



FAMILY HANDBOOK

Our Family Handbook provides important information that you need to know to ensure the best possible start to quality education and care at Trikki Kidz Early Learning Group.

We strongly recommend reading all information provided in this Family Handbook and asking questions to confirm your understanding of how our service operates.

It is a requirement of enrolment at our service that a parent or guardian sign and return a Parent/Guardian Acknowledgement confirming that they have read and understood the information provided in this Family Handbook.

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Trikki Kidz Barooga

Service Information

Service Approval: SE-00009398

Trikki Kidz Barooga caters to 66 children aged between 6 weeks and 5 years daily. We are open from 7:30 am to 5:30 pm, Monday to Friday (50 weeks of the year) and closed on NSW public holidays. Notice will be given in our newsletters when these days occur.

We have 4 aged and developmentally based classrooms:

Infant: 6 weeks to 2 years

Toddler: 2 to 3 years

Junior: 3 to 4 years

Preschool: 4 to 5 years

Contact Information

Address: 49 Takari Street, Barooga, NSW, 3644

Phone: 03 5873 4343

Email: barooga@trikkikidz.com.au

Website: www.trikkikidz.com.au

Approved Provider: Trudy Brooks

Nominated Supervisors: Trudy Brooks, Jayne Allemand, Natasha Menhennitt

Educational Leader: Kath Dunn

Fee Schedule

Long Day Care (0 to 2 years)	\$134 per day
Long Day Care (3 to 5 years)	\$124 per day
4 Year-Old Preschool Only	\$100 per session (8:30 am to 4:00 pm) (2 sessions per week)

All fees listed above are before receiving any CCS entitlement or NSW Start Strong Preschool Funding.

If you provide us with your CCS entitlement, we can calculate and advise you of your daily gap fee.

Contact Services Australia (Centrelink) for further information regarding Child Care Subsidy (CCS):

<https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy>

Trikki Kidz Cobram

Service Information

Service Approval: SE-40011120

Trikki Kidz Cobram caters to 110 children aged 6 weeks and 5 years daily. We are open from 7:00 am to 6:00 pm, Monday to Friday (50 weeks of the year) and closed on Victorian public holidays. Notice will be given in our newsletters when these days occur.

We have 5 aged and developmentally based classrooms:

Infant: 6 weeks to 18 months

Toddler 1: 1 to 3 years

Toddler 2: 1 to 3 years

Junior: 3 to 4 years

Kindergarten: 4 to 5 years

Contact Information

Address: 29 William Street, Cobram, Vic, 3644

Phone: 03 5872 2349

Email: cobram@trikkikidz.com.au

Website: www.trikkikidz.com.au

Approved Provider: Trudy Brooks

Nominated Supervisors: Trudy Brooks, Jayne Allemand, Tamika Dyson

Educational Leader: Jayne Allemand

Fee Schedule

Long Day Care (0 to 2 years) \$142 per day

Long Day Care (3 to 5 years) \$134 per day

Victorian-Funded Kindergarten Children can select 2 days or 2 sessions each week as follows:

Kindergarten Long Day (3 & 4 years) \$124 per day (7:00 am to 6:00 pm)

Kindergarten Only (3 & 4 years) \$100 per session (8:30 am to 4:00 pm)

All fees listed above are before receiving any CCS entitlement or Victorian Free Kindergarten Funding.

If you provide us with your CCS entitlement, we can calculate and advise you of your daily gap fee.

Contact Services Australia (Centrelink) for further information regarding Child Care Subsidy (CCS):

<https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy>

Trikki Kidz Yarrawonga

Service Information

Service Approval: SE-40026238

Trikki Kidz Yarrawonga caters to 125 children aged between 6 weeks and 5 years daily. We are open from 7:00 am to 6:00 pm, Monday to Friday (50 weeks of the year) and closed on Victorian public holidays. Notice will be given in our newsletters when these days occur.

We have 6 aged and developmentally based classrooms:

Infant 1:	6 weeks to 18 months	Infant 2:	6 months to 2 years
Toddler 1:	1 to 3 years	Toddler 2:	1 to 3 years
Junior:	3 to 4 years	Kindergarten:	4 to 5 years

Contact Information

Address: 12 Enterprise Way, Yarrawonga, Vic, 3730

Phone: 03 5751 1533

Email: yarrawonga@trikkikidz.com.au

Website: www.trikkikidz.com.au

Approved Provider: Trudy Brooks

Nominated Supervisors: Trudy Brooks, Courtney Harris

Educational Leader: Amanda Thomas

Fee Schedule

Long Day Care (0 to 2 years) \$145 per day

Long Day Care (3 to 5 years) \$137 per day

Victorian-Funded Kindergarten Children can select 2 days or 2 sessions each week as follows:

Kindergarten Long Day (3 & 4 years) \$129 per day (7:00 am to 6:00 pm)

Kindergarten Only (3 & 4 years) \$105 per session (8:30 am to 4:00 pm)

All fees listed above are before receiving any CCS entitlement or Victorian Free Kindergarten Funding.

If you provide us with your CCS entitlement, we can calculate and advise you of your daily gap fee.

Contact Services Australia (Centrelink) for further information regarding Child Care Subsidy (CCS):

<https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy>

Service Philosophy

At Trikki Kidz Early Learning Group, our philosophy revolves around creating a nurturing environment where warmth, care, and quality interactions flourish among management, educators, staff, children, families, and the broader community.

