educators are available for the adequate supervision of children.
- Supervising Educators give their attention to the children and not to any other duties.
- At no time will students or volunteers be included in the ratio of adults supervising children.
- A Nominated Supervisor or Certified Supervisor will be on the premises at all times when children are being educated or cared for.
- Students and volunteers will never be left alone with a child or a group of children.
- In any situation where adequate supervision of children is threatened, any Educators on a meal-break must be prepared to return to duty to supply adequate supervision.
- The Approved Provider or Nominated Supervisor will ensure that regulations in relation to the supervision of children are adhered to.
- Educators supervising outdoors, should position themselves to see as much of the play area as possible.
- One Educator should be positioned close to the climbing frame as often as possible.
- Any water activity should be closely supervised by one Educator at all times.
- Except for necessary discussions or concerns regarding children or matters relating to the Centre, Educators will not congregate together outside

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- When children are resting or sleeping they will be supervised.
- During hand washing and/or toilet times children will be supervised in the bathroom area.
- Toddlers and children undergoing toilet training will not be left unsupervised in the bathroom.
- No child is to be left unattended at the table when eating.
- Rosters will be designed and implemented to ensure that children receive continuity of care.
- Our service will, when possible and to the best of our ability, make use of a regular pool of relief staff.

Supervision of Services – Responsible Person

Our Service will have at least one “responsible person” present at all times when caring for and educating children. A responsible person is:

- An Approved Provider
- A Nominated Supervisor
- A Responsible Person who is in charge of the daily running of the service.

The name of the Responsible person will be clearly displayed in the main entrance of the Service. If the Responsible person needs to change (for example the current person needs to leave the Service), he or she will “hand over” responsibility for the role to another eligible person at the Service. Both the old and new responsible person will communicate directly and ensure the name of the responsible person displayed at the Service correctly reflects who currently holds the position.

If more than one person at our service is a “Responsible person”, we may develop a roster to rotate the role.

Educator to child ratios

2years – 3 years – 1:5 Ratio

3 years – 5 years – 1:11 Ratio

School age – 1:15 ration

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Parental Interactions and Involvement in the Service

Communications between family members and the Service are considered crucial for a child to reach their full development. Therefore, we aim to provide an environment where there is a strong emphasis on family/service communication to allow consistency and continuity between the home and the Service environment. By encouraging family members to be involved in the service, we aim to provide a service that best meets the needs of our community.

Parent Communication

Our Service aims to provide as many outlets as possible for family/service communication. These include:

- Face to face.
- Regular informal meetings with parents and the opportunity to plan formal meetings if necessary.
- Each family will be allocated a 'pocket' where private correspondence between educators, the Nominated Supervisor or Approved Provider and the family can take place.
- Emails sent to families from room staff or the Nominated Supervisor.
- Saint Stephen's College Early Learning Centre will be implementing a new software program for Families to have access to their child's learning and daily activities at the Early Learning Centre. All communication such as events, newsletters, day sheets and learning stories will be done via this program. We will be holding a parent information evening to discuss this further.

Families must notify the Service of any changes e.g. contact details, court orders, medical plans etc. A 'Change of Details' form is located at Reception. If necessary, Educators have support and access to translation services to provide this information for non-English speaking families.

Parent Grievances

Any parent / caregiver with a concern or complaint in relation to the running of our Service either in administration or child interaction should do the following:

- Voice their complaint or concern with the Educator or Nominated Supervisor.
- Write their complaint or concern addressing it to the Educator or Nominated Supervisor. You will receive a personal response unless you have chosen to be anonymous.
- Parents can speak to any Educator or member of staff about a specific complaint or concern. Educators or staff will put in steps to address your concern or complaint as quickly as possible. However, Educators and staff do reserve the right to have the complaint put in writing.
- If a service-wide problem has been brought to our attention, all families and Educators will be informed of the contents of your complaint but not your name.
- The service will use the Grievance Procedure/Register to ensure that the grievance is followed through and sufficiently investigated.

