### Contact Details

**EARLY LEARNING CENTRE**

**Address:** John Paul Drive, Daisy Hill Qld 4127  
**Telephone Number:** 3826 3444  
**Fax:** 3808 1028  

**PRIMARY SCHOOL OFFICE:** 3826 3300  
**KINDERGARTEN** 3826 3450  

**COLLEGE ADMINISTRATION:** 3826 3333  
**HEALTH CENTRE:** 3826 3323  
**SECURITY:** 3826 3338  

**HEADMASTER**  
Mr Peter Foster  

**PRIMARY SCHOOL HEAD**  
Mr Andrew Gordon  

**HEAD OF EARLY EDUCATION (ELC DIRECTOR)**  
Mrs Leanne Zammit  

**COLLEGE CHAPLAIN**  
Mr Steve Ward
1.01 Welcome

Welcome to John Paul College Early Learning Centre. Our Early Learning Centre has been established for the purpose of providing loving care and quality Christian education for young children. Our Early Learning community grows in an environment where Christian ecumenism is foundational; where our values are embraced; where mutual respect encourages us to reach out and welcome those of all cultures and faiths; and where the children’s confidence and capabilities are acknowledged, respected and celebrated.

At John Paul College Early Learning Centre we aim to:

- provide a Christian environment of acceptance and understanding where children feel respected, comfortable, happy and safe.
- foster meaningful partnerships with parents and the community.
- provide facilities and resources to promote possibility and investigation in the children’s play and learning.
- provide warm, professional staff who promote and maintain high quality education and care.

John Paul College Early Learning Centre provides long day care for 75 children daily, aged from six weeks to five years. The centre is organised into five groups, catering for the following age ranges and with these maximum adult-child ratios:

<table>
<thead>
<tr>
<th>Group:</th>
<th>Adult - Child Ratio</th>
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</thead>
<tbody>
<tr>
<td>Snuggle Pots (from 6 weeks)</td>
<td>2:8</td>
</tr>
<tr>
<td>Cuddle Pies (from 15 months)</td>
<td>2:10</td>
</tr>
<tr>
<td>Flopsy Bunnies (from 2 years)</td>
<td>3:15</td>
</tr>
<tr>
<td>Puddle Ducks (from 2.8 years)</td>
<td>4:20</td>
</tr>
<tr>
<td>Tiggy Winkles (from 3 years)</td>
<td>2:22</td>
</tr>
</tbody>
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1.02 Governance and Management

John Paul College Ltd is the Approved Provider of John Paul College Early Learning Centre and holds the legal responsibility for operating the service. A Nominated Supervisor, approved as a suitable, fit and qualified person by the Regulatory Authority and appointed by the Approved Provider, is in charge of the day-to-day operations of the Service. Staff Information and rosters are displayed near the entrance to each classroom.

(Refer Early Learning Centre Governance and Management Policy)

Nominated Supervisor: Leanne Zammit

The Early Learning Centre is regulated by The Department of Education, Training and Employment, Early Childhood Education and Care. The department is responsible for the Service Approval, once it is assured that standards set under the Education and Care Services National Law Act 2010 and Regulations 2011 - are being met. The address for The Office for Early Childhood Education and Care is:

Level 2, 6 Ewing Road, WOODRIDGE Qld 4114
Postal: P.O. Box 250 WOODRIDGE Qld 4114
Phone: 3884 7813
Fax: 38849881
Living and Learning – Children’s Programs

2.01 Educational Philosophy

Image of the Child
We believe that all children have rights – a right to communicate, a right to be heard, a right to explore, a right to be cared for and a right to learn.

At John Paul College Early Learning Centre children are viewed as capable, competent learners, full of potential, and curious about the world around them. We value the child’s role in constructing their own learning, and in negotiating with everything the environment brings to them.

Our strong image of the child ensures that their ‘voice’, their culture, their identity and their experiences are represented and reflected in the Early Learning Centre.

We celebrate the joy of being young and nurture children to collaborate and communicate with others as they explore, experiment and discover, take risks, create, imagine and interact in their environment.

Educational Program
The Early Years Learning Framework guides our educational program and practice. We share their vision of children's learning as a time of Belonging, Being and Becoming.

Belonging to a community of learners where people care for each other and their environment.
Being able to take part in the enjoyment and fun of learning together.
Becoming confident and competent learners who can make positive transitions.

Our program values the importance of building strong relationships and partnerships with children and their families based on trust, respect and open communication.

We value the importance of play, of fun, of emotions and feelings in our early learning program. We seek to promote an excitement for learning by recognising and responding to a child’s individual ideas and interests through play, and emergent and intentional experiences and interactions.

We are committed to providing an environment rich in experience where children have time, space and opportunity to explore and discover, expressing themselves in diverse ways. We celebrate and document their learning to share with them, their families, and with other Educators.

We aim to provide a program that embeds sustainable practices to develop respect and appreciation for nature and the world around us.

A Community of Learners
We provide a Christian environment of acceptance and understanding where children feel respected, comfortable, happy and safe.

We value families as the most important people in children’s lives and engage in shared decision making where children, parents and communities have a voice.

We acknowledge and value the traditional owners of the land our Centre is situated on as being the Yugambeh country. We pay our respect to elders past and present by fostering learning and understanding of the Yugambeh people’s culture and traditions within our program.
We recognise that our Early Learning Centre is part of the wider community; living and learning within John Paul College and promoting children’s connectedness with the local community.

As a team of Educators, we are committed to reflective practice and continuous quality improvement through reflection, and collaboration with all members of our ‘learning community’.

**Program Goals**

The Program will:

- Promote a strong and positive image of the children.
- value the individuality of each child.
- stimulate the child’s natural desire to learn.
- offer quality care and education that is developmentally appropriate for the child
- enhance each child’s development of his/her social, emotional, physical, spiritual, language and cognitive spheres

### 2.02 Non-discriminatory Access Policy

Our program aims to represent the diversity of the lives of the children, families, staff and community of the Centre. Our program reflects our commitment to human rights, dignity of the individual, multiculturalism, social justice and diversity of religious beliefs.