We strongly emphasise forging partnerships with families and the community, recognising that active involvement enriches children's learning experiences and strengthens their overall sense of belonging.

We deeply respect and honour the Indigenous heritage of our land, paying tribute to elders' past, present, and future. Indigenous acknowledgement is woven into our community through daily practices such as stories, songs, art, languages, and collaborations with Indigenous organisations and communities.

Our commitment to diversity and equity is demonstrated through our efforts to ensure that all children, regardless of background or ability, feel welcomed and truly supported. We actively promote inclusivity and address barriers to participation, providing adaptations, transportation, financial assistance, and other necessary supports.

Guided by early years learning frameworks, our educational program prioritises high-quality learning experiences. We value play as a crucial aspect of learning and recognise the importance of intentional teaching. Play-based learning develops young children's creativity, critical thinking skills, and socio-emotional competencies.

We promote environmental responsibility through sustainability practices and initiatives, including recycling programs and nature-based learning experiences. By integrating play-based learning with a focus on sustainability, we support children's holistic development and instil a sense of stewardship for the natural environment.

We are steadfastly committed to safety and hygiene, prioritising the wellbeing of children, families, educators, and staff. Rigorous protocols and meticulous attention to detail ensure that safety is ingrained in our culture. Maintaining impeccably clean spaces and implementing comprehensive safety measures ensures a secure and health-conscious environment.

Our educators and staff are empowered to embrace their personal philosophies, foster professionalism, and engage in continuous growth and reflection. A culture of learning and growth is encouraged through ongoing professional development, peer collaboration, mentorship programs, and feedback mechanisms.

Above all, we cherish and value children's voices, nurturing their confidence and actively involving them in the learning process. Through this child-centred approach, we aim to cultivate a lifelong journey of exploration and discovery for each and every child in our care.

Our Commitment to Child Safety

Our service is committed to ensuring children's safety and well-being while being educated and cared for at our service. We promote a child-safe environment that minimises the risk to children in our care from all types of abuse, harm, and neglect. We understand our responsibilities and statutory duty of care to adopt and comply with the National Principles of Child Safe Organisations and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our educators and staff understand their responsibilities and statutory duty of care to comply with the Victorian New Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse. Our dedicated Child Safety & Wellbeing Policy explains our service's approach to meeting the standards.

Our educators and staff are recruited through an extensive screening process to ensure they display the right personal qualities and experience to provide high-quality supervision and care for children and hold a valid Working with Children Check and Police Check.

We have zero tolerance for inappropriate behaviour towards children and any breach of Child Protection Law. Management will promptly respond to any allegation or concern. We request that you contact our Approved Provider or Nominated Supervisor with any concerns.

We aim to ensure our service is a tobacco, drug, and alcohol-free environment at all times in accordance with Education and Care National Law and Regulations. Smoking or vaping is not permitted in the service premises or surrounding areas.

Code of Conduct

The Code of Conduct establishes the standards for all employees of our service. Employees are committed to adhering to the ethical responsibilities of early childhood professionals outlined in Early Childhood Australia's Code of Ethics. The values that underpin our work ethic include equality, respect, integrity, and responsibility.

Educators & Staff

Our service comprises a team of high-quality professional educators and staff committed to and passionate about early childhood education and care. Our educators and staff promote all children's human rights, safety and wellbeing and consider and respect their diverse backgrounds and needs. We create an environment that promotes and enables children's participation and is welcoming, culturally safe, and inclusive for all children and their families.

Our educators and staff continually evaluate how our curriculum meets children's educational needs and wellbeing and reflect on ways to improve children's learning and development. Our Educational Leader and Early Childhood Teachers (ECTs) guide our educators and staff in providing quality, research-based educational programs. Consideration is given to children's learning styles, abilities, interests, linguistic and cultural diversity, and family circumstances when planning and implementing learning programs. We support and respect the history and backgrounds of Aboriginal and Torres Strait Islander people and aim to foster each child's sense of identity.

All educators and staff are encouraged and supported to attend professional training and development to further their knowledge and skills.

All educators and staff hold valid Working with Children Checks, and all Responsible Persons (those in charge of the service's day-to-day running) have current ACECQA-approved first aid, emergency asthma, and anaphylaxis management qualifications.

For further details on the qualifications of our educators and staff, please see our foyer display.

National Quality Framework (NQF)

Our service complies with the Australian Government's National Quality Framework (NQF), which consists of the legislative framework of the Education and Care Services National Law and Regulations, the National Quality Standard and a rigorous assessment and rating system. Our educational program and curriculum are based on the Australian Early Years Learning Framework (EYLF). We regularly self-assess our practices against the National Quality Standard and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP assists our service in identifying quality aspects of the care we provide and developing future goals for further improvement. Children, families, educators, and staff are always welcome to provide feedback and suggestions.

Additional information about the NQF can be found at [ACECQA/nqf/about](https://www.acecqa.gov.au/nqf/about)

Regulatory Authorities

Our service is regulated by the national body for early childhood education and care, the Australian Children’s Education and Care Quality Authority (ACECQA), and relevant state licensing departments.

