



EARLY LEARNING CENTRE

Handbook 2023

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Welcome

A very warm welcome to the Hunter Valley Grammar School Early Learning Centre and to the Hunter Valley Grammar School family.

We are delighted that you have chosen our Centre and hope that you will take the time to get to know our school better and to utilise as many of our services as possible. Our ELC is located on a larger school campus, which allows us to utilise many new and purpose-built facilities.

The Early Learning Centre has been specifically designed to provide high-quality early childhood education in a warm, caring, stimulating and creative environment. Our purpose-built building and play area are aimed at providing a stimulating and exciting start as your child treads those first steps in their education.

Preschool educators and the K-6 staff will work closely together to support each child's transition to school. Because of our ability to liaise and plan programs, which will complement our Kindergarten programs, we believe that the children will be extremely well prepared for their entry to formal education.

Our highly qualified, friendly staff are fully committed to the development and well-being of your child. They are a great resource for parents, so please feel relaxed about asking questions or seeking advice regarding your child at any time.

We offer a sincere welcome to your family and look forward to a warm and lasting friendship.

Mrs Sarah Bilton-Smith

Director- Early Learning Centre

biltonsmiths@hvgs.nsw.edu.au

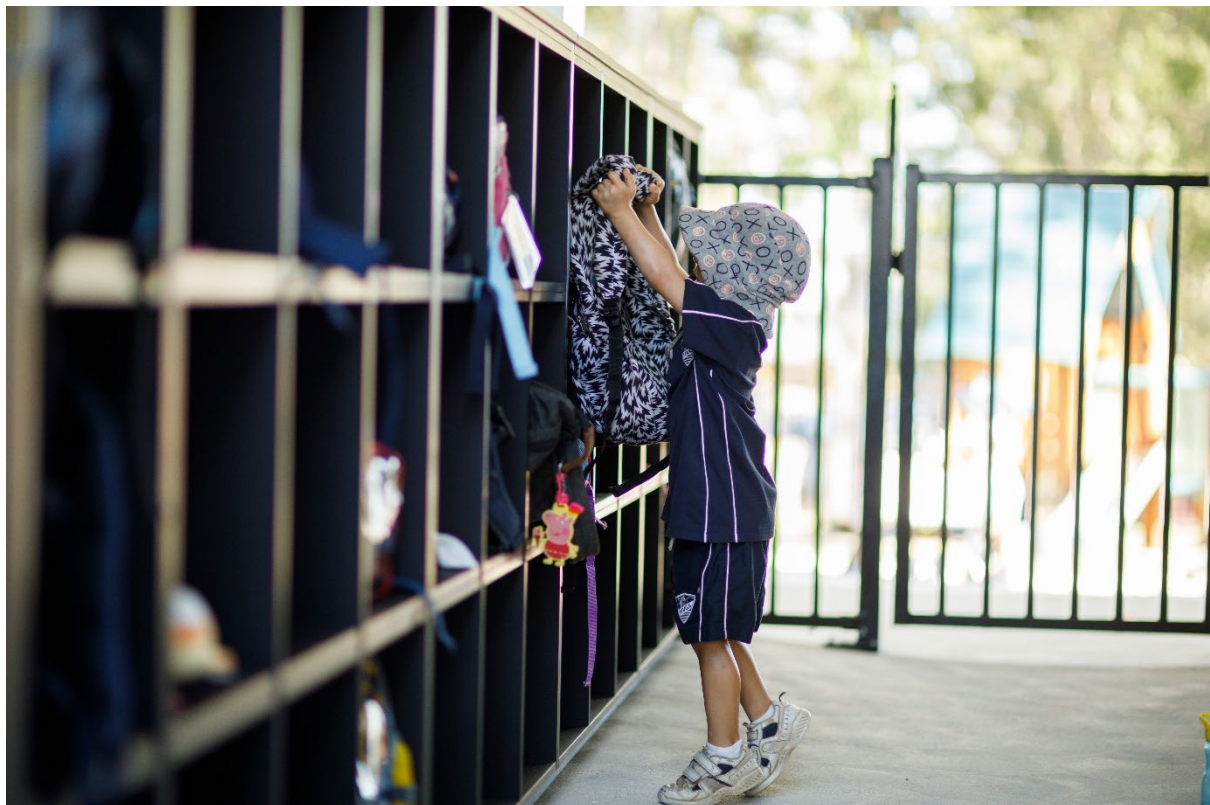
Term Dates for 2023

ELC Term Dates & Operating Times

- **Term 1:** Tuesday 31 January – Thursday 6 April
- **Term 2:** Monday 24 April – Friday 23 June
- **Term 3:** Monday 17 July – Friday 22 September
- **Term 4:** Monday 9 October – Thursday 7 December

Operating hours are 8:00am to 4:00pm.

Extended hours care is available from 6:30am to 8:40am and 4:00pm to 6:00pm, during school term time and is provided by Team Kids. Before school care is in the Junior School K- 2 hall and students are escorted to the ELC before 8:40am. The after-school care program is facilitated within the ELC. We kindly recommend you register your child/children in Team Kids, please visit their [website](#)



Tass Parent Lounge

On the [Parent Lounge](#) you can view and update contact details, medical conditions, pay school fees, enrol your child in co-curricular activities.

If you are having difficulty accessing the Parent Lounge, please contact info@hvgs.nsw.edu.au and we will re-send you your log-in details.

Early Learning Centre Philosophy Statement

Our Belief and Values

We acknowledge the traditional custodians of this land, the Wonnarua people and pay our respects to the Elders, past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander people.

We acknowledge the thousands of years of learning that has taken place on the land on which Hunter Valley Grammar School Early Learning Centre stands, knowing it is, and always will be Traditional Aboriginal land. Just as the land survives so does the culture, heritage and spirit of the Wonnarua people.

At Hunter Valley Grammar School Early Learning Centre (ELC) we provide high-quality, balanced early education and care. We recognise families as a child's first educators and work in close partnership to achieve the best outcomes for children. We honour all aspects of a child's unique learning and development journey. Underpinning our learning programs are the school's values of responsibility, integrity, respect, citizenship, courage, compassion and optimism. The International Baccalaureate Primary Years Program guides our inquiry-based approach to teaching and learning.

Secure relationships form the foundation of all learning. We prioritise relationships in every aspect of our program and practice, ensuring that each child experiences nurturing, respectful connections with their educators and a strong sense of belonging and security in the ELC environment.

We value the wellbeing of our children, their families and the educators in the ELC. Wellbeing is promoted through a supportive and inclusive environment. A strong sense of connection, agency, optimism and engagement enables children, families and educators to flourish.

We are proud to be an inclusive service. We aim to ensure that every child is supported to meaningfully participate in all aspects of our program. Every child, family and educator should feel valued and respected. When diversity is acknowledged, respected and celebrated, the vibrancy and strength of our learning community is enhanced.

Thoughtful presentations of environments and resources invite children to interact with curiosity, engagement and innovation. Providing open-ended resources in all learning spaces enables each child to become capable and resourceful co-constructors of their knowledge. We provide learning environments that are aesthetically pleasing and reflect the identity and culture of children, families and educators in the ELC, as well as our local community and Aboriginal and Torres Strait Islander cultures.

Immersion in the natural world, in all weather, supports children's innate connection to, and sense of responsibility to protect the environment. Opportunities to contribute to action for sustainability, as well as fostering meaningful connections to the natural world are incorporated into our program.

We see children as capable, competent and rich in potential. Children learn through play, as they seek to make sense of the world around them. Children are valued citizens within our ELC and of our local community. Children have rights and the ability to act with agency, making authentic decisions in matters which affect them. Our children value friendships, fun and adventure. This is reflected in our resources and learning environments that promote risky play and social interactions.

Our team is committed to building a culture of inquiry and professional growth. We engage in regular professional learning to broaden our knowledge and professional networks. We use regular critical reflection to inform ethical decision making. We advocate for the rights of our children, their families, our local community and the ECE sector.

Our local community is rich with opportunities for learning and making connections. We engage with our local community in many ways. We seek and utilize the expertise of local community members; build relationships with local schools and support agencies; and enrich our program through incursions and excursions. We also foster a strong connection to the HVGS school community through regular engagement with the school.

Our Commitment

To Children

- To prioritise building nurturing, secure relationships based on trust and mutual respect
- To provide authentic and meaningful opportunities for children to co-construct their learning
- To seek and honour children's voices in all aspects of our programming and planning
- To come to know each child closely and understand who they are and how they learn
- To seek out and celebrate fun, adventure and risk-taking opportunities

To Families

- To draw on the rich experience and perspectives of all families
- To ensure that all families feel respected, welcomed and valued within the ELC
- To provide opportunities for families to become involved in our learning program in ways that reflect their knowledge, interests, talents and other commitments
- To maintain confidentiality, as well as open, honest communication with all families
- To seek and honour families' voices in authentic consultation to inform our planning and decision making

To Teaching

- To provide a balanced, high-quality, flexible learning program
- To thoughtfully and intentionally design our learning environments to maximise opportunities for balanced, holistic learning
- To intentionally select and arrange resources and materials that enable children to collaborate, imagine, wonder, and co-construct their learning
- To be intentional in all interactions, routines, transitions and teaching and learning experiences
- To provide environments, teaching strategies and resources to support diverse learning styles and abilities
- To meaningfully and collaboratively document the program with and for the children and their families
- To support children's transitions, including from home to the ELC and from the ELC to formal schooling

To the Profession

- To engage in ongoing professional development and critical reflection, building a culture of professional inquiry and growth
- To work collaboratively, valuing each other's ideas and perspectives and being 'critical friends'
- To value each staff member's skills, talents, interests and perspectives, ensuring we stay open-minded, curious and respectful
- For ethics, critical reflection, consultation and sustainability to inform our planning and decision making
- To advocate for the Early Education and Care sector to our families and communities

To the Community

- To develop and maintain links with support networks, professionals and other services within our local community

- To seek opportunities for incursions and excursions that enrich our learning program
- To reflect the local community, including the Wonnarua culture, in our resources, environments and learning experiences
- To foster strong connections with the HVGS community through building relationships, being visible in the school community and participating in school events



Our Influences

Our image of children and our learning environments are influenced by the Reggio Emilia approach. Our commitment to equity and inclusion is informed by the 4th edition of the Anti-Bias Approach. Our approach to wellbeing is inspired by the Be You initiative and 'Head and Heart Mindfulness'. Our learning program is informed by Primary Years Program (PYP) and the Early Years Learning Framework (EYLF). Our policies and procedures are informed by the National Quality Standards (NQS) and the National Law and Regulations. Our relationships and interactions are reflective of the Early Childhood Australia Code of Ethics and the United Nations Convention on the Rights of the Child (UNCROC).