### 2.03 The Early Years Learning Framework

Our program is implemented through the ‘Emergent Curriculum’ philosophy of teaching. The program follows the *Early Years Learning Framework for Australia (EYLF)* and embraces the inclusive vision that “all children experience learning that is engaging and builds success for Life.” (EYLF 2009). Throughout your child’s year at the Early Learning Centre, children’s right to experience the joy of childhood is fundamental and learning is promoted through play, and emergent and planned learning experiences and interactions.

The Early Years Learning Framework identifies five broad outcomes for children

- Children having a strong sense of identity
- Children are connected and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

The children’s interests provide a platform for the daily program which is encouraged to be spontaneous as opposed to structured and predetermined. This is a child focused approach that encourages children to be active participants in their learning environment.

*“Once children are helped to perceive themselves as authors or inventors, once they are helped to discover the pleasure of enquiry, their motivation and interest explode.”* Loris Malaguzzi (Founder of the Reggio Emilia Schools in Italy)

**The primary means of learning in early childhood is through play.** Play is purposeful and goal-centred. To children, play is important and is their ‘work’. Each day a variety of experiences will be provided in which the children can actively become involved by responding to interests within their play environment.
Skills and concepts are experienced through all aspects of our program. Very young children are capable of understanding and learning basic concepts through the avenue of play. As children progress and mature, additional skills and concepts are introduced.

All children have their own interests and patterns of growth peculiar to them. We embrace this as children learn through experiences which are meaningful to them. The emergent curriculum encourages children to learn from a social perspective as individual and common interests are extended to form ‘projects’. The children participate in these as a small or large group, such as building a small city out of various toys, construction equipment and other materials.

The Centre provides a program which caters for children as ‘a whole’ and appreciating that ‘readiness’ for any given task has its roots in the biological/maturational make-up of the child. The emergent curriculum philosophy promotes educational programs for children in terms of development as it is now, not in terms of what one thinks it ought to be.

Based on our observations of the children’s development and interests, the program is devised for the individuals and the group as a whole. These experiences aim to support the level of development of a child and to nurture and encourage progression to the next stage of maturation. The learning environment is provided to enable unexpected happenings that capture the children’s interest, to be explored and extended.

2.04 Documentation

Documentation is a powerful tool for viewing the learning processes of both adults and children. By making learning, living and thinking visible it immediately becomes a shared encounter: “A collection of traces to be used at the end of the process for reflective purposes” (Rinaldi 2003). Documentation gives children and adults an opportunity to revisit their thinking either together or on their own.

Individual Learning Journals

At John Paul College Early Learning Centre our trained and qualified staff strive to make your child’s journey visible to you by capturing play and learning in their journals. Learning Journals are more than a memory or keepsake of your child’s time at the Early Learning Centre. These learning journals are a collaborative effort and will be available to families and children.

They provide children with an opportunity to revisit and reflect on past experiences; record their learning, and provide our Educators with the knowledge they need to ensure your child’s time with us is full of wonder and possibility.

You are encouraged to be a co-participant in three-way communication (i.e. child, parent and Educator) and contribute photos, stories, art works or any memorabilia that tells a story about your child’s life and their learning journey.

Documenting the Curriculum

As well as individual Learning Journals the Educators will reflect the Early Years Learning Framework through a variety of documentation methods that could include: observations that focus on social interactions, relationships, dispositions and learning processes; stories and conversation transcripts; slide shows, drawing, painting and creative arts. Photographs of interactions, constructions and group projects as well as contributions from families are also used to document learning.
Through these records that incorporate the voices of children and parents, we are able to visualise the thinking of both children and adults. The variety of documentation methods allows us to capture all of the languages of expression of children.

Planning is a continuous and collaborative process. Planning occurs within the program as children and adults together create opportunities for living and learning through the spontaneous and unpredictable encounters that occur in the here and now of every context. Our Educators will support children to become involved in what is interesting and meaningful to them.

Parents and guardians are invited to discuss the activities and experiences provided as part of our programs and the goals to be achieved through our curriculum.

Please ask your child’s Educator or the Head of Early Education for more detailed information about your child’s learning and development and how we collaborate to foster your child’s learning opportunities.
2.05 Guiding Children’s Behaviour

It is our policy that all children and staff have the right to a safe environment.

At John Paul College Early Learning Centre we establish an environment with the children that supports their development in communicating and interacting with others. Our goal is to develop the children’s self-control and responsible behaviour, and to support children in their journey to face the challenges and obligations of living. Staff use strategies such as role modelling, directional language, guidance and behaviour teaching processes to encourage children to understand and choose appropriate behaviour.

The concept of guidance is an important one in the area of behaviour. The goal of the guidance process is for the adult to interact with the child in a caring and understanding way, empowering and enabling the child to develop self-respect, self-responsibility and self-control. Staff continually engage with children to role model sharing and taking turns, entering and responding to play, asking for toys etc.

Sometimes physical contact occurs between one or more children. Depending on the age group, staff will use a variety of strategies such as simple and firm language, or more open-ended language to encourage the child to think about the child who has been hurt... “How do you think the child you hurt is now feeling?” “What could you do next time to solve the problem?” Children will be expected to take responsibility for their actions which often looks like sitting with the child for a while to comfort them, holding ice on a bump, or helping to rebuild something that was knocked down in an incident. The Centre also provides sensory and quite areas where children who have physically hurt another child may use to help them calm down. This then allows an Educator to spend time with the child talking about what has happened and how their actions have affected another.

When staff observe challenging behaviours, they make notes for the child’s records so that a clearer picture can be obtained. Staff try to establish reasons for a particular behaviour and plan experiences which will assist the child to:

1. meet their needs in other ways
2. learn the appropriate behaviour.

Families are consulted about any issues or concerns regarding their child’s behaviour. Families are encouraged to collaborate with teachers in promoting and guiding positive behaviour with the child.

Biting

Biting is not an uncommon action in young children who may be unable to communicate their feelings. This behaviour will be managed by having staff who are actively engaging with children to try and prevent an incident from occurring. If biting does occur, an Educator will remove the child from the situation and assist the child to find another outlet for their feelings. The child who has been bitten will be comforted and any necessary first aid administered.

When biting occurs, it is understandably very distressful to parents. The parents of a child who is bitten will probably feel angry. On the other hand the parents of a child who has been biting may feel uncomfortable. Please remember that this is a natural phase of development in some children and through our careful supervision and active engagement with children, these incidences will be kept to a minimum.
CENTRE OPERATIONS

3.01 Priority of access

One of the main reasons the Australian Government funds child care is to meet the child care needs of Australian families. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it is important for services to allocate places to those families with the greatest need for child care support.