To contact the relevant state Regulatory Authority, please refer to the contact details below:

New South Wales:

Early Childhood Education Directorate, NSW Department of Education

<https://education.nsw.gov.au/early-childhood-education>

ececd@det.nsw.edu.au

1800 619 113, Locked Bag 5107 PARRAMATTA NSW 2124

Victoria:

Department of Education and Training

<http://www.education.vic.gov.au/childhood/providers/regulation>

licensed.childrens.services@education.vic.gov.au

1300 307 415, GPO Box 4367, MELBOURNE VIC 3001

Educator to Child Ratios

We comply with the National Regulations for educator-to-child ratios across our service to ensure adequate supervision is provided for all children. Ratios are calculated across the service (not by individual rooms), which allows us to respond to children’s interests and needs at different times during the day.

AGE OF CHILDREN:	EDUCATOR TO CHILD RATIOS:	
	<u>NSW</u>	<u>VIC</u>
Birth to 24 months	1:4	1:4
Over 24 months and less than 36 months	1:5	1:4
Over 36 months	1:10	1:11

Early Years Learning Framework (EYLF)

The Early Years Learning Framework (EYLF) guides early childhood teachers, educators, and approved providers to inform educational programs and practices that emphasise play-based learning and extend and enrich children's learning and wellbeing from birth to 5 years and through the transition to school.

The EYLF was reviewed, updated, and released in early 2023 to ensure the framework reflects contemporary developments in practice and knowledge while supporting educators in promoting each child's learning, development, and well-being.

The vision of the EYLF is:

All children engage in learning, promoting confident, creative individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives (EYLF, V2.0, p.6).

Fundamental to the EYLF is a view of children's lives as characterised by belonging, being, and becoming. Children are connected to family, community, culture, and place from birth. Their earliest development and learning occur through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their identities and understandings of the world.

The EYLF consists of learning outcomes, principles, and practices that educators use to document children's learning, reflect on it, and plan.

BELONGING

Experiencing **belonging** (knowing where and with whom you belong) is integral to human existence.

Children belong to diverse families, neighbourhoods, local and global communities. Belonging acknowledges children's independence from others and the basis of relationships in defining identities. Trusting relationships and affirming experiences are crucial to a sense of belonging in early childhood and throughout life. Belonging is central to being and becoming; it shapes who children are and who they can become.

BEING

Childhood is a time to be, to seek and make meaning of the world. **Being** recognises the significance of the present, as well as the past, in children's lives. It is about children knowing themselves, developing their identity, building, and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about children being in the here and now.

BECOMING

Children’s identities, knowledge, understandings, dispositions, capacities, skills, and relationships change during childhood. Many different events and circumstances shape them. **Becoming** reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises the collaboration of children, families, and educators to support and enhance children’s connections and capabilities, and for children to participate as citizens.

The diversity of family and community life in Australia means that children experience belonging, being and becoming in many ways. They bring their diverse experiences, home languages, perspectives, expectations, and cultural ways of knowing, being and doing to their learning. Educators understand, respect and work with each child’s unique qualities and capabilities. Children’s learning, development and wellbeing are communicated through 5 Learning Outcomes.

Outcome 1: Children have a strong sense of identity.

- Children feel safe, secure, and supported.
- Children develop their emerging autonomy, interdependence, resilience, and sense of agency.
- Children develop knowledgeable and confident self-identities and a positive sense of self-worth.
- Children learn to interact in relation to others with care, empathy, and respect.

Outcome 2: Children are connected with and contribute to their world.

- Children develop a sense of connectedness to groups and communities and understand their reciprocal rights and responsibilities as active and informed citizens.
- Children respond to diversity with respect.
- Children become aware of fairness.
- Children become socially responsible and show respect for the environment.

Outcome 3: Children have a strong sense of wellbeing.

- Children become strong in their social, emotional, and mental wellbeing.
- Children become strong in their physical learning and wellbeing.
- Children are aware of and develop strategies to support their mental and physical health and personal safety.

Outcome 4: Children are confident and involved learners.

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity.
- Children develop various learning and thinking skills and processes such as problem-solving, enquiry, experimentation, hypothesising, researching, and investigating.
- Children transfer and adapt what they have learned from one context to another.

- Children resource their own learning through connecting with people, places, technologies, and natural and processed materials.

Outcome 5: Children are effective communicators.

- Children interact verbally and non-verbally with others for a range of purposes.
- Children engage with various texts and gain meaning from these texts.
- Children express ideas and make meaning using a range of media.
- Children begin to understand how symbols and pattern systems work.
- Children use digital technologies and media to access information, investigate ideas and represent their thinking.

Educational Program

We are committed to providing a developmental and educational program that caters to each child's needs, abilities, and interests. Our educational program is delivered through an intentional, play-based pedagogy aligned with the Early Years Learning Framework (EYLF) V2.0. Our program continues to develop as we use the relationships children have with their families and communities, working in partnership with families to ensure each child's knowledge, ideas, culture, abilities, and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests, and routines. We use conversations, actions and play as the basis for teaching, which involves the children being partners in teaching by seeking out ideas, opinions, thoughts, and questions. We encourage children to promote their independence and self-help skills by assisting within the routine and involving them in interest-based projects to enhance their learning and knowledge further. We value children and family input and encourage family involvement to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play, and educators who are diligent in their responsiveness to each child support this. Applying strong, intentional teaching practices provides the children with an authentic and meaningful learning environment that challenges, supports, and nurtures their development.