Important Information

Phone Numbers

- HVGS Early Learning Centre: 02 4931 0743
- HVGS Main office: 02 4934 2444

Fees

The Fees for 2023 are:

- \$70 for four and five-year-old children
- \$80 for three-year-old children
- \$35 for equity enrolments (capped at two days of attendance per week)

Enrolled children may also be eligible for additional fee relief of up to \$4,220 from the NSW Government under the Start Strong Affordable Preschool initiative.

Any questions about Fees can be made directly to Fiona Aranas by phoning 4931 0715 or emailing aranasf@hvgs.nsw.edu.au

Absences

We greatly appreciate families letting us know if your child will be absent from the ELC.

Absences can be reported using [Parent Lounge](#) , Xplor app, phoning the ELC on 4931 0743 or emailing elcadmin@hvgs.nsw.edu.au

News & information

If you included your email address in your enrolment information, fortnightly you will automatically receive our newsletter, Valley News.

Policies

A full list of service policies is available in the Director's Office. An electronic or paper copy can be made available upon request to the Director.

Specialist lessons

A timetable will be made available to families. Please remember to bring your library bags along on Library days so your child can borrow and return books. A drink bottle and hat are essential on tennis days.

Mealtimes in the Early Learning Centre

As a guide we have three main mealtimes in the Early Learning Centre. On most occasions the children will have morning tea from approximately 9:30am, lunch from approximately 12:00 noon and afternoon tea from approximately 2:30pm.

Each day you will be required to pack meals for your child in lunch bags. On arrival, children will be supported to place these in our dining room. Lunch and afternoon tea bags are refrigerated.

Please pack each meal separately in lunch bags, clearly labelled with your child's name.

- **Morning Tea:** Red cooler bag (not refrigerated, so please pack non-perishable items or an ice-brick to keep food cold)
- **Lunch:** Blue cooler Bag
- **Afternoon Tea:** Green cooler bag



Summary of foods to pack in your child's lunch box

In the Early Learning Centre, we follow "Good for kids, Good for life" guidelines, which promote healthy eating and lifestyle. Our Food Policy encourages fresh, natural foods that are healthy for the children and are not too high in sugar, fat or salt. Please note that the higher number of serves applies to children attending Extended Hours Care. When shopping please check Nutrition Panels in the per 100g column (particularly when looking at pre-packaged, processed foods)

Hunter Valley Grammar Early Learning Centre would greatly appreciate your assistance in avoiding sending NUT PRODUCTS in your child's lunch box.

PLEASE PACK THESE FOODS	PLEASE <u>DO NOT</u> PACK THESE FOODS
<p>Drinks</p> <ul style="list-style-type: none"> • Water or plain milk only • Reduced fat milk recommended <p>Dairy Products (please pack 2-3 serves)</p> <ul style="list-style-type: none"> • Cheese • Yoghurt • Vanilla Custard <p>Vegetables (please pack 2-3 serves) All vegetables are encouraged. Serving suggestions include:</p> <ul style="list-style-type: none"> • Vegetable sticks and dips such as salsa, guacamole, hummus etc • Lettuce, cucumber, tomato, carrot, beetroot added to sandwiches. • Cherry tomatoes, corn on cob, potato, champignons, avocado slices, baby spinach, snow peas, capsicum. • Salad • Potato Salad, Tabouli, Coleslaw <p>Fruit (please pack 1 serve) Serving suggestions include:</p> <ul style="list-style-type: none"> • Fresh fruit • Tinned fruit • Dried fruit such as sultanas 	<ul style="list-style-type: none"> • Chocolate chip muesli bars or biscuits • Chocolate yogos and dairy desserts • Chocolate bars e.g. Milkyways • Chocolate coated bars or biscuits • Lollies • Cakes, donuts, finger buns • Fruit Jubes, Fruit straps, Fruit Sticks • Twisties/cheezels/chips • LCM's (cornflake or rice bubble) • Muesli bars, high sugar cereals such as NutriGrain or Fruit Loops. • Dunkaroos/tiny teddies dippers • Rollups and roll up products • Fairy Bread • <u>Nuts, Peanuts, Peanut Butter, Nutella or Hazelnut/chocolate spreads, marzipan</u> • Cordials • Fruit Juice • Flavoured milk • Fizzy drinks • Space food sticks • Iced biscuits such as Tic Toc biscuits • Sweet biscuits (plain or creamed) • Some savoury biscuits
<p>Cereals (please pack 3-4)</p> <ul style="list-style-type: none"> • Rice cakes, corn thins, rice crackers (Fantastic brand: "Goodies" biscuits meet guidelines) please check sodium levels as flavour will vary! • Crumpets, pita breads, Lebanese bread, bread rolls • Sandwiches – whole grain is recommended • Noodles, pasta, rice, couscous, • Fruit loaf, fruit or veggie muffins, pikelets, pancakes • Plain crackers, plain popcorn, some savoury biscuits <p>Meats or Meat Alternatives (please pack 1 serve)</p> <ul style="list-style-type: none"> • Lean meats such as shaved ham, turkey, chicken, silverside, pork, beef • Lean beef sausage or rissoles • Fish such as Salmon, Tuna or Sardines. • Eggs (e.g. hard boiled) • Baked beans (in tin please), tofu, lentils, chickpeas 	<p><i>Sending Pre-packaged Foods</i></p> <p><i>Is it too high in fat, sugar or salt?</i></p> <p>When sending pre-packaged foods please read the figures in the per 100g column.</p> <p>Check:</p> <ul style="list-style-type: none"> • Sugars: Less than 15g • Fats: Less than 20g (Total) • Fats: Less than 5g (saturated) • Sodium: Less than 600mg <p>Educators will speak with families who pack foods which do not meet our required guidelines.</p> <p><i>Please note that due to the small amounts used these requirements do not apply to spreads such as vegemite, honey etc.</i></p>

Early Learning Centre educators will cut up children's fruit as required.

Serving sizes for ELC children

Please use the information below as a general guide for estimating serve sizes.

Type of Food	Size of One Serve
Vegetables	<ul style="list-style-type: none"> • ¼ cup of cooked vegetable (35g), or • ½ cup of salad vegetables, or • ¼ cup of legumes (dried peas, beans or lentils), or • ½ medium potato
Fruit	<ul style="list-style-type: none"> • 1 small piece of fruit (e.g. size of an apricot, kiwifruit, plum etc), or • ½ medium piece of fruit (e.g. size of an apple, orange or banana etc), or • ½ cup of diced, canned fruit, or • 2 dried apricot halves, or • ¾ tablespoon of sultanas
Cereals	<ul style="list-style-type: none"> • 1 slice of bread, or • ½ medium bread roll, or • ½ cup of cooked rice, pasta or noodles, or • ½ cup of breakfast cereal, or • 2 plain crackers, or • 1 weetbix
Dairy	<ul style="list-style-type: none"> • ½ cup (125ml) milk (reduced fat recommended), or • ½ cup of yoghurt, or • 1 slice of processed cheese, or 20g of block cheese, or • ½ cup of vanilla custard
Meat and Alternatives	<ul style="list-style-type: none"> • 30g-50g of cooked meat, or • ¼ cup lean mince, or • 1 slice of roast meat, or • 40g-60g fish, or • 30g-50g of chicken, pork or veal, or • ¼ cup of legumes (dried peas, beans or lentils)

Meet the Educators

Mrs **Sarah Bilton-Smith** is the Nominated Supervisor and Director of our service. She can be contacted in person or by:

- P: (02) 4931 0743
- E: biltonsmiths@hvgs.nsw.edu.au

Mrs **Sarah Bilton-Smith** is the APPROVED PROVIDER delegate. She can be contacted in person or by:

- P: (02) 4931 0743
- E: biltonsmiths@hvgs.nsw.edu.au

Miss **Kate Harkness** is the Early Learning Centre's Deputy Director (currently on leave). She can be contacted in person or by:

- P: (02) 4931 0743
- E: harknessk@hvgs.nsw.edu.au

Mrs **Kirby Lantry** is the Early Learning Centre's Educational Leader and Acting Deputy Director. She can be contacted in person or by:

- P: (02) 4931 0743
- E: lantryk@hvgs.nsw.edu.au

Responsible People in Day-to-Day Charge at Hunter Valley Grammar Early Learning Centre:

- Mrs Kate Harkness (currently on leave) harknessk@hvgs.nsw.edu.au
- Mrs Kirby Lantry lantryk@hvgs.nsw.edu.au
- Miss Deanna McLennan mclennand@hvgs.nsw.edu.au
- Mrs Rachel Ryan ryanr@hvgs.nsw.edu.au
- Mrs Amy Avramovic avramovica@hvgs.nsw.edu.au
- Mrs Rhiannon Lawrence lawrencer@hvgs.nsw.edu.au
- Miss India Rae raei@hvgs.nsw.edu.au
- Mrs Kristy Brownlee brownleek@hvgs.nsw.edu.au
- Mrs Hayley Hoawerth hoawerthh@hvgs.nsw.edu.au

Please contact any of the above educators if you have any questions, complaints or concerns. If, after following HVGS complaints procedure you do not feel that your concerns have been resolved please contact:

The NSW Early Childhood Education and Care Directorate

Website: www.dec.nsw.gov.au Email: ececd@det.nsw.edu.au
Phone: 1800 619 113 (toll free) Fax: (02) 8633 1810



Mrs Sarah Bilton-Smith commenced as the Director of the Early Learning Centre at the beginning of 2017. Completing a Bachelor of Education in 2010, she began her teaching career in secondary education, before discovering her true passion lay within the early years. She completed her Bachelor of Early Childhood Education (Inservice), with the University of South Australia in 2014, whilst working full-time as a preschool teacher. Sarah has previously worked as Educational Leader at Goodstart Early Learning in Muswellbrook and Centre 2IC at Tilly's Play and Development Centre in Singleton. In 2019, she also completed a Masters Degree in Education (Educational Leadership) at the University of Wollongong.