List of priorities

The Australian Government has Priority Access Guidelines for allocating places in these circumstances. These guidelines apply to centre-based long day care and other care facilities. They set out the following three levels of priority, which child care services must follow when filling vacant places:

Priority 1 – a child at risk of serious abuse or neglect
Priority 2 – a child of a single parent who satisfies, or of parents that both satisfy, the work/training/study test under section 14 of the New Tax System (Family Assistance) Act 1999
Priority 3 – any other child within these main categories, priority should also be given to the following children:
- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families on low incomes
- Children in families from culturally and linguistically diverse backgrounds
- Children in socially isolated families
- Children of single parents

There are some circumstances in which a child who is already in a child care service may be required to leave the service. Where a service has no vacant places and is providing child care for a child who is a Priority 3 under the Priority of Access Guidelines, the service may require that child to leave the child care service in order for the service to provide a place for a higher priority child, but only if:

- The person who is liable to pay child care fees in respect of the child, was notified when the child first occupied the child care place that the service followed this policy
- The service gives that person at least 14 days’ notice of the requirement for the child to leave the child care service.

3.02 Fees

Waitlist Application Fee: $50.00 (on submission of application)

Enrolment Bond: Paid on first day of attendance.
(2-3 days -$150.00, 4-5 days $300.00)

From the beginning of the first week, fees are payable one week in advance, whether or not the child is in attendance. Continuation of enrolment is dependent upon fees being paid in advance.

Government fee relief is available for families who have been appropriately assessed by Centrelink, and approved in writing.

Receipts are issued for all payments. These receipts can be used to claim the Childcare Rebate.
Age Group Full Day / Part Day Fees

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Snuggle Pots</td>
<td>$92.00</td>
</tr>
<tr>
<td>Cuddle Pies</td>
<td>$92.00</td>
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<tr>
<td>Flopsy Bunnies</td>
<td>$92.00</td>
</tr>
<tr>
<td>Puddle Ducks</td>
<td>$92.00</td>
</tr>
<tr>
<td>Tiggy Winkles</td>
<td>$87.00</td>
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**Late Policy:** If your child is not collected at the designated closing time, the following late fees will be charged. Repeated late collections will result in enrolment at the Centre being reviewed.

Late Fee Surcharge: $10.00

$1.00 per minute until your child is collected.

Example: If you collect your child at 6.05pm the charge is $15

3.03 Termination

If you are withdrawing your child, please indicate your intentions in writing, two weeks prior to leaving, and the initial deposit will be offset against the final two weeks.

3.04 Absenteeism

If a child is absent, please contact the Centre so that all children are accounted for and illnesses can be noted.

Child Care Benefit 42 Day Allowable Absences

Each family is entitled to 42 days of absence in which child care benefits may still be claimed. An absence may be defined as a sick day, holiday, RDO or occasional absence. Once you have used up your 42 days allowable absence full fees will apply as we cannot claim your CCB for these absent days.

Only when a child reaches 42 days away can a doctor/ medical certificate be used to claim benefits.

3.05 Holidays

The Centre will be closed between Christmas and New Year. No fees are payable. Outside this period, children are entitled to a maximum of three weeks annual leave from the Centre. Each of these weeks needs to be Calendar weeks i.e. Monday to Friday. During this period, a holding fee of 50% of the normal fees is payable. After three weeks, full fees are payable, in advance. Holiday absences must be advised at least two weeks in advance.
3.06 Child Care Benefit / Rebate

Child Care Benefit is a payment made to families to assist with the costs of child care. All Australian residents using child care provided by approved child care services may be eligible for Child Care Benefit (CCB).

Centre Provider Number: 555 003 415 B
Family Assistance Office Phone: 13 61 50

CCB for approved care can be received as:
- Reduced fees through the approved child care service
- A lump sum payment direct to families paid at the end of the financial year

The Family Assistance Office will administer Child Care Benefit (CCB) through Centrelink, and the Australian Tax Office.

Families using approved child care who meet the eligibility requirements of:
1. Australian Residency
2. Child Immunisation are eligible to claim Child Care Benefit.

The CCB is based on the family’s estimate of their modified taxable income for the year in which the care is provided. You must notify the Family Assistance Office (FAO) of any changes to your income or changes to your CCB.

Families are required to provide the centre with the parents Customer Reference Number (CRN) and date of birth, your child’s CRN and date of date of birth. This will entitle you to the 50 percent Tax Rebate regarding your child’s fees. Families that are not eligible for the Child care Benefit can still claim the Fifty percent Tax Rebate if they have contacted the Family Assistance Office and provided the centre with the same information.

Please see the Centre Administration Assistant for information.
OUR EARLY LEARNING CENTRE DAY

4.01 Operating Hours

The Centre is open from 7.00am to 6.00pm, Monday to Friday. The Centre operates for 50 weeks each year, closing between Christmas and New Year and on Public Holidays.

4.02 Arrival and Departure

On arrival, each child must be brought into the Centre and signed in by a responsible adult in their room. Guardians signing children in and out must be over 18 years of age. Following this procedure, the child is to be taken to greet an Educator and become settled for the day. Before departing, each child needs to have the opportunity to say goodbye to the Educators and the necessary signature requirements are to be carried out.

It is important that the Head of Early Education is informed, preferably in writing, if any person (other than those persons nominated on the enrolment form) will collect your child. Names which appear on the enrolment form and Authorised Person to Collect Form will be the only persons able to collect individual children. Children can only be delivered and collected by a responsible adult. Brothers and sisters under the age of 18 are not appropriate for this responsibility.

4.03 Authorised Persons to Collect Children

At the time of enrolment, parents must provide us with the names of persons authorised to pick up the child/children. It is the parents’ responsibility to inform the Centre of any changes in the names of persons authorised. We will release the child/children to authorised persons only. If necessary, photo identification or other official identification may be requested by the Centre before the child/children are released.

Copies of legal documents must be provided to the Head of Early Education before any staff member can actively prevent non-custodial parents from picking up their child/children.