If we, as educators, have any areas of concern about your child's development, we will inform you, share our observations, and advise of follow-up assistance, e.g., speech therapy, hearing, vision, occupational therapy, etc. We understand these may be sensitive topics, and it is always your decision to follow up with any intervention. Educators and staff are willing to discuss any aspect of learning and development with parents and support discussions with allied health professionals.

Goals for Your Child

“We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.” Maria Montessori

Educator and staff practices and their relationships with children and families significantly affect children’s involvement and success in learning. Children thrive when families, educators, and staff collaborate to support young children’s learning. Children’s early learning influences their life chances.

Wellbeing, a strong sense of connection, optimism, resilience, and engagement enable children to develop a growth mindset and a positive attitude to learning (EYLF V.2.0., p. 9).

We will create a range of short and long-term goals for your child that we will program for and observe based on the outcomes in the Early Years Learning Framework, including:

- Mutual respect and empathy.
- Concern and responsibility for self and others.
- A sense of self-worth.
- Social awareness.
- Respect for diversity.
- Importance of sustainability.
- Self-discipline and self-regulation.
- Habits of initiative and persistence.
- Creative intelligence and imagination.
- Self-confidence as an independent learner.
- A love of learning.

We strongly encourage communication between families, educators, and staff to ensure continuity in what we deliver to your child. We acknowledge that educators and staff are to partner with families, as they are children’s first and most influential educators.

Documentation of Learning & Portfolios

Educators and staff observe children and facilitate their learning by providing each child with a personal, confidential portfolio documenting their learning throughout the year. Our service uses a variety of documentation to demonstrate learning, which may include:

- Your child’s profile.
- Goals from families, educators, and staff.
- Observations - learning stories, captioned photos.
- Objectives for further development.
- Work samples - drawings, photos, recorded video.
- Checklists and transition statements.

Each child's portfolio is maintained and used as a direct tool for evaluation and future planning within the service's program. This ensures the program reflects the value of individuality and is not used as a means of comparison between peers or stereotypes. Families will be given their child's portfolio when the child finishes at the service. The portfolio will be used in parent/guardian and educator meetings throughout the year and is always available for review.

Communication

We work in partnership with you and your family. We support and encourage communication with your child's educators about your child's unique needs and general enjoyment of their day at our service. Everybody has a preferred time and method of communication. Mornings and afternoons can sometimes be rushed and not the best time to discuss your child's progress. You are encouraged to speak with the Nominated Supervisor to arrange a mutually convenient time to meet with your child's Lead Educator.

We have many types of communication we use for families, including:

- Communication Books (used for infant children).
- Social Media Sites (Instagram & Facebook).
- Monthly Newsletters.
- Family Noticeboard.
- Phone calls, texts, emails, and letters.
- Informal discussions.
- Formal meetings and parent-teacher interviews.
- Family input forms, surveys, questionnaires, etc.

Enrolment Information

Enrolment Record

Before your child commences at our service, you will be required to complete an Enrolment Record, provide necessary documentation, and pay an Enrolment Fee.

If you require assistance completing the Enrolment Record, please speak with the Approved Provider, Nominated Supervisor, or a member of management.

We will require the following documentation:

- A copy of your child's birth certificate or identity documents.
- Your child's Medicare number (if available).
- Certified copies of any court orders, parenting orders, or parenting plans.
- An Immunisation History Statement from the Australian Immunisation Register (AIR).
This must show that your child is up to date with vaccinations for their age, on a recognised vaccine catch-up schedule, or has a medical condition preventing them from being fully vaccinated.

Please note that names written on the Enrolment Record must match the names on your child's birth certificate or identity documents.

Family Law & Access

Our service will uphold any responsibilities or obligations in relation to Family Law and access to the service. We require certified copies of any court orders, parenting orders, or parenting plans relating to your child as part of the required enrolment documentation and request that updated copies be provided to our service if situations change. We will only allow children to leave the service with the written permission of the custodial parent/guardian. Without a court order, we cannot stop a parent from collecting a child.

Inclusion of all Children

If your child has a disability, please speak to our Nominated Supervisor before enrolment.

We provide a supportive and inclusive environment that allows each child to fully participate in quality education and care.

We aim to develop and sustain supportive relationships with families and encourage discussions about how we can support your child to have equitable access to resources and participation. If your child has a National Disability Insurance Scheme (NDIS) package, we may need your consent to make contact with services and/or therapists who are working with your child to seek information regarding their learning plan to support continuity of learning.

Our service may be able to apply for additional support through the Inclusion Support Program (ISP) to help your child access services.

Authorised Nominees

You must provide information about Authorised Nominees on your child's Enrolment Record.

Authorised Nominees are persons whom you provide permission to:

- Collect your child from the service.
- Provide consent for medical treatment for your child from a medical practitioner, hospital, or ambulance service.
- Provide consent for the transportation of your child by an ambulance service.
- Provide consent to go on an excursion.

It is essential we always have current information on your child's Enrolment Record in case of an emergency. It is important that you notify the Approved Provider or Nominated Supervisor of any changes to enrolment information, including:

- Your residential address.
- Contact details (e.g., phone numbers) for any parent/guardian or Authorised Nominee.
- Health of your child.
- Family changes (e.g., parenting orders).