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Parental and Family Involvement

- Families are welcome to visit at any time of the day.
- Families are encouraged to share aspects of their culture with the Educators and children as well as appropriate experiences.
- Families are invited to participate in the service's daily routine by helping out with activities such as craft, the preparation of morning tea, special activities and afternoon tea.
- A Parent Committee is established to set goals for the service, help write and implement policies and help to meet aims of the NQF Assessment process.
- Minutes of regular Educator/parents meetings will be kept aside for either side to make suggestions.
- Families are encouraged to participate in the curriculum through show and share (if applicable), feedback, evaluations and suggestions based on the children's interests.
- Families are encouraged to attend all parent-teacher meetings and information evenings.
- Families are encouraged to view and contribute to their child's learning journeys and portfolios.
- Families are encouraged to be involved in their child's classroom throughout the year such as mother's day, father's day and grandparent's day.
- We love to have family input into our program. If you would like to see any activities or your child has any special interest, please let the staff know at any time.
- We invite families to share about their professions, their hobbies and their cultural backgrounds.

KindyBook

Our service uses an online program called Kindy book. This enables you to log on with own person log in details and password and access all your child's observations and daily stories. You will also be able to view our monthly newsletters and Kindy Calendar for upcoming events. On this program you will also be able to view our Centre policies and Quality Improvement Plan. The service has a Ipad at the front desk if you wish to log on here and see your child's progress.

Each family is able to comment on their children's observations, pictures and daily stories. This enables all families to see what is happening at the service.

Class Dojo

We have also implemented Class Dojo. This app enables the Educators to upload videos, files and pictures for families to see throughout the day. We use this as a way of reading stories to the children, singing songs, showing videos etc to children that aren't attending the Early Learning Centre on that day.

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Education, Curriculum and Learning Policy

Educators aim to create positive learning environments and guide experiences for each child in conjunction with their family. Educators will observe children and facilitate their learning to provide each child with an individualised portfolio by documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

Our Educational Leader is Kellie Solomons.

The role of the Educational Leader is to work with educators to provide curriculum direction and to ensure children are working towards actively achieving the outcomes of the approved learning framework.

Our service is committed to the Queensland Kindergarten Learning Guidelines (QKLG)

Our service is committed to the Early Years Learning Framework (EYLF).

Observations on all children enrolled in our service will be documented and kept for future reference and reflection, through the use of our new program Cells online and your child's art display book. Children's art portfolio's will be available for a child's family members to look at but remain the property of the Service for the duration of the child's enrolment. Daily learning stories and day to day activities of your child will be available daily through the Cells online program. Art Portfolios will be added to regularly by Educators, and we encourage families and children to contribute regularly. Educators will then reflect to ensure programming for each child remains relevant to their interests and developmental stage.

Early Years Learning Framework and Queensland Kindergarten Learning Guidelines (QKLG)

- Each child's learning will be based on their interests and strengths and guided by our Educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued and their achievements and learning celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to generate ideas for the curriculum.
- Learning Outcomes and development areas will be linked to the curriculum during and after each child's learning has occurred. The curriculum is not pre-programmed to match specific Learning Outcomes.
- The curriculum will be based on the children's interests, Educators extending children's interests, spontaneous experiences and family input.
- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and achievements.
- The curriculum will be evaluated and reflected upon each week by Educators.

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Learning and Play

- Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor activities.
- Children's fine and gross motor skills are strengthened and developed through a wide variety of both indoor and outdoor activities including manipulative play, block play, sensory play, dramatic play, drawing and other physical activities such as running and skipping.
- Mathematics and science concepts along with exploration of natural aspects of our environment are encouraged through block play, building, cooking, water play, sensory play, collecting natural materials such as leaves and rocks and gardening.
- Language development is encouraged through Educators modelling language, show and tell, story time, games, poems and dramatic play experiences.
- Social/emotional and independence skills are strengthened through activities such as role-play, dramatic play, group games and self-help tasks.
- Music and movement activities encourage physical, social and creative areas of a child's development.
- Road safety, hygiene, dental care and nutrition will all be built into the weekly program.