4.04 Emergency Contacts

It is essential that parents leave with the Centre, all emergency telephone numbers, including the family doctor, and ensure that an up-to-date record is available at all times. It is in the interests of each child’s welfare that up-to-date, pertinent information is maintained at the Centre.
4.05 What to Bring to ELC

6 Weeks – 2 Years
- Spare clothes for messy play
- Fitted cot sheet, top sheet if required, cuddly/comforter if required. All to be in a drawstring sheet bag, approximately 20cm x 20cm. Please do not bring pillows.
- Appropriate Shoes (NO THONGS PLEASE)
- Bottles - filled with your child’s required milk. Number dependent on your child’s developmental needs. (please refer to the Snuggle Pots Handbook for bottle requirements)
- Disposable nappies

➢ Bottles and dummies must have lids/covers

15 Months – 2.5 Years:
- Spare underwear if toilet training
- Spare clothes for messy play
- Appropriate Shoes (no thongs please)
- Fitted cot sheet, top sheet if required, cuddly/comforter if required. All to be in a drawstring sheet bag, approximately 20cm x 20cm. Please do not bring pillows.
- Bottles if required
- Disposable nappies

➢ Bottles and dummies must have lids/covers

2 Years – 3 Years:
- Spare underwear if toilet training
- Spare clothes for messy play
- Appropriate Shoes (no thongs please)
- Fitted cot sheet, top sheet if required, cuddly/comforter if required. All to be in a drawstring sheet bag, approximately 20cm x 20cm. Please do not bring pillows.
- Disposable nappies (if required for nap time)

➢ Dummies must have lids/covers

3 Years – 5 Years:
- Spare clothes and underwear (for toileting or messy play)
- Appropriate Shoes (no thongs please)
- Fitted cot sheet, top sheet if required, cuddly/comforter if required. All to be in a drawstring sheet bag, approximately 20cm x 20cm. Please do not bring pillows.

ALL CHILDREN ARE PROVIDED WITH A NAMED HAT UPON ENROLMENT THAT IS KEPT AT THE EARLY LEARNING CENTRE.
4.06 Settling In

When entering a new environment, the parent and child need time to adjust. To assist with a smooth introduction into the Early Learning Centre, the following suggestions are offered.

Orientation Visit:

An Orientation Visit enables your child to engage in experiences within their new environment prior to their commencement date. After visiting the centre, talk with your child about the experiences that you shared together. Your child will develop positive memories and develop confidence with their new surroundings as you continue to talk positively about their visit; the experiences they engaged in, what they could see and who the educators were that they played with.

Try to visit the Centre again before your official starting date. This will enable your child to become more familiar with the environment and staff. By spending time at the Centre with you, your child will see that you are comfortable here and are interested in what happens at the Centre.

First day:

Each child is unique and will cope with their first day in his/her own way. When you feel that your child is comfortable and you are ready to leave, let the staff know so that they can offer support to your child. Say goodbye and tell your child when you will be back. **Try not to prolong the farewell as this will cause more trauma for your child.**

Please call the Centre to ensure your child has settled well once you have left. Anytime through the day that you are anxious about your child, phone the Centre for an update of his/her wellbeing.

Collecting your child:

Try to return on time for this first day as a few minutes can be a long time for a child. The staff will give you a thorough report on how the first day proceeded. Showing your enthusiasm about what your child tells or shows you can really help with the settling-in process as well.

4.07 Meals

Morning tea, lunch, afternoon tea, and a late afternoon tea are provided by the Centre. A variety of wholesome, fresh ingredients are used in a nutritionally-balanced menu to provide meals for the children. These cooked meals are prepared in the Centre by our cook, using our fully-equipped kitchen.

Our Centre Cook has completed several food-handling courses which focus on health and hygiene practices. The Centre has also been awarded the highest rating for food handling: achieving 5 stars in this quality food handling area.

The Weekly Menu is displayed for the parents' information and emailed weekly as well.

A conscious effort will be made to avoid foods that contain a great deal of sugar, salt, preservatives, additives and food colouring. From time to time the children will have the opportunity to cook and prepare special foods to be served at snack time.
An example of a daily menu:

**Morning Tea:**
- Fruit platter, cheese and crackers
- Drink: Milk or water

**Lunch:**
- Carbonara with salad
- Fresh fruit
- Drink: Water

**Afternoon Tea:**
- Blueberry Muffins
- Drink: Milk or water

Parents of bottle-fed children are requested to supply the required number of bottles to meet their child’s needs. Please refer to the Bottle and Feeding Procedure in the Snuggle Pots Parent Information Booklet.

**Parents of children who require specific dietary considerations are requested to inform the Director in writing prior to the child’s enrolment.**

### 4.08 Birthday Celebrations

At John Paul College, we focus on the individuality of the child. Therefore, birthdays are very special occasions. Birthday ice-creams are provided by the Centre to celebrate each child’s birthday. Due to our Food Safety Program, parents are requested not to provide cakes or sweet treats. However, families are encouraged to bring along activities such as pass the parcel or any other cultural experience you may wish to share on your child’s special day.

### 4.09 Extra Activities

The children can attend extra activities for Tennis and Soccer. These activities are facilitated by separate providers and parents must complete the appropriate permission forms provided to authorise their child’s participation. These sessions are held throughout the week by qualified coaches and minimum age requirements apply for each class.

- **Intro Tennis** - During these sessions children are developing ball handling and coordination skills as an introduction to tennis.

- **Ginger Sports** - Is a fun soccer coaching program. During these sessions the children engage in fun, exciting, energetic and creative soccer activities.
4.10 Excursions and Incursions

Excursions (usually on campus) and visiting performances will be arranged several times throughout the year.

These are planned experiences that support and extend the children’s learning at the Centre, and are age-appropriate for the different groups of children.

Parents are invited and encouraged to attend any of these events. Information is distributed to parents prior to these occasions and written permission is requested from the parents on enrolment for the children to attend on campus events.

4.11 Toys

The play equipment at the Centre is specifically designed for endurance, with multiples to cater for the number of children in the group. The children learn to care for the toys and equipment, and know that these belong to the Centre and everyone can share them together. Therefore, it is appreciated that children **DO NOT** bring toys from home to the Centre.

If, for example, a toy received as a birthday gift is brought along to share with friends, it needs to be given to the Lead Educator upon arrival. If an item from home is brought to the Centre, the Centre is not responsible for its care. A cuddly/comforter used for rest time or as an emotional link with home is encouraged.