"Play is the highest form of research" - Albert Einstein. Sarah recognises and advocates for the importance of play in the learning and development of young minds. Childhood is a time to be, to seek and to make meaning of the world. It is her privilege to guide and support children as they make new discoveries and develop a lifelong love for learning.



Miss Kate Harkness holds a Bachelor of Teaching (birth to five years) from Charles Sturt University. She began working in the ELC during 2019 and has since been appointed as our Deputy Director. Kate is one of our key educators and a HVGS Careers Related Program teacher, which enables students studying in Year 11 and 12 the opportunity to learn through on-the-job training within the ELC on a part time basis, to obtain their certificate III in Early Education and Care Services. Prior to working at HVGS, Kate has worked in a range of Early Education settings, as well as organising and teaching Early Years programs in Thailand.

Kate has a wealth of knowledge and experience within the Early Education Sector. One of her passions is helping children gain skills in support of starting school. These include emotional regulation, social skills along with fine and gross motor development. Kate recognises each family as unique and works hard to build positive relationships with all children and families who attend our service.



Mrs Kirby Lantry holds a Bachelor of Education (Early Childhood) from Charles Sturt University. She began working in the ELC in 2019 as one of our key educators and has since also been appointed as our Educational Leader, who provides support and empowerment to our team of educators, our ongoing curriculum development as well as child and family outcomes. She has worked within several settings in the Early Education and Care sector for over 15 years.

Kirby is passionate about children's right to play. Play is not separate to learning, rather inextricably linked, play is the 'work' of children. She strives to provide rich learning environments and high-quality interactions, to enrich children's play and provide opportunities for learning and discovery. Kirby believes that children thrive when they feel safe and secure, and when they are in positive, nurturing relationships with their caregivers. Children are resourceful, imaginative and creative. They are capable and competent learners, and should be empowered to be independent, make choices, take risks and solve problems.



Miss Deanna McLennan holds a Bachelor of Education (Early Childhood Teaching) from University of New England. She began working in the ELC during 2002 and is one of our key educators and has had a wide range of experience in the Early Childhood Field, including coordinating various After School and Vacation Care Programs in the Maitland area. Deanna has now proudly worked in the Early Learning Centre for over 20 years.

Deanna strives in meeting the individual needs and interests of the children in her care. She is dedicated to creating beautiful learning environments in which the children can explore and expand their skills. Deanna believes that the early years is an important time to nurture children's love of learning and to foster their overall wellbeing and is devoted to making the ELC a happy, fun and stimulating learning environment for all children. Deanna prioritises forming positive relationships with all families, encouraging a partnership between home and the Early Learning Centre.



Mrs Rachel Ryan holds a Bachelor of Early Childhood Education from Charles Sturt University. Rachel began working in the ELC during 2016. Previously, she worked in other local early education and care services. She is one of our key educators and Work Health and Safety representative.

Rachel believes strongly in promoting positive self-esteem, which allows children to feel valued and respected. She works closely with children and their families help them to support positive social and emotional well-being and development. Rachel strives to provide children with enriching experiences based on their interests through an environment rich in creativity, imagination, knowledge. She is proactive in developing a strong partnership between families and the Early Learning Centre.



Mrs Rhiannon Lawrence holds a Diploma in Children's Services and is currently studying her Bachelor of Education (Early Childhood Teaching) through University of New England. Rhiannon is one of our key educators and began working in the ELC in 2019. Previously, she has worked for many years in other early education and care services.

Rhiannon strongly believes play is a valuable tool for learning and takes a holistic approach to each individual child's development, through a play-based curriculum and by creating inviting and engaging play spaces for children to explore and learn. She believes that the early years is an important time to nurture children's love of learning and to foster their overall wellbeing. She believes that developing strong and positive relationships with families are key to supporting and extending your child's development.



Miss India Rae holds a Diploma of Children's Services. She began working in the ELC in 2021, after previously working in a local early education and care service and is one of our key educators.

India is passionate about play-based projects and PYP inquiry learning, which allows children time to explore the world around them. She quickly develops meaningful and trusting relationships with our children and families by building strong connections and working together on common goals to ensure we are delivering the best program possible. She believes children thrive when they feel safe, secure and supported within their learning environment. India understands the importance of helping all children gain the skills needed for starting school.



Mrs Kristy Morrison holds a Diploma in Children's Services. She is one of our key educators and began working part-time in the ELC in 2022, after previously working at a local early education and care service, for over 15 years.

Kristy is passionate about play based learning whilst understanding the importance of being flexible and adaptable within the environment to encourage participation and inclusion of all children. She fosters positive and constructive interactions with children, families and educators to support continuing educational outcomes for all children, as she meaningfully follows and extends children's interests and learning.



Mrs Kristy Brownlee holds a Bachelor of Teaching/Bachelor of Early Childhood Education from University of Newcastle. She is one of our key educators and began working part-time in the ELC in April 2023.

Kristy joined us from Hunter River School, where she was acting as both a classroom teacher for children with significant additional learning needs as well as the Assistant Principal. Her experience also extends to working with children in early childhood settings, predominantly in Community Preschool services. Her kind, caring and reassuring nature has led her to quickly develop positive relationships amongst our staff team and also with children and families. Kristy is adept and flexible. She is able to expertly differentiate each learning opportunity so that it is inclusive of all children - extending and challenging children wherever possible.



Mrs Hayley Hoawerth holds a Diploma in Children's Services. She began working in the ELC in 2018 as an assistant educator. Hayley manages our Early Learning Centre Administration, working closely with our centre Director and leadership team, to ensure the smooth and productive day-to-day operations of the ELC.

You will find Hayley in the ELC Foyer greeting and assisting children and families each day or hands on with the children and educators within the environment, when required. She is passionate about developing strong relationships with children and their families to help create a sense of belonging and inclusion within our environment.



Mr Jason Naismith holds a Certificate III in Children's Services. He is an assistant educator and began working in the ELC in 2021, previously Jason was an educator at Newcastle Grammar Preschool for 8 years.

Jason understands the importance of school readiness and creating a seamless and supportive transition from preschool to kindergarten. He is a dedicated educator who places child wellbeing at the forefront of educational practice to create compassionate and nurturing learning environment's that all children can access. Jason builds genuine and caring relationships with the children and their families through his kind, humorous and gentle soul.



Mrs Lisa Bosman holds a Diploma in Early Childhood Education and Care and commenced in the ELC in 2022. Lisa is an assistant educator and our morning environment set-up coordinator and prides herself on creating safe, engaging and stimulating learning environments.

Through creating these inviting and engaging play spaces for children to explore and learn, Lisa is a big believer in identifying and extending children's interests through their play. She ensures our environment is aesthetically pleasing for all and builds nurturing relationships with children and families within our service. Lisa is passionate about Early Childhood Education and strives to support children in reaching their full potential.



Mrs Amy Avramovic holds a Diploma in Children's Services and commenced in the ELC in 2017. Previously, Amy worked in early education and care services for 6 years, before joining us at HVGS. Amy is our Disability and Inclusion Support Educator, who is constantly developing a rapport and understanding of all children and their individual needs, allowing children to feel safe, secure and supported here in the ELC.

Amy strives to create an inclusive and equitable environment to holistically support each child's requirements and interests in a nurturing and supporting environment that fosters the child's development. She is passionate about developing strong relationships with children and their families to create a compassionate and nurturing learning environment that all children can access.

What to bring each day

Please ensure that all belongings are labelled clearly with your child's name.



a broad brim hat



a drink bottle with water only



lunch bags



a sheet set if your child
sleeps/rests



a complete change of clothing



a backpack

What to do at the start of each day

Arrive from 8:00am and drop off at our front door each morning. Sign in your child on the digital attendance record (iPad), and educators will assist students with the following morning routine.



- ➡ Leave insulated lunch bags on the bench in the Children's Dining Room



- ➡ Place bag into locker and place name tag onto locker



- ➡ Place drink bottle onto the trolley



- ➡ Apply sunscreen, if required

If your child is having difficulty saying goodbye, educators will work with you and your child to achieve a smooth transition. Please call throughout the day if you are wondering how your child is settling. Please remember to communicate with staff of any changes with your child. For example, medication, major change in routines etc.

What to do at the end of each day

Our program concludes at 4:00pm, unless your child is staying for after school care with Team Kids.

Families are asked to arrive by 3:55pm, to allow enough time to collect belongings and ask educators about the day.



➡ Sign out on the daily digital attendance record (iPad)



➡ Collect drink bottle from trolley



➡ Make sure all belongings are taken from your child's locker



➡ If lunch bags are not in the locker, they will still be in the fridge

Ensure that ELC staff are aware that your child is leaving the premises (please say good-bye)!

Uniform and appropriate clothing

- The uniform is optional but does provide a very handy alternative for the many messy play opportunities in the ELC! Any clothes worn by the children should be sun safe.
- All children should wear enclosed shoes or a sandal with good heel support. Thongs and strappy sandals should not be worn. Children are permitted to remove their shoes while within the ELC and this is encouraged for climbing experiences and sand pit play.
- All students must wear a broad brimmed hat (not a cap), which is supplied by the ELC for your child to wear whilst in the centre.
- All children should have a complete change of clothes in their bag daily in case of accidents, illness or for after messy play.
- A jumper should always be packed into your child's bag (even during summer months).
- Please label all your child's clothing, including shoes and socks.
- Collared shirts are preferable for sun safety.
- We enjoy outdoor play in all weather conditions. We encourage children to bring rain jackets and gumboots to the ELC on rainy days.

This is the summer school uniform. In colder times blue track pants can be worn along with a blue tracksuit top which are available with the school emblem from the uniform shop.

The Uniform Shop is open during term time every:

- Tuesday 8:00 - 4:00pm
- Thursday 8:00 - 4:00pm



Additional Information

The Car Park is located in front of the Early Learning Centre and allows for off street parking for parents dropping off and collecting their children in the ELC.