These activities will be supervised and guided by Educators to find out how child responds as an individual and also as part of a group. Educators will work in conjunction with families to provide learning experiences that are relevant to each child and tailored to their specific needs. A child's home language, culture and religious practices will be accepted and included in the program.

From this, Educators will assess the child's needs and plan ways to meet these needs. We evaluate this program every week in order to make sure we stay on target and help each child to reach their full potential. The weekly program will be displayed in the room it takes place in. We welcome any suggestions and are happy to answer questions from family members at any time.

EYLF Learning Outcomes

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

QKLG Learning development areas

1. Identity
2. Connectedness
3. Wellbeing
4. Active Learning
5. Communicating

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Health & Exclusion Policy

Any setting where large amounts of people congregate can become a breeding ground for germs. As a way to minimise the spread of illness, the staff have very strict guidelines upon cleaning and disinfecting.

There is no possible way of stopping the spread of infection however, we do ask that you support and abide by our policies when your child does become sick. Further information on exclusion is available at the Service in the Policies and Procedures handbook and Staying Healthy in Childcare. If you would like further information, please don't hesitate to ask.

Below are some most common illnesses that require exclusion:

- High Temperatures – 24 hours exclusion from Service
- Vomiting and/or Diarrhoea –24 hours exclusion from Service from last episode
- Runny Nose – clear, green, yellow – exclusion until not running
- Coughs – as this can be croup, a doctor clearance is required saying it is not contagious.
- Croup – Exclusion until well

The staff are also required to abide by these exclusion policies.

If everyone works together, there will be less illness spread benefiting the staff, families and of course the children.

Food & Nutrition

In relation to the provision of food and beverages

- Treats are not acceptable e.g. chips, chocolate, lollies, soft drink etc. will all be sent home (these treats are a special family treat). NOW is the time to introduce the sort of lunch that you would send with your child to school.
- Staff will ensure children have access to, and are encourage to access, safe drinking water at all times.
- Staff will ensure children are offered foods and beverages throughout the day that are appropriate to their nutritional and specific dietary requirements.
- Children who do not eat during routine meal times or children who are hungry will be provided with foods at periods other than meal times or snack times.

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Healthy Food Pyramid



Healthy Food Pyramid. Sourced from: <http://www.diabeteskidsandteens.com.au/foodnews.html>

Children's involvement in physical play

Our service will implement the following promotion of physical activity as per the age and development stage of each child in attendance:

- Junior Kindy (2 years to 3.6 years) and Pre-Prep (3.6 years to 6 years) should be physically active every day for at least three hours, spread throughout the day.
- We will provide activities that will enhance their gross motor skills, improve balance, co-ordination and reaction time.
- Physical activity also improves concentration and thinking skills.
- When climbing on outdoor equipment we will encourage to have bare feet as this will help grip and movement.
- Educators will provide gross motor skills that age and stage appropriate for the children in their care.

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Educator's Will:

- Encourage children to participate in physical activities through programming and spontaneous experiences.
- Encourage and support children to undertake and participate in new or unfamiliar physical activities.
- Participate in physical activity with the children.
- Show enthusiasm for participation in physical activity and organise play spaces to ensure the safety and wellbeing of all individuals in the environment.
- Set up and plan for physical play activities and equipment and where appropriate encourage the children to help with the set-up.
- Listen to children's suggestions on what physical activities they would like to participate in and where appropriate incorporate them into the program
- Set up indoor and outdoor areas in a manner that promotes and encourages safe physical play for all age groups and developmental abilities represented in the service.
- Actively encourage children to accept and respect each other's range of physical abilities.
- Consult with families and resource agencies on providing physical experiences that reflect diverse backgrounds and abilities.
- Role model appropriate footwear and clothing for physical activity.
- Will ensure a balance of active and sedentary activities throughout the child's day and minimize sedentary behaviours unless the child is tired or ill.