4.12 Environmental Awareness

The program will also develop awareness in children for recycling and re-use. Sustainable practices are encouraged such as composting at Finch Farm, recycling of materials, water conservation, energy efficiency…Turning off lights when we leave the room during the day and the use of vegetable scraps to feed animals belonging to staff. We are endeavouring to install water tanks this coming year as well.
CENTRE STAFF

5.01 Early Learning Centre Staff

Head of Early Education

The Centre is managed by the Head of Early Education who holds a Bachelor of Teaching (Early Childhood). The Head of Early Education is responsible for ensuring an educational programme is provided at the Centre and the quality of care each child receives. The overall administration of the Centre and the maintenance of health and safety standards are also the responsibility of the Head of Early Education.

The Head of Early Education also liaises with parents and the staff of the College to ensure that the optimum communication processes are in place.

Lead Educators and Educators

The five groups in the Centre are each staffed by qualified Educators. All Lead Educators have a minimum of a 2 year qualification in Children’s Services and our Educators have either obtained their Certificate 3 or are currently engaged in studying for their Certificate 3.

The Lead Educator is in charge of the group and together, with the Educators, provide care and education specific for each child. All Lead Educators are allocated non-contact time to prepare their educational programs. Some Lead Educators are updating their qualifications to a Bachelor of Teaching (Early Childhood).

Additional Staff

Additional staff include:

- Administrative Assistant who undertakes the daily administration of the Centre and handles the receipting of fees.
- Centre Cook who prepares nutritionally balanced meals for the children.
- A Float staff member to support lunch time relief and programming within the Centre.
- A full time Centre Relief to help manage staff absence.
- An Outdoor Educator who works with the team in implementing and developing a quality program outdoors for the children.
- Cleaners who also ensure the standards of hygiene are maintained on a nightly basis so that the children always have a pleasant environment in which to operate.

School based Trainees studying their Certificate 3 in Children’s Services are supported by the Service. However these trainees are additional staff and are not part of the staff to child ratios.

5.02 Support Staff Services

To support the centre, we have the services of a Registered Nurse, a Learning Enhancement Co-ordinator and a School Counsellor all on campus. Access to a Speech Pathologist and an Occupational Therapist is also available.
5.03 **Staff Professional Development**

Our Centre believes that ongoing staff professional development is essential for high quality practice. Professional development provides staff with the opportunity to learn new skills and to challenge current practice. We actively promote and support the ongoing professional development of all staff members by encouraging their attendance at courses, seminars, workshops and conferences. Staff are also encouraged to develop an ongoing approach to their own professional development.

5.04 **Volunteers / Students**

Occasionally there will be new faces in the Centre when volunteers and students visit to gain experience in the Early Childhood Education and Child Care field. These new faces will also include relief staff that will sometimes be present at the centre.

Every visitor is interviewed by the Head of Early Education and provided with guidelines to ensure that there is no disruption to the children's daily routine. These visitors will be under the supervision of a Lead Educator and will not be left alone with the children. We will inform parents about visitors attending the Centre. All volunteers must have the Suitability Card for child related employment in order to work in the Centre.
FAMILY INVOLVEMENT

6.01 We Value Your Input

The aim of the John Paul College Early Learning Centre is to be an extension of the home and to continue fulfilling the individual family’s requirements for each child within the Centre. To achieve this, close, open, and frequent communication must exist between the parents and staff. We appreciate any relevant information you can share about your child with their Educators. This enables the staff to understand your child’s and family’s needs better.

We have an Open Door Policy and parents are welcome at the Centre at any time. Parents are invited to assist in the rooms, join in excursions or share lunch with their child whenever their schedule permits. The sharing of interesting occupations, talents, traditions etc by parents and grandparents are also wonderful additions to the program. Please speak to the Educators if you would like to visit and share your talents with us!

Not only does parent participation assist the Educators tremendously, but it also allows parents to understand the developmental process and gives each child great satisfaction to see that his/her parents are interested in what he/she is doing.

Parents are encouraged to offer suggestions about our program and the Centre as a whole. We value the feedback from parents so that we can best meet the needs of our families.

There are many other opportunities for you to participate in your child’s play and learning apart from regular classroom visits. In our College calendar you will see activities such as a Teddy Bear’s Picnic and Winter Wonderland, Mother’s Day celebrations, “Under-Eights” Week, Book Week, Grandparents Day etc. During the year, you will be advised when these opportunities occur so that you will be able to participate in the full life of the Early Learning Centre community.

Just as children have rights to high quality care and education, so too [do] parents have rights to be involved in all aspects of their children’s school lives.

Gandini in Hill et al 2005

6.02 Communication with Parents and Families

Communication between the Educators and parents is an essential component in fostering strong partnerships with our families. Our Educators aim to communicate informally with parents regularly to share stories and experiences about their child’s time with us in the Early Learning Centre.

Arrival and departure times are valuable opportunities to exchange pertinent information relevant to a particular day.

Discussions requiring more time are not appropriate on these occasions as the primary concern of the staff during the day is the care and supervision of the children. Educators will arrange a more suitable time with you for more in-depth discussions.

A daily Learning Story from each class is emailed, notes in parent pockets, email notifications and information on noticeboards are other methods which are utilised to maintain communication.
6.03 Concerns and Complaints [Grievance Procedure]

If you have any concerns relating to the care of your child, a staff member, or another child please see the Head of Early Education, Mrs Leanne Zammit.

Parents and children will not be discriminated against or suffer any repercussions if they make a complaint. The rights of all in the Early Learning Centre are respected and no visitors or parent/s may reprimand staff or other children.

We hope that all concerns of parents can be satisfactorily met. However, if you are unhappy with the result of the complaint handling, further assistance can be received from Mr Andy Gordon, Primary School Head at John Paul College. After discussion with the parent, the Head of Early Education and Primary School Head will investigate the complaint, focusing on the issue of concern, and working towards a resolution that meets the needs of everyone involved. The Office of Early Education and Care can also be contacted if a parent has any further issues that they would like to discuss and resolve.
7.01 Immunisation Policy

John Paul College supports the recommendation of the National Health and Medical Research Council in Australia, that all children should be immunised, unless there is a clear medical reason as to why this should not occur.