Please note that this parking is not available to ELC parents attending other events in the school grounds, or to drop off or collect siblings in the Junior or Senior Schools. When entering, leaving, reversing, or turning please do so slowly and with care as older students may be in the area. ***Please only utilise the ELC parking on the days when your child is in attendance.***

Fees

The accounts department in the Main Administration office handles all fees and transactions. All contact regarding fees should be made with Mrs Fiona Aranas, aranasf@hvgs.nsw.edu.au or (02) 4931 0715.

A statement of fees will be sent one week prior to the commencement of each term, which will be due and payable by the end of the first week of each term (or by arrangement with the accounts office by instalments. e.g. fortnightly in advance).

Upon enrolment, families are asked to sign permission for their personal details to be given to a debt collection agency in the event that fees are in arrears. Families have the option not to sign this clause, however they will be expected to pay fees in advance, or the placement will be at risk.

Please remember all days booked must be paid for regardless of illness or non-attendance.

Cancellation of a child's place

For those students leaving the Early Learning Centre, 4 weeks written notice should be given. If the appropriate notice is not given, then 4 weeks of fees in lieu may be charged.

Before School Care

Before School Care is available from 6:30am – 8:40am in the HVGS Junior School. This program is operated by Team Kids and students are escorted by Team Kids staff to the ELC. Registration can be made by visiting www.teamkids.com.au

After School Care

After School Care is available in the ELC from 4:00 – 6:00pm. This program is operated by Team Kids and registration is recommended and can be made by visiting www.teamkids.com.au

Vacation Care

Vacation Care is available in the ELC from 7:00am – 6:00pm, during school holidays. This program is operated by Team Kids, registration and bookings can be made by visiting www.teamkids.com.au

Late Collection

Hours of operation for Hunter Valley Grammar School Early Learning Centre are: **8:00am – 4:00pm**. Families must work within these parameters to ensure that we are abiding to our licensing requirements.

Failure to register with Team Kids, will result in the following late fees:

A child collected after 4:00pm and by 4:15pm will attract a \$30 additional fee.

A child not collected until after 4:15pm, but before 4:30pm will attract a \$70 additional fee.

A child not collected until after 4:30pm, but before 4:45pm will attract a \$110 additional fee

A child not collected until after 4:45pm, but before 5:00pm will attract a \$150 additional fee.

If a child has not been collected by 4:00pm, and the ELC has not been notified, staff will phone the parents first and then the Emergency Contacts. If arrangements have not been made to collect the child by the Early Learning Centre's expiry of licensed time, an Early Learning Centre staff member will accompany the child to the local police station and the parent or nominated collection person will be advised to collect the child from there.

Toys and Jewellery

We strongly discourage the bringing of toys or the wearing of jewellery to the Centre in case they should be lost or broken. Staff will not take responsibility for toys or jewellery from home and in many cases find it may place a child at risk when using climbing equipment. If your child is experiencing difficulty settling and has a comfort toy, then it may be brought to school and used as required to calm/settle your child and then be placed back in their bag.

Confidentiality

The Early Learning Centre aims to maintain the security, privacy and confidentiality of all information collected from families, staff, volunteers, and visitors of our centre, in line with the Privacy and Personal Information Protection Act 1998 (NSW).

To maintain a high level of confidentiality the Early Learning Centre staff will adopt the following practices:

- All staff are aware of their obligations under the Regulation in relation to confidentiality of personal and health information of staff and their families, children in care and their families, and contractors of the service and their families.
- All personal, health, social services, legal, financial and child protection records kept at the ELC are held in a secure, locked cabinet to prevent accidental or purposeful access by unauthorised people.
- Staff (including the Nominated supervisor and Approved Provider Representative) and the authorised Department of Education and Communities officer only have access to these documents unless parents have provided written permission for other parties to be involved.
- Parents and guardians will be given access to their child's records with assistance from the Director. Data and assessments from the Individual Learning and Development File can be discussed at any time and parents should make an appointment with the Director or class teacher to do this throughout the year.
- Staff will not disclose information to persons not involved in the normal care or provisions of the ELC.
- Information will only be disclosed for a purpose directly related to the aim of the information collection. This should include where the persons involved are unlikely to object and are aware that information is usually disclosed to the relevant person or body, and where the disclosure is necessary to prevent or lessen a threat to life or health. For example, informing an ambulance officer of a child's allergies in an emergency.
- Personal details such as phone numbers and addresses of staff and/or families will not be given out without permission from the parties involved.

- All staff will be diligent and will maintain confidentiality when using records or discussing matters with other staff, families or any other person.
- The ELC will only collect information required under the Education and Care Services National Regulations (2016) or by the centre.
- All ELC computers are protected with a password.
- ELC staff will amend incorrect or misleading information and update records as required.
- Records will be kept for the length of time stated in the Education and Care Services National Regulations (2016). After this time has expired they will be securely disposed of by the school.
- Some photos and documentation of children's learning may be kept securely in the School Archives for nostalgic purposes (future celebrations). Any information no longer required will be disposed of in a secure manner. e.g. shredding
- When displaying information on a board to highlight for staff information about children such as allergies or other special needs, do so in a place that is accessible to staff but not generally accessible to visitors or other families. Explain the need to display information to the families concerned and seek permission to do so.
- The Early Learning Centre will maintain confidential records of the day-to-day attendance of all staff, casual employees, visitors or contractors to the service, including arrival and departure times and absences.

Programming

The Early Learning Centre aims to develop the whole child by following the children's interests and providing provisions appropriate to their developmental needs and capabilities.

- Language skills such as expressing needs
- Social skills such as sharing and turn taking
- Emotional Skills
- Physical skills including fine and gross motor
- Thinking (cognitive) skills
- Self-help skills
- Creative potential

The Early Learning Centre follows the National Curriculum for early childhood education called, "Belonging, Being and Becoming" - The Early Years Learning Framework for Australia V2.0, 2022. This framework has 5 main outcomes for children's learning. These are:

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

Further information about the Early Years Learning Framework will be distributed to families throughout the year through information handouts, newsletters, project documentation, room displays and parent/teacher conferences.

The Early Years Learning Framework along with the interests and needs of the children will be considered when designing our daily program. Appropriate planned and spontaneous indoor and outdoor experiences will occur in the following areas:

- Creative Arts
- Mathematics and Early Numeracy
- Modelling
- Social Science
- Dramatic Play
- Manipulative and Fine Motor Skills
- Gross Motor Skills
- Health and Wellbeing
- Language and Early Literacy
- Singing
- Poetry
- Music/Movement
- Drama
- Cooking
- Excursions and concerts
- Incursions and Excursions
- Library visits

Our routine always remains flexible to allow us to optimise learning opportunities by following children's interests.

Primary Years Programme

Hunter Valley Grammar School is an International Baccalaureate (IB) school and offers the Primary Years Programme (PYP) for students from ELC to Year 6. Within the Early Learning Centre, we engage in four main programs of inquiry through the year. This inquiry takes on the form of an investigative project and is fuelled by children's questions. All subject areas are embraced through the PYP, while each unit may have a difference emphasis, all units of inquiry will have language development (literacy development) as an overarching theme.

Programs and Developmental Records

Source: Education and Care Services Regulations, 2016: 73, 74, 75, 76 Education Program and Practice 183 Storage of records & other documents. National Quality Area 1: Educational Program & Practice, National Quality Area 6: Collaborative Partnerships with Families & Communities- 6.2.1, 6.3.2, National Quality Area 7: Leadership & Service Management- 7.3.1

Each week a quality learning program is developed and shared via the Toddler App. This program is relevant to the capabilities and interests of the children. These capabilities and interests are identified through detailed observations of the group and of the individual children. Child-centred provisions and projects are then incorporated into the weekly program, which allows for further extension and engagement of interests and skills. Observations consider the whole child, encompassing his or her social, emotional, language, physical (fine and gross motor skills), cognitive development and creative potential. Observations will also link back to "Belonging, Being and Becoming" - The Early Years Learning Framework for Australia V2.0, 2022, the national curriculum for early childhood education.

For more information about our learning program, please speak to Kirby Lantry, our Educational Leader.

While many observations are written, digital photography is another important aspect of our documentation process. Detailed digital learning portfolios for individual children are developed from the information and photographs gathered during observations. These may include photographs and videos of your child engaged in

play, quotes from your child, artworks and a record of any special events. Early Learning Centre staff will continue to add to this portfolio throughout your child's time at our service. These can be accessed at any time via the Toddle App.

The Observation Process

Each of our 6 key educators observes and is responsible for a group of focus children. We each have our own system for collecting observations but ensure that each child is observed several times per term to collect more information in addition to our indoor and outdoor reflections. Primarily, each educator will observe their focus group for the year. While we have our own focus groups, all educators will be aware of all children and will collaborate to provide the best program to meet the needs and interests of all children. The observational techniques used may include developmental overviews, checklists, anecdotal observations, time samples, and running records. These written observations will often be complemented through the use of digital photography.

If at any stage, you have questions regarding your child's progress or development please speak to your child's key educator. We are happy to arrange an interview or phone call to discuss it with you.

Toddle Digital Documentation

In the Early Learning Centre, we use a digital platform 'Toddle' to share elements of our learning program with families. This includes children's goals, individual portfolio posts, group learning posts, the weekly learning program and children's summative assessments. Toddle also has the option for you to like and/or comment on a post. Please feel welcome to offer your insight to your children's play and learning experiences, as we value family input and will utilise it to further inform our planning.

Parent Contributions

Early Learning Centre staff recognise that the parents of our centre are talented people who may have knowledge, skills, interests, ideas or talents that could be contributed to our program. Please come and see us if you would like to offer your help. Some of the best experiences that have occurred in the past have resulted from fantastic parent participation! We digitally display our current learning program for parents to read via the Toddle app and readily invite any suggestion for follow up or extension that you may have.

Excursions and Concerts

Excursions and concerts are an integral part of the learning program. They complement what we teach and provide experiences that we then build on within the classroom and in structured play. The cost of excursions and concerts will be considered when planning and will be kept to a minimum.