Authorisations

The Enrolment Record includes authorisations for our service to seek medical treatment and ambulance transportation for your child in an emergency. Authorisations will also be requested for permission to administer emergency medication to your child in the case of asthma or anaphylaxis emergency (Ventolin or EpiPen) and for applying sunscreen, insect repellent, band-aids, and nappy cream. Families must also provide the name, address, and contact details of any person permitted to authorise our service to transport your child or arrange transportation. This includes authorisation for your child to go on an excursion or to be transported by our service.

Excursions & Regular Outings

Excursions are an important and valuable part of learning in early education. They expose a child to various experiences and help them observe and understand the world around them. For any excursion or regular outing in our community, we will complete comprehensive risk assessments to minimise any identified risks as part of our excursion planning. We provide parents with information about excursions in advance and require written authorisation for each child to participate in an excursion or regular outing. Authorisation for regular outings will be gained once every 12 months or whenever any of the transport circumstances may change. Please see our **Safe Transportation Policy** for further information.

Photographs, Video, Social Media & Promotions

As part of the enrolment process, we will also ask for your permission to take photographs and videos of your child during normal activities and excursions as part of our observation and programming process. Photographs and videos may also be used to share with the community through social media and/or promote our service through marketing and promotional materials.

We use social media (Facebook and Instagram) to communicate, share information, and celebrate what is happening within our service with enrolled families and the community. We promote the safety and wellbeing of all children and are committed to ensuring safe online environments when engaging in digital technology, including social media.

Our social media accounts are managed by the Approved Provider and Nominated Supervisors. Content is regularly scanned, offensive language or comments are removed immediately, and these users are blocked. Photographs of children will only be added if written authorisation has been provided on their Enrolment Record. We maintain the appropriate privacy of children, families, educators, and staff by not publishing personal information online.

Medical Conditions

It is vital that we are aware of all medical conditions for your child, including asthma, anaphylaxis, allergies, eczema, diabetes, epilepsy, including any potential triggers. Families are required to indicate all medical conditions on the Enrolment Record.

Our service requires your medical practitioner to complete a Medical Management Plan, Australasian Society of Clinical Immunology and Allergy (ASCI) Action Plan (Anaphylaxis or Allergies), or Asthma Care Plan to assist in managing your child's needs. This must be provided before your child's commencement at the service. In consultation with the Nominated Supervisor, you must develop a Risk Minimisation Plan and Communication Plan. All prescribed medication your child requires must be provided each day they attend the service.

To ensure your child's safety and well-being, please update his or her Medical Management Plan every 12 months or whenever medication or treatment changes occur.

Fees, Rebates & Attendance

Fees & Payment Method

A current Fee Schedule is available on our service website.

Fees must always be paid 2 weeks in advance using the service's direct debit system.

All family gap fees must be paid via Electronic Funds Transfer (EFT) (effective 02 July 2023).

Statement of Fees

A statement of fees is emailed to families fortnightly, on a Friday, and their direct debit is processed the following Monday. This allows families time to check their statements and ensure all details are correct and accurate.

If there is a discrepancy, families should contact the Nominated Supervisor as soon as possible.

Please note that additional charges will apply for any failed transactions due to insufficient funds.

Enrolment Fee

Our service charges a \$100 fee upon enrolment of each child. This enrolment fee covers the cost of a sun hat and sheet set, provided for exclusive use by your child.

Child Care Subsidy (CCS)

Child Care Subsidy (CCS) offers assistance to families to help with the cost of childcare. 3 factors will determine a family's level of CCS, including:

- Combined Annual Family Income.
- Activity Test - The activity level of both parents.
- Service Type - The type of childcare service and whether the child attends school.

Families who wish to receive CCS as reduced fees must apply through the [myGov](#) website. This includes completing the CCS Activity Test. Child Care Subsidy is paid directly to our service to be passed on to families as a fee reduction. Families will contribute to their childcare fees and pay the difference between the fee and the subsidy amount received. This is called the '*gap fee*'.

Upon enrolment, we need the Customer Reference Number (CRN) of the parent or guardian linked with the child, along with the child's CRN, so we can confirm the attendance and ensure that you receive the appropriate subsidy.

Complying Written Agreement (CWA)

A Complying Written Agreement (CWA) is an agreement between our service and a parent or guardian to provide childcare in exchange for fees. The CWA includes information about your child's enrolment, including your child's full name and date of birth, the date the arrangement is effective, session details and details of the fees to be charged. Before CCS can be paid, you must approve the enrolment information within the CWA via the [MyGov website](#).

Absences

We encourage families to notify the service as soon as possible if their child will be absent for any day or session they have booked. It is recommended that absences are notified to the service via email.

Child Care Subsidy will be paid for any absence from an approved childcare service your child attends for up to 42 days per child per financial year. Full fees are payable for absences after the initial 42 days. Additional absences beyond 42 days may be approved for specific reasons with supporting documentation. Please speak with the Nominated Supervisor about additional absences.

You can access your child's absence record on your online statement by selecting '**View Child Care Details and Payments**' on your [Centrelink Online Account](#).

Public holidays will be counted as an absence if your child would normally have attended the service on that weekday, and fees have been charged for that day for your child.