The routine schedule of vaccines provided free under the National Immunisation Program is as follows. It is expected that all students at John Paul College will be vaccinated according to this schedule. Further information about immunisation and vaccination can be obtained from the Centre. Parents are asked to update their children’s records annually.

The Federal Government has introduced full immunisation as a condition for receiving Childcare Assistance. Parents will have to show proof of current immunisations to Centrelink, to be entitled to this Government Assistance.

National Immunisation Program (NIP) Schedule

<table>
<thead>
<tr>
<th>AGE</th>
<th>VACCINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>Hepatitis B</td>
</tr>
<tr>
<td>2 months</td>
<td>Hepatitis B (refer note 1)</td>
</tr>
<tr>
<td></td>
<td>Diphtheria, tetanus and acellular pertussis (whooping cough)</td>
</tr>
<tr>
<td></td>
<td><em>Haemophilus Influenzae</em> type b</td>
</tr>
<tr>
<td></td>
<td>Inactivated poliomyelitis</td>
</tr>
<tr>
<td></td>
<td>Pneumococcal conjugate vaccine (refer to note 2)</td>
</tr>
<tr>
<td></td>
<td>Rotavirus</td>
</tr>
<tr>
<td>4 months</td>
<td>Hepatitis B (refer note 1)</td>
</tr>
<tr>
<td></td>
<td>Diphtheria, tetanus and acellular pertussis (whooping cough)</td>
</tr>
<tr>
<td></td>
<td><em>Haemophilus Influenzae</em> type b</td>
</tr>
<tr>
<td></td>
<td>Inactivated poliomyelitis</td>
</tr>
<tr>
<td></td>
<td>Pneumococcal conjugate vaccine (refer to note 2)</td>
</tr>
<tr>
<td></td>
<td>Rotavirus</td>
</tr>
<tr>
<td>6 months</td>
<td>Hepatitis B (refer note 1)</td>
</tr>
<tr>
<td></td>
<td>Diphtheria, tetanus and acellular pertussis (whooping cough)</td>
</tr>
<tr>
<td></td>
<td><em>Haemophilus Influenzae</em> type b</td>
</tr>
<tr>
<td></td>
<td>Inactivated poliomyelitis</td>
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<tr>
<td></td>
<td>Pneumococcal conjugate vaccine (refer to note 2)</td>
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<tr>
<td></td>
<td>Rotavirus</td>
</tr>
<tr>
<td>12 months</td>
<td>Hepatitis B (refer note 1)</td>
</tr>
<tr>
<td></td>
<td><em>Haemophilus Influenzae</em> type b</td>
</tr>
<tr>
<td></td>
<td>Measles, mumps and rubella</td>
</tr>
<tr>
<td></td>
<td>Meningococcal C (refer to note 3)</td>
</tr>
<tr>
<td>12 -24 months</td>
<td>Hepatitis A (for Aboriginal and Torres Strait Islanders in high risk areas)</td>
</tr>
<tr>
<td>18 months</td>
<td>Varicella (chicken pox) (refer to note 4)</td>
</tr>
</tbody>
</table>
4 years
Diphtheria, tetanus and acellular pertussis (whooping cough)
Measles, mumps and rubella
Inactivated poliomyelitis

Note:
1. Total of three doses required following birth dose.
2. Pneumococcal vaccine is funded under the NIP for children born from 1 January 2005
3. Meningococcal C vaccine is funded under the NIP for children born from 1 January 2002.
4. Varicella vaccine is funded under the NIP for children born 1 May 2004.

7.02 Health

This Centre is committed to protecting the general health and well being of children and staff by minimising the risk of the spread of infections within the Centre. Infections with or without illness are common in children. When children spend time in childcare centres or other facilities and are exposed to a large number of children for long periods, the risk of illness is high and infectious diseases spread. It is not possible to prevent the spread of all infections and illness within our Centre; however, preventing the spread of infectious diseases is an important part of the quality childcare provided at this Centre.

By limiting the attendance of sick and unwell children from the Centre we can reduce the risk of infecting other children.

Children should not be brought to the Centre unless they are able to cope adequately with the normal daily routines and activities within the program. In the event that the Centre Director or Educator feel that one of the children is unfairly exposing other children to illness or is too unwell to cope with the Centre’s program, the parents or emergency contacts will be telephoned to collect the ill child.

In case of minor ailments, parents are asked to use discretion about whether a child is fit to attend the Centre, taking into consideration the individual child’s well-being and that of the other children in attendance. The Centre’s guidelines are set as follows:

If parents are notified to collect their child, we ask that they be collected within one hour of being informed that the child is not well.

If children are showing any of the following signs, parents are advised to keep them at home.

Vomiting - If your child is suffering from vomiting, regardless of the cause, they must be kept at home for 24 hours from the completion of the vomiting attack. The exclusion can be for 48 hours if there is an outbreak.

Diarrhoea - Regardless of the cause, children must be kept away from the Centre for 24 hours, from the last attack, and have a normal bowel motion before they return. The exclusion can be for 48 hours if there is an outbreak.

Conjunctivitis - Children must be kept away from the Early Learning Centre from the time medical treatment has started and until the discharge has stopped.

Ear Infections - If there is a discharge, the child will need to be excluded

Colds - If children have any of the following symptoms, they need to be kept away for a minimum of 24 hours or until well enough to cope with a normal Early Learning day.
- thick green discharge
- persistent or deep cough
- wheezing
- fever
- Listlessness or lack of appetite

**Impetigo (School Sores)**

**Undiagnosed rashes**

All parents will be notified if a child comes into contact with a contagious sickness so that symptoms can be identified.

### 7.03 Infectious Diseases

A list of infectious diseases, together with necessary action, is outlined. Whenever in doubt, please contact the centre.