Excursions will always be well documented, and a permission note will be sent home prior to your child attending an excursion. **Note: Activities and experiences with the whole HVGS campus are not considered excursions.**

Anti-Bias

At HVGS Early Learning Centre, as with the rest of the school all children and families are welcomed. Our programs are designed to optimise each child's ability and meet their individual needs. We recognise and respect religious and cultural backgrounds, languages, and other individual differences. The program will provide many possibilities for exploring gender, race/ethnicity and all abilities in a non-stereotypical manner, and the children will be introduced to the differences that may exist between themselves and others. Our aim is to develop in our children an acceptance of diversity and differences. All children are treated with dignity and without bias and full participation in our service is encouraged.

Additional Needs

All children learn in different ways, at different rates and in different styles. Regardless of their ability, all children have the right to an education which will meet their individual needs and abilities.

Within the Hunter Valley Grammar School Early Learning Centre all students will be treated as individuals. Activities are open-ended allowing children to complete work at their own level.

Gifted and Talented Students

Gifted and talented children may need to be offered more challenging learning experiences. However, it is important to ensure that the child has a well- rounded experience as the physical, emotional and social needs may still be age appropriate.

Children with Physical Impairments

Students who have gross motor, fine motor, language, cognitive, visual or hearing impairments may require specialised assistance/support. At enrolment, needs should be discussed, meetings with health professionals should be arranged and an individualised learning program developed. On-going support and advice is essential.

Upon enrolment, please provide any specialist medical reports to ELC staff.

Identifying children with additional needs

The Early Learning Centre is often a child's first contact with professional educators. As such, our educators may be the first to observe a child as not meeting age-appropriate developmental milestones. You will be approached by your child's Key Educator to discuss accessing appropriate support services.

Transition to School

Throughout the year, we will ensure that we are continually liaising with kindergarten staff in order to develop school readiness skills and familiarise the children with school routine. The children will also have many opportunities to join the kindergarten classes throughout the year.

As Term 3 progresses the children will embark on a structured transition to school program.

For those students who do not progress to Kindergarten at HVGS, we can contact the appropriate school when notified. With parental permission, we will provide the school with feedback on the child's learning and development, implement any transition structures the school would like and support the transition in any way possible.

Parent Involvement

Sources: National Quality Area 6: Collaborative Partnerships with families & communities- 6.1.2, 6.1.3, 6.2.1

Parents are invited to spend as much time as they wish at Hunter Valley Grammar School Early Learning Centre. Your time and assistance is always appreciated, although is not expected and we do understand how valuable the time is to you when your child attends the Early Learning Centre.

Staff and Parent Interactions

Our staff are always keen to speak with parents, as they recognise the importance of close links between home and school. During morning greetings general conversation will occur, however, if you are requesting information about your child's development or if you wish to discuss a specific issue, it is a much better idea to make an appointment to sit down and discuss the matter fully.

Grievances

Please ensure that you communicate any grievances you may have with the staff and/or Centre as soon as possible. This will assist with appropriate conflict management and will allow us to rectify the situation as soon as possible. Please see the Grievance Policy for more details on what to do if you have a complaint.

Visitor Identification

Source: Education and Care Services National Regulations, 2011: 165 Record of Visitors.

National Quality Area 7: Leadership & Service Management- 7.3.1

Whenever visiting the ELC for times other than dropping off or collecting a child, all parents (or other visitors) are required to sign in as a visitor. A staff member will give you an official visitor's sticker to be worn during your time as a visitor. This sticker identifies you as an approved visitor at the School/Early Learning Centre. Please remove the sticker prior to leaving and sign out. Visitors must follow all emergency evacuation procedures at the direction of Early Learning Centre staff. When evacuating the visitor's register will be taken with us. For more information, please refer to the Emergency Policy.

Hazard Identification

Source: Education and Care Services National Regulation, 2011: 103 Premises, furniture and equipment to be safe, clean and in good repair. National Quality Area 2: Children's Health and Safety- 2.3.2, National Quality Area 3: Physical Environment- 3.1.2

If at any time a parent notices a hazard or potential hazard within our Early Learning Centre, please notify the Director immediately. The correct procedures will then be followed. Early Identification of hazards is crucial. So please do not hesitate to let us know if you notice anything. We appreciate all input.

Use of Videos and Monitoring Systems

The Early Learning Centre does not permit the video monitoring of any children or staff on our premises. Children and staff cannot be videoed so that they are viewed from any other place for e.g. via web cam. We also ask that families do not video children whilst at the ELC. This protects the privacy of all children enrolled in our service. There are surveillance cameras located in external areas throughout of our service. This is for security purposes and only monitored if necessary, by key personnel within the school. This footage is not held externally to the school.

Access and Court Orders

When a person has been forbidden by Court Order from having contact with a child in our care, the Early Learning Staff will follow these procedures to the best of their ability:

- The person will not be given any information concerning the child.
- The person will not be allowed to enter the premises of the children's service while the child is in attendance.
- The person will not be permitted to collect the child from the service.
- Should the person enter the premises against the conditions of the court order, the Early Learning Centre staff will contact the police and notify HVGS administration.
- Staff and the custodial parent or guardian will develop a "Court Order Action Plan." Please see Centre Policies Booklet for more details.
- If a child were to go missing from the ELC and a court order was in place for that particular child, the missing child policy procedures must be implemented.

Interactions with Children

Source: Education and Care Services National Regulations 2011: 155, 168 National Quality Area 5: Interactions with Children- 5.2.1; 5.2.3, National Quality Area 7: Leadership & Service Management- 7.3.5

At Hunter Valley Grammar School Early Learning Centre, we aim to foster a positive atmosphere and the wellbeing of the children enrolled through attentive care and quality interactions. Emotional development and

social relationships are enhanced through thoughtful and sophisticated approaches to conversation, discussion and promotion of children's language and communication.

Children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

Guiding Behaviour

Sources: Education and Care Services National Regulations, 2011- 155 Interactions with Children, National Quality Area 5: Interactions with children- 5.2.2.

Young Children's Behaviour- Practical Approaches for Caregivers and Teachers by Louise Porter (2003)

The You can do it! Education Early Childhood Program: A Social-Emotional Learning Curriculum for ages 4-6 by Michael Bernard (2004)

Aim: Our aim at Hunter Valley Grammar School Early Learning Centre is to guide children towards positive behaviour while teaching the core values of our school in an age appropriate manner.

These values include:

Responsibility

We are able to be trusted to do what is right. We can be relied upon to do the things that are expected of us. We strive for personal excellence in any endeavour. We take care of our self, fellow students and our School. We are accountable for our own behaviours.

Integrity

We are consistently fair and honest. We are reliable and trustworthy. We are loyal to our personal values and our family values. We abide by the School's values and code of behaviour. We are morally strong.

Respect

We act in a way which shows that we are aware of other people's feelings, wishes and rights. We treat other people properly. We are thoughtful and considerate of other people, our School environment and general property. We have self-respect behaving with honour and dignity.

Citizenship

We are a responsible member of our own local community and the community of HVGS. We behave in a courteous and polite way to all other people who work and learn at HVGS and to visitors. We care for the environment.

Courage

We are prepared to do the right thing even when you know it is difficult or trying. We persevere when facing a challenge, fear or problem. We embrace opportunities and try our best to make a valuable contribution. We have the confidence to act in accordance with our own beliefs.

Compassion

We help someone who is not well. Is hurting or who is in trouble. We have awareness of the needs of others and we want to help other people in their time of need. We are aware that we depend upon each other. We act with kindness, forgiveness and empathy.

Optimism

We are hopeful, cheerful and buoyant. We see the positive side of things and encourage others to do the same. We believe that good things will happen in the future. We have faith that if we plan well and prepare thoughtfully, positive things will occur.

Gratitude

We are thankful for our family and friends, our school and country, knowing that not everybody is as fortunate as we are. We express our gratitude in the manner we relate to others and care for the environment. We look for opportunities to serve others and make a difference in the global community

Practices

Following are some of the guidance strategies/ techniques employed within our Centre to provide harmony and security for all. Please note that each child and situation is individual, and it calls for knowledge of the child, child development and the situation when the decision is made to use a particular technique.

Preventing Inconsiderate Behaviour

Definition

Providing an educational climate that prevents inconsiderate behaviours occurring in the first instance.

- Consider the environment. Ensure that the classroom is set up to promote positive behaviours. For e.g., a room set up with engaging and cosy learning areas will promote quiet and constructive play more than a room with wide open spaces which may encourage running and active play. Also try to keep the environment fairly consistent so that the children learn how to respect each area and contribute to maintenance of an organised and pleasant learning environment.
- Ensure that the program is engaging the children so that their interests and needs are met. Children who are actively engaged in learning are more likely to engage in positive, considerate behaviours.
- Ensure that the program is supported by sufficient resources and equipment to cater for all interested children. Implement strategies such as waiting list, role allocations etc to cope with high demand for certain provisions. Also make sure that there are a variety of appealing choices for the children to consider in the interim.
- Ensure that the daily program provides a balance of indoor and outdoor, active and calm experiences.
- Establish predictable daily routines and allow the children to have some responsibility, choice and control within these routines.
- Avoid making children wait. Structure routines so that children move seamlessly from one part of the day to the next. Teacher preparation is crucial in this aspect for e.g. being prepared for meal times before the children are ready to eat, or having group time resources prepared in advanced.

- Utilise programs that allow the children to develop their social and emotional skills. Such as the “You can do it! Education Early Childhood Program”, social stories and visual reminders of our values. Promote the HVGS values at every opportunity through meaningful recognition of these in practice.
- Work closely with families of children with additional needs. Implement Individual Education Plans for children with additional needs and seek the support of external agencies such as Early Links.
- Consider the health and well-being of every child. Follow the recommendations of “Staying Healthy in Childcare” and always consider the effects that lack of sleep and exercise, poor diet or medication can have on the child. Communicate and collaborate with families about what could be impacting on a child’s behaviour.
- Evaluate the program on a weekly basis and routine on a regular basis to ensure that they are meeting the needs of the children and are not contributing to the display of any inconsiderate behaviours.
- Meaningful acknowledgement of achievements:
- Meaningful acknowledgement of positive actions and behaviour is one of the most useful techniques available to the teacher, and one which is used with highest frequency within the HVGS ELC. It builds positive self-esteem and highlights feelings of worth that are very important to young children’s growth and development.
- General Discussions: As the students are older pre-schoolers we will often discuss appropriate behaviours and ways of dealing with situations as part of our personal development program. As a result of this children are involved in discussion about our values and how these translate to our preschool community. Through discussion we hope that all children will be empowered to speak up if something is troubling them or if something is wrong.
- Reasonable Expectations: Staff at the Early Learning Centre understand the importance of maintaining realistic and reasonable expectations of what children can and should do. They will not be required to perform inappropriate duties or activities.