If your child has not attended our service for 14 continuous weeks, your child's enrolment will be cancelled, and Centrelink will stop paying your CCS subsidy.

Child Care Subsidy (CCS) is generally not payable for absences on the first or last days of enrolment. If a child is due to start enrolment on a set date and does not attend, CCS will not be paid until the child physically attends. Also, if the child does not attend care on their last booked day, CCS may not be paid for any period after their last physical attendance at the service. There are some circumstances, however, where CCS may be paid in these situations. Please speak with the Nominated Supervisor for further information.

Fees in Arrears & Financial Support

We will email a reminder notice if fees are outstanding after 2 weeks.

If fees remain outstanding after 3 weeks, a debt recovery process will be implemented, and additional debt recovery fees may be added to the family account. Trikki Kidz reserves the right to suspend or withdraw a child's enrolment if the account is overdue after 3 weeks.

If you are experiencing financial hardship, please speak to the Approved Provider or Nominated Supervisor. Additional Child Care Subsidy (ACCS) may be available to support your family, or we may be able to organise a payment plan before your fees go into arrears.

Withdrawal from Care & Reducing Days

We require 2 weeks' written notice to withdraw and/or reduce enrolment days for your child from any permanent booking. Please see the Nominated Supervisor to obtain the required form to complete. Children are generally unable to attract CCS for any days after the last day they physically attend the service, though some exceptions exist.

Service Closing Times & Late Fees

Trikki Kidz Barooga closes daily at 5:30pm, while Trikki Kidz Cobram and Trikki Kidz Yarrowonga close daily at 6:00pm. In accordance with National Regulations and licensing, we are not permitted to have children on any service premises after these times.

A late fee is incurred for children collected after closing time. The fee is \$15 per child for every 15 minutes or part thereof and will be added to your next account. The late fee is strictly followed, as two staff members must remain at the service until all children are collected.

If we cannot contact a parent, guardian, or Authorised Nominee to arrange the child's collection within an hour of the service closing, we are required to contact the Police and other regulatory authorities, who will take responsibility for the child.

Permanent & Casual Bookings

Permanent bookings are ongoing bookings that:

- Remain the same from one week to the next.
- Remain unchanged for a minimum of 3 weeks.
- Are chargeable regardless of attendance (unless a make-up day applies).

Casual bookings are a one-off booking that:

- Can be booked for emergency care at the last minute, provided we have vacancies.
If there is no vacancy, we will put your child on the Casual Waitlist and contact you if a vacancy becomes available.
- Are designed to support families taking on casual work and shift work.
- Can be cancelled at no cost, provided 24-hour notice is given.

Waitlists

Casual Waitlist: We maintain a Casual Waitlist for casual bookings requested for sessions where we are at capacity. If positions become available, we will allocate them in order of application while adhering to the recommendations of Priority of Access.

Permanent Waitlist: If you would like to increase your child's permanent sessions but there are no permanent vacancies, your child will be placed on our Permanent Waitlist until a position becomes available. Positions will be allocated in order of application whilst adhering to our Priority of Access process.

Priority of Access

Our service aims to assist families who are most in need and may prioritise filling vacancies with children who are:

- At risk of serious abuse or neglect.
- A child of a sole parent who satisfies, or parents who both satisfy, the Activity Test through paid employment.

Make-up Days

We have a **Make-up Day Policy** to support families and help maintain a healthy care environment.

Make-up days are available for families if their child has been absent due to illness or a holiday. Due to our weekly lodgement program, make-up days are only available during the same week of care.

To be eligible for a make-up day, the family must contact management before the day the child will be absent, advising management if the absence is due to illness or holiday. This allows management to offer the child's place to another child on the Casual Waitlist. The family can select a make-up day in the same week of care, subject to availability. If their preferred day is unavailable, they can have their child's name placed on the Casual Waitlist. The family must contact management the day before to check availability.

Policies & Procedures

Our service policies and procedures can be found on our website (under the Families drop-down tab): <https://www.trikkikidz.com.au>

Due to privacy and copyright concerns, the password Trikki3644 is required to view our service policies and procedures. Please do not share this password with anyone not associated with our service.

We expect our families, educators, and staff to always adhere to our policies and procedures to ensure compliance with and adherence to National Laws and Regulations.

We constantly review our policies and procedures and ask for family participation to ensure they adhere to our families' needs and meet the required regulations. Your involvement may lead us to change our policies and procedures and help us improve our service.

Orientation

Orientation is important for a child and family to connect with our service. We encourage each child to attend at least one orientation session in the company of a family member before they start their first day with us. This allows the child and family to understand our program, the layout of the room, and where to put their belongings.

Orientation also provides educators and staff with additional information about your child and how they can best support their transition and settling in. The Nominated Supervisor will contact families to arrange a suitable time and day for an orientation visit. Some children and families may require additional orientation visits.

If your child is reluctant to attend the service, please discuss this with their Lead Educator so that they can develop strategies with you to support the transition. You are welcome to take photos of your child in our environment to show and discuss at home with them. Some children like to take a book from our library to read at home and return on their next visit.

Arrival & Departure

Each day, you must sign your child in upon arrival and sign them out upon departure, recording the date and time. We are required by legislation to maintain an attendance record at all times. This record is used during an emergency evacuation at the service.