- **Amoebiasis** - Exclude until there has not been a loose bowel motion for 24 hours (Entamoeba histolytica)
- **Campylobacter** - Exclude until there has not been a loose bowel motion for 24 hours
- **Chickenpox** (Varicella) - Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in unimmunised children and less in immunised children.
- **Conjunctivitis** - Exclude until discharge from eyes has stopped
- **Cryptosporidium infection** - Exclude until there has not been a loose bowel motion for 24 hours
- **Cytomegalovirus Infection** - Exclusion not necessary
- **Diarrhoea** - Exclude until there has not been a loose bowel motion for 24 hours (No organism identified)
- **Diphtheria** - Exclude until medical certificate of recovery is received following at least 2 negative throat swabs, the first swab not less that 24 hours after finishing a course of antibiotics followed by another swab 48 hours later. Exclude contacts that live in the same house until cleared to return by an appropriate health authority
- **Giardiasis** - Exclude until there has not been a loose bowel motion for 24 hours
- **Glandular Fever** - Exclusion not necessary
- **Hand, Foot & Mouth Disease** - Exclude until blisters have dried
- **Haemophilus influenza** - Exclude until the person has received appropriate antibiotic treatment
- **Headlice** - Exclude until treatment has started
- **Hepatitis A** - Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice.
- **Hepatitis B** - Exclusion not necessary
- **Hepatitis C** - Exclusion not necessary
- **Herpes** (cold sores) - Exclude if child cannot comply with good hygiene practices while sores are weeping. (Sores should be covered with a dressing where possible)
- **Human immune deficiency** - Exclusion not necessary unless child has a secondary infection which requires treatment
- **Virus infection** (HIV / AIDS virus) - exclusion in its own right
- **Impetigo** (“school sores”) - Exclude until appropriate antibiotic treatment has commenced. Any sores on exposed skin should be covered with a watertight dressing.
- **Influenza** - and Exclude until well influenza-like illnesses
- **Leprosy** - Exclude until approval to return has been given by an appropriate health authority
- **Measles** - Exclude for 4 days after the onset of the rash
- **Meningitis (bacterial)** - Exclude until well
- **Meningitis (viral)** - Exclude until well and has received appropriate antibiotics
- **Meningococcal infection** - Exclude until appropriate antibiotic treatment has been completed
- **Molluscum contagiosum** - Exclusion not necessary
- **Mumps** - Exclude for nine days or until swelling goes down (whichever is sooner)
- **Norovirus** - Exclude until there has not been a loose bowel motion for 48 hours
- **Parvovirus** (erythema - Exclusion not necessary infectiosum or “Fifth Disease”) 
- **Pertussis** - See ‘Whooping Cough’ 
- **Ringworm/tinea** - Exclude until the day after appropriate antifungal treatment has commenced
- **Rotavirus infection** - Children are to be excluded from the Centre until there has not been a loose bowel motion or vomiting for 24 hours
- **Rubella** (German measles) - Exclude until fully recovered or for at least four days after the onset of the rash
- **Salmonella infection** - Exclude until there has not been a loose bowel motion for 24 hours
- **Scabies** - Exclude until the day after appropriate treatment has commenced
- **Scarlet fever** - See ‘Streptococcal sore throat’ 
- **School sores** - See ‘Impetigo’
- **Shigella infection** - Exclude until there has not been a loose bowel motion for 24 hours
- **Streptococcal sore throat** - Exclude until the person has received antibiotic treatment for at least (including scarlet fever) 24 hours and feels well
- **Tuberculosis (TB)** - Exclude until medical certificate is produced from an appropriate health authority
- **Typhoid, Paratyphoid** - Exclude until medical certificate is produced from appropriate health authority
- **Varicella** - See ‘Chickenpox’
- **Viral gastroenteritis** - Children are to be excluded from the Centre until there has not been a (viral diarrhoea) loose bowel motion or vomiting for 24 hours
- **Whooping cough** (pertussis) - Exclude until five days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing.
- **Worms** - Exclude if loose bowel motions present

Parents are requested to observe these actions if their children should contract any of these diseases.

### 7.04 Medication

In the event that a child is required to take prescription medication during his/her attendance at the Centre, instructions from the child’s medical practitioner must be provided to give the Centre authority to administer the medication. The medication must be provided in the original container with a pharmaceutical label, stating the following information: name of the child, name of the medication, dosage to be taken, frequency of dosage, prescribing doctor’s name, and date issued. If this information is not on the label we will not administer the medication.

This includes any creams or special lotions your child may require.

For children having asthma medication, an asthma management plan must be provided from the doctor, to accompany the medication. (If this medication changes, we need to have an updated plan for our files).

Parents need to fill in and sign the ‘Authority to Administer Medication’ form at the Centre for each dosage of medication required to be administered. The Centre will not administer medication if these procedures are not followed.

Parents are required to hand medication directly to a Staff Member for storage and safe-keeping. The Staff Member will check the medication label and the Authority to Administer Medication Form with the parent (or authorised nominee), to ensure details are correct, and sign the form to confirm these details. Medication of any kind is never to be left in a child’s bag. The medication will be administered by the Lead Educator as prescribed.
7.05 Hygiene
Infection can be spread by a person who shows no signs of illness. Hand washing is one of the most effective ways of preventing the spread of infection. All children are required to wash hands after toileting and before meals, as well as after playing outside.

Staff wear disposable gloves when changing nappies, serving food, cleaning sick children etc. Toys and equipment are disinfected regularly. Parents are also asked to wash their child’s hands with the sanitising gel as well as their own on entering and leaving the Centre. This process will help to eliminate unnecessary cross infection between the home and the Centre.

7.06 Toilet Training
Childcare is a partnership between home and the Centre. Our staff at John Paul College Early Learning Centre will work in conjunction with you when you decide to commence toilet training your child. The methods used at home will be continued at the Centre to ensure a relaxed and supportive transition for the children in our care.

7.07 Clothing
Parents are requested to dress children in play clothes so that the children feel comfortable joining in with the program, even if some activities may get a bit messy.

Sun protection should be considered when selecting clothes for the children to wear to the Centre. Shoes need to be worn each day, either sneakers or supportive sandals. NO THONGS THANK YOU. Children need to remove their shoes, placing them in lockers in their respective rooms, during sandpit or climbing activities.

Spare clothes need to be sent each day in case there is the need to change. Extra underwear should be sent along in the child’s bag; the number dependent upon the child’s stage of toilet training. Parents are required to provide nappies and pull ups for each child as required. If children do not have any spare underwear, then the centre will provide a new pair of underpants. Parents will be charged $1 for the underwear.

Extra clothes should be sent along if the weather is changeable so that the children always remain comfortable in their clothing. All items of clothing must be clearly labelled.