Responding to minor disruptions

Definition

How staff might react to an everyday disturbance within the classroom. Porter (2003) describes the following methods:

- Do nothing - When children occasionally do something to gain your attention that is inappropriate, but not harmful to others, we will often make the decision to ignore what is happening. In other words, monitor the situation without giving any verbal or physical responses. Usually the behaviour can be extinguished using this method as the child learns it does not get the desired attention. At other times it is appropriate to monitor a situation while waiting to see how the children themselves deal with it. This gives the children the opportunity to put into practice the skills and values that they are being taught. Of course if the child needs assistance the staff member would then provide the appropriate support and guidance.
- Be Assertive and Use of Appropriate Tone of Voice and Body Language: It is important to give clear messages and expectations whenever inconsiderate behaviour has occurred. Use tone of voice effectively to ensure that the children realise that you are serious and mean what you are saying. Eye contact, facial expression,

body language and tone of voice are all extremely useful tools for the teacher and at times can be used effectively without needing to disrupt the flow of an experience by stopping to respond verbally to inconsiderate behaviour.

- Using consistent language when guiding behaviour is important as it helps to create clear expectations for the children. Staff at HVGS Early Learning Centre will use language that relates to the school values.
- Using Appropriate Language: When we talk to young children we discuss the actions that were inappropriate, rather than the person. We always reassure the child that we care for them and that it was the action, which was inappropriate. We ensure that children are never labelled e.g. “naughty”.
- Offering a choice: Children need to feel to be self-reliant and feel sound in the knowledge that they have some control over their lives and to feel that they are involved in decision making. For this reason, it may be appropriate to offer choices that are realistic and appropriate. By using this method, the child has the opportunity to make decisions and control their actions.
- Change the demands. Sometimes changing the circumstances of the learning is a more effective way of guiding the children towards positive behaviour. For example, engaging a child who is being disruptive at group time in another task.
- Being Flexible. In some cases, it is acceptable for staff to reconsider what the children are asking for in order to remain responsive to their needs as long as requests being made by the children are reasonable.
- Role Modelling: The way adults respond quite often gives messages to the children about how they should respond in similar circumstances. Adults are role models when responding to behaviour, participating in routines and when interacting with others. Taking time to play and engage in routines with the children and build relationships with them also demonstrates appropriate social behaviours to the children and helps them to learn the HVGS values.
- Mediate children’s engagement: If children are disrupting the play of others a staff member can sit with them and help them to become engaged in a productive and positive learning experience.
- Defusing Resistance - This may include helping a child to get started to follow an instruction. For e.g. gently guiding the child to where they need to be.
- Allowing the child to “save face”. We understand that all children will make mistakes, just as adults do and that this will occur in the social arena as well as in other developmental domains. Allowing the child to save face involves recognising the self-esteem of the child after they have made a mistake. For e.g. “Sometimes people forget to think first. You’ll probably remember next time. What do you think?” (Porter, 2003, p87).
- Redirection to an alternate activity: At times staff may use redirection where an adult intervenes physically, moving the child from a situation, in an age appropriate manner. Body language is enough to express your feelings and no explanation is necessary. An example of physically moving the child may be as simple as guiding the child to another area whilst holding their hand, or lifting them to safety from a piece of climbing equipment.

- Redirection to an alternate activity with an explanation: As children grow, they begin to understand the consequences for their actions and therefore can respond to some verbal explanations and reasons for why their behaviour was inappropriate.
- Verbal re-direction only: Older children are beginning to understand the difference between right and wrong. Adults can verbally discuss situations, how they and the child feel and the consequences. We always use positive messages to the child about the situation so that we reinforce what we would like the child to do rather than what we don't want them to do. We are always sensitive to maintain the dignity of the child and communicate that it is the behaviour that we do not like.
- Explanation: This involves teaching the child the skills to solve a problem or giving children information that they do not already know. Explanation is not a practice that is effective when the same information is given repeatedly. Once appropriate explanation has been given, staff will move onto asking restorative questions to help the child to learn the appropriate behaviours.
- Guided Assertion: Assisting a child to speak for themselves.
- Follow up: When a child has attempted to solve a conflict but is not succeeding a staff member needs to follow up. This involves supporting the children involved to find solutions to resolve the conflict. Staff in this role should be objective and should focus on facilitating the solution rather than investigating who is to 'blame'. It is here that the staff member might reinforce some of the school values, asking the children to reflect on their behaviour and what they want to achieve.

Responding to serious disruption or ongoing inappropriate behaviours

- Direct Instruction: There are some actions that are clearly inappropriate and must be dealt with firmly and quickly. These include hitting other children, biting, verbal recriminations that effect gender, race or ability. In situations such as these we are clear about the way we feel so that the child knows they should not repeat them. We encourage children to use words rather than physical actions and in the case of the child who may not have appropriate language development we supply the appropriate language and encourage them to use it.
- Restorative Questions: When a staff member discusses inconsiderate behaviour with a child they might use some of the following questions.
- What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what happened? In what way? What do you think you need to do to make things right?
- Time Away: When a child is distressed and not responding to other guidance techniques for a variety of reasons then it may be appropriate for them to engage in a quiet experience and to have some solitude to calm down. This gives the child the opportunity to regulate their emotions. Please note that while we refer to solitude, at no time will a child be isolated, away from all peers or teachers. Time away may include some time at a provision in a quiet area of the classroom, or some time in the adjoining classroom (when its teachers and children are present.) In some instances, spending some time with another staff member, perhaps one from the other room can provide the breakthrough required for the child to become calm and to return to considerate behaviour. Children have the opportunity to establish relationships and rapport with all staff at the Early Learning Centre and this allows us to develop understanding of all children at our centre.

- Behavioural Contracts: Sometimes it is possible to create a set of circumstances where the child is helped to meet the expectation of positive behaviour by staff taking certain measures.
- Shadowing the Child: In cases where a child is being repeatedly disruptive to others, a staff member may shadow the child. This involves a staff member closely monitoring the child as they interact so that they are there to intervene and guide if necessary. Shadowing is always done with the intention of moving towards mediating the child's engagement with others. At times where this is not possible and a child's behaviour is repeatedly disruptive and harmful to others, the child may be asked to shadow a teacher. For e.g. come with the teacher to complete the routine tasks that are required at that time such as setting up for meals or packing away.
- Documenting behaviours: In circumstances where inconsiderate behaviour is ongoing or may be harmful to others, staff should document the events in order to properly evaluate the effectiveness of the program, the routine and the guidance techniques that have already been implemented.
- Patterns may become evident from this documentation and provisions may be set to help guide positive behaviour. Some techniques that follow may include development of visual cues such as board maker, creation of social stories that are relevant to the circumstances and the child, or an adjustment to the routine/program to prevent the behaviour.
- Referrals to external agencies:

At times a child's behaviour may require referral to other Early Intervention Agencies such as Early Links, Kaleidoscope or Multicultural Resource Unit who can provide assistance such as itinerant support and networking to other professionals that may be able to assist the child (e.g. Occupational Therapist, Speech Therapist, Psychologists). Any such referrals will be done with the complete knowledge and support of the families.
- It is also possible that if a child's behaviour is deemed an indicator that he or she may be at risk of harm a report will be made to the Department of Community Services (Please refer to our Child Protection Policy)

Communicating with Families

At HVGS we endeavour to maintain high levels of open communication with our families. We aim to report positive behaviours to parents, but will occasionally need to speak to parents about a child's inconsiderate behaviour. As a part of our Accident/Incident Policy.

All parents will be notified if an incident has occurred where a child has hurt a peer. This notification will occur in writing on our Incident Reports, accessible via the Xplor app. The notification will include what follow up occurred after the incident.

Parents will also be notified of any ongoing disruptions. It is hoped that by communicating with families we may obtain further information that may explain the inconsiderate behaviour so that we can work together to guide the child back to considerate behaviour.

In circumstances where the Early Learning Centre staff and families have been working together for an extended period on a child's challenging behaviours without improvement, particular those that impact on the safety of others enrolled in our preschool, it may be necessary to evaluate whether our service can meet the needs of the child appropriately.



Health and Safety

Smoke Free Environment

Source: Education and Care Services National Regulation 2011: 82, Tobacco, drug and alcohol free environment, National Quality Area 2: Children's Health & Safety- 2.1

HVGS is committed to the provision of a safe and healthy workplace. In the interest of good health and a safe environment, all buildings, offices and HVGS vehicles shall be designated as smoke free areas at all times. Parents and visitors must also follow this policy. Tobacco products and Tobacco Smoke have been classified as a Group 1 Carcinogen by the International Agency for Research on Carcinogens of the World Health Organisation (confirmed human carcinogen). Failure to comply with this policy will result in disciplinary action being taken.

Drugs and Alcohol

Source: Education and Care Services National Regulation 2011: 82, Tobacco, drug and alcohol free environment, National Quality Area 2: Children's Health & Safety- 2.1.

HVGS is committed to providing and maintaining a safe working environment. This environment is to be drug and alcohol free at all times while children are in care. During designated social events which may occur after school hours' alcohol may be consumed by those legally abled.

Drugs and Alcohol have a negative effect on individual's concentration, physical coordination, mental alertness, reaction times and energy levels. This reduction in a person's ability to perform at their maximum potential can have tragic consequences. It is therefore a policy of HVGS that students, employees, contractors, and/or visitors shall not possess, consume or be under the influence or effects of illegal drugs or alcohol while at work. Please see Parental Access Policy for steps that will be taken if staff feel a parent or person authorised to collect a child appears to be under the influence of drugs or alcohol.