Our educators and staff have a duty of care to your child and will only release your child into the care of a parent, guardian or Authorised Nominee listed on your child's Enrolment Record.

If your child needs to be collected by another person for any reason, an Authorisation to Collect Form must be completed and given to the Nominated Supervisor in advance. If the person is not known to educators and staff, they will ask the person collecting your child to present photo identification to confirm their identity.

Your Child's First Day & Week

The first day in a new service is a big step for you and your child. Please don't be alarmed if your child experiences some separation anxiety. This is normal, and our experienced educators and staff will assist you and your child through this transition period. We encourage parents to stay as long as they like during the morning drop-off to help their child settle into the room.

There may be tears and extra tight hugs for the first few weeks when saying goodbye, but there are always cuddles, reassurance, and genuine care from educators and staff for both the children and their families. Sometimes, the experience is more upsetting for families than for the child. We understand this and offer support through phone calls during the day, photos, and open communication.

Saying Goodbye

Ideally, your child will be settled at an activity before you leave; however, some children find it hard to settle until their parents have gone. What works best is setting a routine, so try to establish a care routine from commencement. Being well-organised and avoiding a rush usually results in a calmer start to the day.

Most children will want to look around first to see who else has arrived and what activities are available. Please ensure when you are leaving, you tell your child, as they may become upset if they haven't had the opportunity to say goodbye. This assists in gaining trust from the child, not only in yourself but also in the educator or staff member, who is reassuring your child about their day and when you will return. Rest assured; we will always contact you if your child becomes distressed.

What to Bring

BACKPACK OR BAG

For independence, we work towards all children recognising and opening their own bags. You can help by allowing your child to be involved in selecting and taking ownership of their bag. Please ensure it is clearly labelled and large enough to hold all their belongings.

SPARE CLOTHING

Every now and then, accidents occur, and it may be necessary for your child to get changed into a fresh set of clothes. Please include a complete change of clothes every day which can stay in your child's bag ... just in case!

SUN HAT

Our service provides a sun hat with a Trikki Kidz logo for your child to use exclusively. We recommend that the sun hat remains at the service, so it is not misplaced or accidentally left at home. The service will attend to the weekly laundering of all sun hats. If a sun hat is damaged or misplaced, the family will be liable for the cost of a replacement.

SHEET SET

Our service provides a sheet set for use exclusively by your child. Families must launder the sheets regularly and ensure they are reasonably maintained while the child attends the service. If a sheet set is damaged or misplaced, the family will be liable for the cost of a replacement.

Meals

Our service promotes healthy eating habits and provides delicious and nutritious food for your child daily. We provide a nutritionally balanced breakfast, morning tea, lunch, and afternoon tea. We follow the Australian Dietary Guidelines to ensure our meals are prepared to meet all children's dietary requirements. Our weekly menu is carefully planned and prepared by a qualified cook.

We cater for the dietary requirements of all children enrolled at our service. Please discuss your child's special dietary requirements or allergies with the Nominated Supervisor.

Breastfeeding

We are a breastfeeding-friendly service. Breastfeeding mothers are welcome to attend the service during the day to feed their infants. We will endeavour to set aside a private, clean, and quiet area for mothers to breastfeed their infants or express breastmilk.

Mothers who are breastfeeding should speak to the Nominated Supervisor to be aware of our policies and procedures for storing and serving breast milk.

Families feeding formula should also consult our Nominated Supervisor to learn how we require formula to be prepared and stored. Regular communication is encouraged to ensure your infant's needs are met as it grows.

Please refer to our [Breastfeeding Policy](#) and [Bottle Safety & Preparation Policy](#).

Children's Clothing

It is helpful to your child if dressed in non-restrictive, serviceable, and easy-to-wash clothing. Please consider clothing that enables your child to move around easily, join in all activities, and develop independence in dressing. Clothing such as long dresses, overalls, braces, belts, and stiff buttons can prove a problem for children who need to go to the toilet.

We require all t-shirts to have sleeves (no mid-drift tops), and broad-brimmed hats are essential for effective sun safety. Shoes need to allow children the freedom to run, climb, hop, and jump and be easy for the child to take off and put on by themselves. Joggers or enclosed shoes are our preferred footwear. Thongs or slides are unsuitable, and we prefer that these are NOT worn to the service.

Toys from Home

The service has an abundance of developmentally appropriate toys and equipment available, so we ask that children not bring in toys from home. This eliminates the responsibility of educators and staff to track numerous toys throughout the day, prevents toys from getting lost or broken and reduces arguments over toys.

Behaviour Guidance

We encourage children to engage in cooperative and pro-social behaviour. We allow children to self-regulate their behaviours during play to develop their confidence and self-esteem. Educators and staff follow our service **Behaviour Guidance Policy**, which extends throughout the service, giving consistent expectations in all rooms. We use a positive approach to guiding children's behaviour, helping them develop respect for others, for property, and for themselves. If you require further information on this policy, please ask the Nominated Supervisor, educators, or staff.

Wellbeing

Wellbeing is more than just feeling happy; it is about physical, social, emotional, and mental health. We provide daily opportunities for your child to develop a strong sense of wellbeing through dance, movement, yoga, mindfulness, music, and relaxation.