The service will support the children in:

- Learning to use increasingly complex motor skills and movement patterns in order to combine gross and fine movement and balance skills, spatial awareness and problem-solving skills.
- The development of their physical skill set by providing regular opportunities for outdoor play.
- The development of their physical skill set by talking with children about how the human body and how important physical activity is for an individual's health and wellbeing.
- The development of their physical skill set by providing experiences for the children that draw on elements of dance, dramatic play and creative movement.
- The development of their physical skill set by providing babies with encouragement and safe areas to practice rolling over, sitting, crawling, standing and walking.
- Providing extra curricula activities for an extra cost.

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Sustainability in our Service

Saint Stephen's College Early Learning Centre is committed to:

- Encouraging children to participate in all activities and strategies to assist with litter reduction, water, paper and energy conservation
- Empowering children to appreciate the natural environment in a variety of ways and verbalize their experiences (Aesthetic appreciation and sensory perception, language, emotional and social development)
- Empowering children to express their appreciation of the natural environment in a range of ways (drawing, painting, books, literacy play, music, creative movement etc)
- Providing a safe, supportive and social environment in which children can enjoy sustainable practices
- Acknowledging the significance of early childhood education as being one of a number of foundational influences for later, lifelong appreciation of the natural environment and the nature of sustainability, and supporting families in the laying of this foundation.

The staff are responsible for:

- Ensuring that the objectives above are incorporated into the curriculum to ensure that all children understand the importance of sustainability
- Exploring and discussing the importance of sustainable practices, which includes recycling, reusing and reducing rubbish
- Encouraging children to become more environmentally aware and actively involved in sustainable activities
- Ensuring relievers and volunteers are aware of and comply with this policy
- Supervision of children during participation of sustainable practices where necessary
- Ensuring the playrooms, play spaces, play equipment, meal times, relaxation and social play support children and families to make environmental choices.
- Modelling appropriate sustainable practices to the children at the centre
- Assisting with litter reduction, water, paper, and energy conservation through habitual practices

Specific strategies and targets

- Minimise use of environmentally unfriendly products.
- Purchase second hand where possible.
- Use natural materials in program planning where possible
- Maintain the edible garden to promote good environmental practices and to allow children to experience the links between growing and eating food

Educating for
today and tomorrow



Saint Stephen's College Early Learning Centre

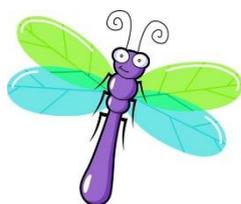
- Explore and discuss the life cycle of plants, insects and animals with the children
- Continue to promote child participation in good environmental practices
- Explore and discuss different cultures and ways of living with the children, including Aboriginal and Torres Strait Islander customs relating to sustainable practices
- Monitor the use of photocopier paper and encourage all staff to reduce their usage of this paper by using double sided sheets, laminating for reuse and reduction to fit more information on each page
- Turn off appliances, lights and computers, air conditioning when not required
- Establish environmental events within the centre to promote sustainability
- Teach children about recycle labels, symbols and signs
- Encourage families to send children's snacks and lunches in reusable containers to reduce the Centre's rubbish

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CONGRATULATIONS ON JOINING THE SECRET GARDEN FAMILY!

Please refer to this checklist on what items you need to bring on your child's first day.



- Enrolment Form
- Child Information Form
- Enrolment Fee
- Copy of Immunisation Record
- Copy of Birth certificate
- Bond Payment
- 4-6 Nappies (if required)
- 2 changes of clothes
- Packed healthy morning tea, lunch and afternoon tea
- Drink bottle with water
- Hat
- Sheets (one flat & one fitted sheet)
- Any comforters from home
- A big happy face ☺



Please make sure all of your child's belongings are named. We are not responsible for any lost property if it is not clearly named.

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Please sign that you have received and understand the policies and procedures as outlined in this booklet.

By signing, you agree that you will abide by all policies and procedures whilst attending the service.

Please return this signed page to reception.

Parent Name: _____

Date: _____

Signature: _____

Parent Name: _____

Date: _____

Signature: _____

Staff Member/Witness

Name: _____

Date: _____

Signature: _____

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