Health of Children and Staff

Source: Education and Care Services National Regulation: 88: Infectious Diseases. National Quality Area 2: Children's Health & Safety- 2.1.1, 2.1.4

At HVGS Early Learning Centre we recognise the needs of a variety of families and try to be as fair as possible to all. In order to maintain a clean, healthy environment for all children and staff we ask parents to check the attached list for guidance in relation to some specific illnesses. It is up to you to decide on days when a child may be displaying some signs of being 'off colour', however if a child is clearly unwell then they are best cared for in the comfort and security of home.

There are also some illnesses however that clearly lead to exclusion. These are listed on the following pages along with the necessary exclusion time. Staff also follow these exclusion times. Parents should also be aware that in the event of an outbreak of an infectious disease, the Director will notify the Health Department of the cases reported and may be required to pass on the names and ages of children and/or staff that have been ill. If you should have any questions, please don't hesitate to speak to the Director.

Please be aware that a child who has suffered from vomiting or diarrhoea should not return to preschool until it has been 24 hours since their last bout of sickness. In the event of an outbreak within our centre, this time will be increase to 48 hours, upon advice from the Public Health Unit. We also ask families to be particularly vigilant in seeking medical advice for children who have a persistent cough.

Exclusion Time due to Illness

Source: Education and Care Services National Regulation 2011: 88 Infectious Diseases, 168, Education and care service must have policies and procedures 173: Prescribed Information to be displayed, National Quality Area 2: Children's Health & Safety- 2.1.1, 2.1.4. Staying Healthy In Child Care- Preventing Infectious Diseases in Child Care- 5th Edition

Please note that in the event of an outbreak of an infectious illness the Early Learning Centre will place an 'Infectious Disease Notification' out for families on each sign in bench and will follow advice given by the Health Department. This may include extended exclusion times. Families will be notified when longer exclusion times are applicable. However, the following times can be used as a general guide. It has been taken from the health publication "Staying Healthy in Child Care" 2012 edition.

Condition	Exclusion of Case (Child with the Infectious Illness)	Exclusion of Contacts (Others who may be affected)
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis (thrush)	Not Excluded	Not excluded
CMV Cytomegalovirus Infection	Not excluded	Not excluded
COVID-19	To remain home until symptom free	Not excluded
Cryptosporidium Infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diarrhoea (no organism identified)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Fungal Infections of the skin or nails (e.g., ring worm, tinea)	Excluded until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (mononucleosis, Epstein-Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded

Haemophilus Influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days.	Not excluded Contact Public Health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service The child does not need to be sent home immediately if head lice are detected.	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded Contact the public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (Cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. Because they are too young) they should be excluded until the sores are dry Sore should be covered with a dressing where possible.	Not excluded
Human Immunodeficiency virus (HIV)	Not excluded. If the person is severely immune compromised , they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Exclusion is not necessary	Not excluded
Impetigo (school sores)	Exclude until appropriate antibiotic treatment has started	Not excluded

	Any sores on exposed skin should be covered with water tight dressing.	
Influenza and influenza like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded. For non-immunised contacts, contact a public health unit specialist for advice All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case.
Meningitis (Viral)	Exclude until person is well	Not excluded
Meningococcal Infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down, whichever is sooner	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for at least 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Not excluded Contact the public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics
Respiratory syncytial virus	Exclusion is not necessary	Not excluded
Roseola	Exclusion is not necessary	Not excluded
Ross River Virus	Exclusion is not necessary	Not excluded

Rotavirus Infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours	Not excluded
Rubella (German measles)	Exclude until fully recovered or at least for 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for at least 24 hours	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for at least 24 hours	Not excluded
Streptococcal Sore Throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from an appropriate health authority	Not excluded Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chicken pox)	Exclude until all blisters have dried- this is usually at least 5 days after the rash first appeared on non-immunised children and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease. Otherwise, not excluded.
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Worms	Exclude if loose bowel motions are occurring. Exclusion is not necessary if treatment has occurred	Not excluded

Panadol/Paracetamol

Source: Education and Care Services National Regulation: 92: Medication record, 93: Administration of Medicine, 95: Procedure for administration of medicine, National Quality Area 2: Children's Health & Safety- 2. Health & Safety in Children's Centres: Model Policies & Practices, 2003.

"There is limited evidence that paracetamol is effective in lowering fever in a child compared to cooling the child and providing fluids. Fever generation may be a protective mechanism and reducing fever with pharmacological agents may be counterproductive to the body's efforts to mount an immunological response to viral infection. Its use is more appropriate for reducing pain and discomfort in a child with an acute fever or illness. Children can generally tolerate fever under 38.5C. It is more important to ensure the child is not dehydrated." (Health and Safety in Children's Centres: Model Policies and Practices, 2003).

With this knowledge Early Learning Centre staff will only administer ONE dose of Panadol to a child if his or her temperature is above 38 degrees celsius and is in discomfort or pain.

Early Learning Centre staff will not administer Panadol for mild fever (under 38C), as a sedative, or to a child with gastroenteritis. Please note that the parents of children with mild fever or gastroenteritis will be contacted to collect the child from the centre as these symptoms suggest that they are not well enough to attend.

Parents must be contacted, and permission given (in addition to our enrolment agreement authority) for ONE dose of Panadol to be administered. Parents will then be required to sign a copy of the Record of Illness form when collected their child. A copy will also be offered to the parents for their records.

Medications

Source: Education and Care Services National Regulation: 92: Medication record, 93: Administration of Medicine, 94 Exception to authorisation requirement, 95: Procedure for administration of medicine, National Quality Area 2: Children's Health & Safety- 2.1, 2.1.1

Medications will be given at the ELC under the strictest of conditions as stated below:

- All medication must be in the original bottle and must display the child's name, dosage, date of expiry and Doctor's name. Medication will only be given as per the pharmacy label instructions.
- Parents must complete the Centre's Medication form supplied by the Centre on a daily basis. Incomplete forms or directions written by parents that do not match the instructions on the medication result in non-distribution of medication.
- All medication must be handed directly to a staff member to ensure that they can be stored in a safe, secure and locked place immediately.
- Upon receiving medication, staff will follow the procedure below:
 1. Ensure parent has completed and signed the appropriate medication form and medication is provided directly to ELC staff at drop off
 2. Sign the form to indicate that you have received the medication
 3. Inform child's key educator and staff, to ensure all staff members are aware of the requirements.
 4. Store the medication in the lock box and put in refrigerator or locked medication cupboard in kitchen, inaccessible to children.
 5. Set an iPad alarm to act as a reminder alert for the time when the medication is to be administered.
- No medication should be carried in the child's bag.
- Medication is to be collected personally from staff at the end of day.
- Staff will refuse to administer non-prescribed medications.

- Non-prescription medicines, over the counter medicines or naturopathic medicines will only be administered if they have written instructions and dosage label from a doctor, pharmacist or suitable health care professional prescribing the medication (e.g. naturopath).
- Staff will not administer any medication unless the parent indicates their understanding and acceptance of any potential risks or side effects.
- Children requiring on going medication must have this indicated and detailed on their enrolment form. A different medication form will be completed by parent's prior the child's commencement.
- To ensure correct medication and dosage is given staff will cross check form details and countersign when satisfied all is correct.
- All completed medication forms will be kept until the child is 25 years of age, in line with the section 183 of the Education and Care Services Regulation, 2011.
- Action Plans for Asthma, Allergies, Anaphylaxis or other symptom driven emergencies should be updated by a GP every 12 months
- Children with Allergies or Anaphylaxis will require a separate action plan. Please refer to the centre policies for information or ask a staff member for a copy of this policy.
- For children with ongoing medical conditions, a risk minimisation plan will be completed in consultation with each child's family.

Medication

If it is necessary in an emergency to administer medication to a child at the Early Learning Centre without the prior consent of the child's parent, every attempt is made by staff to secure that consent.

NB: When a child commences a course of antibiotics they should not return to pre-school for 24 hours as time is required for treatment to take effect and it also allows time to check that no adverse effects occurs.

Obviously not every medical event can be covered in this statement and we rely heavily on parent's common sense and consideration of others.

Asthma

Source: Education and Care Services National Regulation: Source: Education and Care Services National Regulation: 92: Medication record, 93: Administration of Medicine, 94, Exception to authorisation requirement 95: Procedure for administration of medicine, 168, Education and care service must have policies and procedures, National Quality Area 2: Children's Health & Safety- 2.1, 2.1.1

The Asthma Foundation NSW indicates that "approximately 1 in 6 Australian children are currently diagnosed with asthma. Asthma is one of the most common causes of hospitalisation and visits to the doctor".

The Asthma Foundation NSW describes how "children with asthma have sensitive airways in their lungs. When exposed to certain triggers, their airways narrow, making it hard to breathe".

It is the responsibility of families to provide educators with an up-to-date Asthma management plan. Primary Educators will be trained in emergency asthma management.

Ventolin is also stored in preschool first aid kits and will be administered to children who have all of the signs and symptoms of an asthma attack, even if they have not previously been diagnosed. Families will be contacted immediately in this case. All primary carers have advanced training in emergency asthma management.

Birthdays

At HVGS Early Learning Centre we recognise that birthdays are special.

To celebrate your child's birthday, the ELC will provide your child with a cupcake and a substitute (wooden) cake for the blowing out of candles and singing 'Happy Birthday' ritual, to ensure that this fun and special milestone is celebrated within the ELC.

Nut Products

Source: Education and Care Services National Regulation: 94, Exception to Authorisation requirement, 137, Approval of qualifications, 160, Child enrolment records to be kept by approved provider, 168, Education and care service must have policies and procedures, 177, prescribed enrolment and other documents to be kept by approved provider, National Quality Area 2: Children's Health & Safety- 2.3.3.

Due to a considerable increase in the number of preschool aged children who have or are developing allergies to nuts and nut products, we would like to remind families that we are an ALLERGY AWARE centre. We appreciate your support in not packing these products for your child.

These allergies have quite serious anaphylactic reactions which can be life threatening. Triggers to these serious reactions can include eating a product containing nuts or nut traces; touching a nut or nut product; being touched by another person who has recently eaten a nut or nut product and still has traces of it on his/her hands. As the triggers in some instances are so slight it would be extremely difficult to supervise the safety of the children with the nut allergy as it is obviously more of an issue than just watching what the children eat.