7.08 Sun Protection
The centre provides all children with a sun safe bucket hat that is clearly named. Our hats provide shade to the face and neck areas. All hats are kept at the Centre and laundered on a regular basis.

The Centre provides a SPF 30+ sunscreen for the children’s use. If parents do not wish to use this sunscreen, they must advise the Centre and supply their own children with sunscreen (clearly named and SPF 30+).

Staff members will apply sunscreen to the children for both the morning and afternoon outdoor sessions. Exposure to the sun will be limited between 10.00 am – 2.00 pm each day. Outdoor activities during this time will take place in shaded areas. Children are not permitted to play outdoors, even under sprinklers, without a shirt and hat.
In accordance with the sun smart policy, we ask that all children wear appropriate clothing, i.e. a shirt with sleeves. **NO SINGLETS ARE ALLOWED.** Staff members are to actively support the sun protection policy so as to provide an appropriate role model for the children.

7.09 **Bare Feet**

From time to time, the children are encouraged to take their shoes off for reasons of safety, growth and development, and for sensory experience. Children do need bare feet to grip with their toes as they climb and to receive sensory information through their feet. Bare feet also allows for freedom of movement, better balance and physical control.

As part of the process of removing their shoes, the children are learning to take responsibility for their belongings and to gain independence in taking their shoes off and outing them back on again. Weather conditions are always taken into consideration before the children are asked to take their shoes off. If parents have any concerns about their child taking their shoes off, please see the room Educator or Centre Director.

7.10 **Sleep / Rest**

In accordance with regulations, all children are provided with opportunities for a rest and relaxation during their day at the Centre. Children who do not wish to sleep are offered activities following a short rest time. All children in the Snuggle Pots Group have their own cot for sleep times. The older children have their own sleeping stretcher or mattress.

All children need to bring a fitted sheet, a rug in the colder seasons and a cuddly if they normally sleep with one. A drawstring 20cm x 20cm sheet bag, containing these items and clearly named, will ensure that these items are stored hygienically to minimise cross infection.

7.11 **Safety**

To ensure the Centre maintains the highest standards of safety, we ask parents to make sure gates and doors are closed behind them and that our No Smoking Policy is strictly adhered to.

Fire Drills are held regularly and we ask all people in the Centre at these times to join in the Drill with the children and staff. Evacuation procedures are outlined in all rooms with diagrams and steps to follow.

In case of an emergency, the Centre will follow the evacuation procedure and relocate the children to a safe place. Parents will be notified as soon as possible to collect their children if needed.

A family code for the security system at the front door is given to parents upon enrolment for secure access to the Early Learning Centre.
7.12 Fire Evacuation Procedure

1. On sound of alarm, the Lead Educator and the Educator are responsible for the removal of their group of children from the Centre to the side gates.
2. The Lead Educator takes the roll and marks it outside.
3. The Educator checks bathroom and sleep area of their room before leaving.
4. Any additional staff on premises assist the two younger groups (6 weeks to 15 months, 15 months to 2 years) to remove the children from the Centre.
5. The Administrative Assistant collects the key for the right side gate and opens it.
6. The Head of Early Education or person in charge does the final check of the building and dials ‘9’ to communicate that the Centre has been evacuated.

7.13 Child Protection

John Paul College Early Learning Centre recognises that protecting children from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of the children within our Early Learning Centre will always be a primary consideration.

What does the Early Learning Centre mean by harm?

Recent Queensland legislation defines harm as:

“any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing. It is immaterial how the harm is caused.”

Harm can be caused by:

- Physical, psychological or emotional abuse or neglect;
- Sexual abuse or exploitation; or
- Domestic or family violence.

How does the Early Learning Centre protect children from harm?

The Early Learning Centre has a comprehensive Child Protection Policy, which covers the actions to be taken if a member of staff or a parent of the Centre becomes aware or reasonably suspects that harm has been done to a child of the Early Learning Centre by other staff, people outside the College or by other students.

What should you do if you become aware or reasonably suspect that harm has been caused to a child of the Early Learning Centre by a member of staff, someone outside of the College or by other students?

You should report your concerns to the Director or Head of Early Education.

What will happen next?

If you report your concerns to a member of staff other than the Head of Early Education, the member of staff will report it to the Head of Early Education immediately, or if the subject of the complaint is the Head of Early Education then the member of staff will report to the John Paul College Primary School Head and to the Department of Children’s Services (DOCS).
What will the Head of Early Education and DOCS do?

If the Head of Early Education or the Department of Children’s Services receives a report of harm or suspected harm to a student of the Early Learning Centre; and he/she becomes aware of the harm having been caused or reasonably suspects the harm to have been caused then it will be reported to police immediately if the harm relates to sexual abuse; or to the Department of Child Safety if appropriate; or it may be dealt with internally if the matter does not require mandatory reporting to an outside body.

What happens about confidentiality?

Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Head of Early Education and those directly involved. It is the Early Learning Centre’s policy that confidentiality between the ELC and parents will be respected as much as possible and any concerns raised by parents will not rebound adversely on their children.

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. However, the Early Learning Centre is unable to promise absolute confidentiality since the steps of the policy will require disclosing, internally and externally, certain details involved in responding to the report. State authorities can compel people to give evidence about actions under the policy and to produce documents. You would be fully informed if information you provided were to be passed on to a third party.

Any action, which needed to be taken under staff disciplinary procedures as a result of an allegation not requiring police intervention, would be handled confidentially within the College.

How will the Early Learning Centre help my child?

The Early Learning Centre will ensure that the following things are done to reduce the chance of harm occurring:

- Ensure that each staff member understands and fulfils their obligations under this policy and the policy for reporting abuse.
- Ensure that there is an acceptable reference for each staff member engaged since the commencement of this protocol, from his or her previous employer.
- Ensure that each staff member and volunteer who has contact with children has a current positive suitability notice issued by the Commissioner for Children and Young People.

If the Head of Early Education receives a report of harm to your child, he/she will support the child by:

- responding rapidly and diligently to the report;
- reassuring the child;
- protecting the child’s confidentiality as much as possible;
- offering continuous support; and
- providing counselling if requested.

What should I do if I require more information?

The Early Learning Centre’s complete Child Protection Policy is available at the Centre. Parents and students may have access to this policy at any time. You may also make an appointment to discuss the policy with the Director or Head of Early Education if you wish to clarify any matters.