All staff at the Early Learning Centre provide the highest level of care and feel strongly that the best way to ensure that children with this allergy are safe is to ask all families to save products such as peanut butter for home, where at all possible.

The Early Learning Centre Staff are also aware that traces of nuts can occur in other areas (other than foods). We are vigilant in ensuring that we restrict the recycled materials used for craft and dramatic play that are likely to cause allergic reactions. For example, some shampoos, body lotions and creams contain nut and peanut materials.

We will of course continue to evaluate this policy each year, depending on the presence of children with nut allergies enrolled in our service.

Emergency Policy

Source: Education and Care Services National Regulation: 97, Emergency and Evacuation procedures, 168, Education and care service must have policies and procedures 170, Policies and procedures to be followed, National Quality Area 2: Children's Health & Safety.

Early Learning Centre Evacuation Procedure

Followed in the event of an emergency in which we are required to evacuate the Early Learning Centre.

Staff member raising alarm:

- Locate emergency, assess and decide on action. Raise the alarm and inform others.
- If the emergency has initiated in the ELC, the Director of the ELC will alert the school by phoning 100. The School Reception will raise the School's alarm and contact emergency services.

- If the emergency has initiated external to the ELC (elsewhere within the School grounds), the emergency alert will sound throughout the ELC building.

Director of Early Learning Centre (ELC Warden), Deputy Warden OR Responsible Person in day-to-day charge:

- If the emergency has initiated in the ELC, alert the school by phoning 100. They will raise the school's alarm and contact emergency services.
- Collect iPad for daily staff, visitor and child attendance.
- Collect cordless phone/mobile phone.
- Collect medications bag as well as child and ELC EpiPens from Children's Dining Room.
- Collect evacuation bag from locker area.
- Conduct a final sweep of the building for remaining children and staff.
- Exit the building to group with the children and educators at the Assembly Point located near the gate to the carpark, in the front playground. Note: If the situation is unsafe for this assembly point, ELC students and staff to proceed to secondary muster point, on the nature strip between ELC & Maintenance Workshop.
- Assist educators to keep children seated/grouped whilst conducting the roll call and until the all clear has been given to return to the building.
- The Director (ELC Warden), Deputy Warden or 'Person in day-to-day charge' to report status of the ELC to the HVGS Chief Warden, via Microsoft Teams.

All Early Learning Educators:

- If the emergency has initiated in the ELC, alert the Director (ELC Warden), Deputy Warden or 'Person in day-to-day charge'.
- Close door to any hazards.
- Raise children's attention.
- Calmly gather and support the children to proceed to the Assembly Point, located near the gate to the carpark, in the front playground. Note: If the situation is unsafe for this assembly point, ELC students and staff to proceed to secondary muster point, on the nature strip between ELC & Maintenance Workshop.
- Support children to remain seated/grouped until all clear has been given to return to the building.

Please note that Emergency procedures will be practised with each Early Learning Centre cohort every 3 months

Early Learning Centre Lock Down Procedure

Followed in the event of an emergency in which we are required to lock down the Early Learning Centre.

Staff member raising alarm:

- Locate emergency, assess and decide on action. Raise the alarm and inform others.
- If the emergency has initiated in the ELC, the Director of ELC will alert the school by phoning 100. The School Reception will raise the School's alarm and contact emergency services.
- If the emergency lock down has been initiated external to the ELC (elsewhere within the School grounds), the emergency alert will sound throughout the ELC building.

Director of Early Learning Centre (ELC Warden), Deputy Warden OR Responsible Person in day-to-day charge:

- If the emergency has initiated in the ELC alert the school by phoning 100. They will raise the School's alarm and contact emergency services.
- Collect iPad for daily staff, visitor and child attendance.
- Lock the office doors and windows and close curtains.
- Collect cordless phone/mobile phone.
- Be available to assist classroom educators and children to gather together until the all clear has been given.
- Move to the ELC Activity Classroom.
- Conduct a roll call, where all staff and children can be accounted for.
- The Director (ELC Warden), Deputy Warden or 'Person in day-to-day charge' to report status of the ELC to the HVGS Chief Warden, via Microsoft Teams.
- Await confirmation from Chief Warden that it is safe to resume usual activities.

All Early Learning Educators:

- If the emergency has initiated in the ELC, alert the Director (ELC Warden), Deputy Warden or 'Person in day-to-day charge'.
- Raise children's attention.
- Direct all persons to the nearest ELC indoor space, ensuring all children are supported to move safely indoors.
- Lock all doors and windows and close curtains.
- Gather children together safely, if weather-related move away from windows.
- Remain seated/gathered with children until the all clear has been given.
- Move to the ELC Activity Classroom to participate in roll call, where all staff and children can be accounted for.
- Await confirmation from the Director (ELC Warden), Deputy Warden or 'Person in day-to-day charge' that it is safe to resume usual activities.

Please note that Emergency procedures will be practised with each Early Learning Centre cohort every 3 months

Other Emergencies

Severe storm, cyclone or earthquake

Children and staff will follow lockdown procedure during severe storms, cyclones or earthquakes. In addition to the lockdown requirements, staff should:

- Avoid using the phone if not urgent.
- Unplug any electrical equipment.
- Encourage the children and other visitors to stay down low. If appropriate shelter can be taken under a table.

Snakes

The following procedures will be followed if a snake is found in the Early Learning Centre or immediate school grounds:

- Staff will use a code word to calmly alert other staff that a snake has been spotted.
- Calmly gather the children in a safe location. Ensure that if evacuating to inside or outside that exit points are as far away from the snake as possible.
- Once children are safely assembled the assistant should seal any areas where the snake could escape from and contact administration to alert them of the emergency. Administration will then alert the appropriate authorities i.e. Parks and Wildlife Ranger or Fire Brigade.
- One staff member will be designated to watch the snake from a safe distance to remain aware of its whereabouts until the appropriate help arrives.
- Follow up with class discussion on snake/spider safety.

Visitors

We kindly ask that if a parent or visitor is present when an emergency drill is being conducted that they participate, even if the drill is occurring when you have come to drop off/collect your child.

Child Protection

Source: Education and Care Services National Regulation, 84 Awareness of Child Protection Law, National Quality Area 2: Children's Health & Safety- 2.3.4. Keep Them Safe Initiative.

At HVGS Early Learning Centre we are strongly committed to the protection, safety, welfare and well-being of all children in our care. We achieve this by following legislative requirements outlined in Children and Young Persons (Care and Protection) Act 1998, Child Protection (Prohibited Employment) Act 1998, Ombudsman Act 1974 (Amendment), Commission for Children and Young People Act 1998 and Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009.

Working with Children Checks

Hunter Valley Grammar School administration will conduct Working with Children Checks as required by the Child Protection (Working with Children) Act 2012 and part 7 of the Commission for Children and Young People Act 1998.

Working with Children Checks will be completed on all Early Learning Centre Staff, students over the age of 18 who are completing a course in Early Childhood Education and any volunteers (who are not parent volunteers working directly in a group with their child) regularly spending time in the preschool.

In addition to the working with children checks, students and volunteers and parents will not be left with children unsupervised at any time. Any advertisements for positions vacant in the Early Learning Centre will include a statement outlining the requirement for such a check.

If a decision is made not to employ a person as a result of the findings of the employment screening, administration will notify the Commission for Children and Young People. Administration will also notify the Commission for Children and Young People of any disciplinary proceedings against an employee of the Early Learning Centre.

Reporting Risk of Significant Harm

All employees of the HVGS Early Learning Centre are Mandatory Reporters and as such are required to report current concerns about a child's safety, welfare or wellbeing if they are Risk of Significant Harm.

Risk of Significant Harm is defined as "a concern about a child or young person that is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent. It is something that is not minor or trivial and may be reasonably expected to produce a substantial and demonstrably adverse impact on the child or young person's safety, welfare or wellbeing. In addition, it can result from a single act or omission or an accumulation of these".

Risk of Significant Harm can be applied to individual children; groups of children; or unborn children. In the case of unborn children "what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child after the child's birth."

Since the Wood Special Commission in 2007, The Children and Young Persons (Care and Protection) Act, 1998 has been extended to include seven categories when defining Risk of Significant Harm. These are outlined in Section 23 and include:

- a. Basic Physical or psychological needs not met
- b. Parents unwilling or unable to arrange necessary medical care
- c. Physical or sexual abuse, or ill treatment
- d. Living with domestic violence, (consequence is being at risk of serious physical or psychological harm)
- e. Parent's behaviour resulting in or risk of serious psychological harm
- f. When a parent or carer has not arranged (and are not willing to arrange) for their child to receive an education
- g. A series of acts or omissions when viewed together may establish a pattern of significant harm

Final thoughts

- ✓ Sign in and out daily
- ✓ Always think safety within and in the surrounds of the ELC. This includes ensuring all gates and doors are closed and that ELC children and siblings do not climb on the gates
- ✓ Take care in the car park, and only park in the ELC zone on days when your child is in attendance
- ✓ Bring siblings into the ELC. We love to say hello; children must not be left in the car unsupervised
- ✓ Ensure siblings are closely supervised at all times whilst visiting
- ✓ Treat medication with care and follow the guidelines outlined in this document
- ✓ HVGS's grounds and buildings are non-smoking areas- including tobacco and other substances
- ✓ It is the responsibility of each family to complete excursion notes and other permission slips
- ✓ Keep in contact with the Accounts office to ensure fees are kept up to date
- ✓ Enjoy your child's early education. Become involved and become part of our school family
- ✓ Please be aware of all our centre policies – a copy can be found in the ELC Office
- ✓ Please see any of our friendly educators if you have any questions
- ✓ Remember to download the Xplor and Toddle app, please see Mrs Hoawerth in the ELC foyer if you require assistance to download or use these apps
- ✓ Please regularly check your email for correspondence from the school
- ✓ Ensure to inform us if your child is going to be absent, this can be done via Xplor, [Parent Lounge](#), by phoning (02) 4931 0743, or emailing elcadmin@hvgs.nsw.edu.au





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