Physical Play

Physical play includes activities that use physical movements to allow children to use their energy and enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of daily physical activities and experiences to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

- Develop strong bones and muscles.
- Improve strength and balance.
- Develop flexibility and coordination.
- Develop fundamental movement skills.
- Develop spatial awareness.
- Develop mathematical concepts.
- Be confident as they learn to control their bodies and understand their limits.
- Learn to cooperate and share with others.
- Promote healthy growth and development.

Rest & Sleep

We aim to make rest and sleep time a relaxing, pleasant time for all children by providing cots, beds, blankets, and soft music. Rest and sleep routines vary according to individual needs. Quiet activities, such as puzzles and books, are available for those children who do not sleep. Children's rest and sleep times are recorded and provided to families daily.

Your child may wish to bring a comforter or security item during rest time. Please discuss your child's rest or sleep needs with educators and staff.

Sustainability

Our service is passionate about sustainability. We believe in supporting children's appreciation and care for the environment by embedding sustainable practice into our service, infrastructure, and teaching daily operations. Further, we support children's appreciation that sustainability embraces social and economic sustainability as we engage in concepts of social justice, fairness, sharing, democracy, and citizenship.

To empower our sustainability program, we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun, and exciting manner. We do this by engaging children in discussions about sustainable practices, developing an appreciation of the natural world, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to actively care for the environment and think about ways they can contribute to a sustainable future.

Birthdays

Children's birthdays are an exciting time. If a cake is required for a child's birthday, our chef will assist by providing a cupcake for the birthday child. This reduces the major allergy risks associated with providing cake for all children and helps us provide a hygienic celebration with only the birthday child blowing out the candles on their cupcake.

Families must discuss cake options with educators and staff before the celebration as we monitor food and treats to ensure the safety of all children, educators, and staff. Healthy food options are encouraged for birthday celebrations and discussed with children and families, including fruit platters, watermelon balls or muffins in preference to a cake.

Educators and staff also arrange other special activities and surprises in their rooms for children celebrating birthdays. For further information, please see our [Celebration Policy](#).

Family Walls

Each of our rooms has a **Family Wall**. This is a strong and valuable tool in our environment for children to connect to and feel that their families are valued and a part of the service, even if they are not always there. If you would like to bring a photo or a couple of photos representing your family, we would love to add them to our Family Wall.

Sun Safety

We comply with the National SunSmart Early Childhood Program to maintain children's health and safety. We use a combination of sun protection measures whenever the UV Index Levels reach 3 or above. We monitor the UV index levels daily and schedule outdoor activities when levels are safe. Our outdoor environment provides shade for play, and we conduct regular risk assessments to ensure children's play space and equipment are safe.

We complete daily Playground Surface Temperature checks during summer months or extreme hot weather to check for potential hazards.

Children, educators, and staff must wear hats and appropriate clothing, including footwear, when outside. Educators and staff will encourage children, including by modelling behaviour, to avoid excessive sun exposure and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer's recommendations.

We ask that children come to the service with sunscreen already applied so they can participate in outdoor play immediately and not need to wait for the required 20 minutes after application. Consent to apply sunscreen is included in the Enrolment Record.

Open-Door Policy & Family Feedback

Our service has an Open-Door Policy and actively seeks and encourages families to be involved. This can range from evaluating and adding input to your child's program and observations to volunteering within the service, sharing skills and experiences that the children and the program will benefit from, and providing feedback.

Your involvement can be as formal or active as you like and as time permits. We respect that time is limited for most families, and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's educator at a time that suits you throughout the year. We offer email, text, Facebook, Instagram, newsletters, and communication books, and we pride ourselves on strong verbal communication daily. We seek input from families on all aspects of the service, particularly your child's goals, observations, and program.

If, for any reason, you question or do not understand any aspect of the service or your child's experience, we have a **Dealing with Complaints Policy** that supports all stakeholders and is available for families to consult and implement at any time. A copy of our **Dealing with Complaints Policy** is available in the service foyer.

Family Involvement

We welcome and encourage the involvement of all families at our service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities, and knowledge. There are many ways for families to be involved in our service. We understand that our busy lives can't always afford the time; however, any contribution is much appreciated, whether big or small.

Here are just a few ideas ...

Your Occupation or Hobby

You are the most important person in your child's world. We welcome all parents and guardians to the service to discuss their occupations or hobbies (e.g., music, craft, cooking). Everything parents do interests their children, and these talks are the best educational resource you can provide for the service.

In our program, we use information from discussions about occupations and hobbies. The ideas are explored and can turn into interest projects that provide valuable learning.

Your Home Culture

We aim to foster relationships among families and the community and invite you to share aspects of your culture, history, language, and celebrations with our service. Your involvement greatly assists us in enriching the lives of all children and families.

Reading

Children love to be read to. If parents, guardians, or grandparents have the time, please contact your child's Lead Educator to organise a day for reading. We love grandparents visiting our service!

Recyclable Items

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues), paper or anything interesting from your work is much appreciated.

Special Events

Our service organises special events throughout the year. We communicate these to families promptly and encourage parent input in all aspects of these events. Some of these include fundraising, celebrations, and information sessions.

Suggestions

Families are welcome to visit or call the service at any time. Please let us know if you have any suggestions or ideas on how we can best work together in the service.

Family Noticeboard

We have a family noticeboard at the entrance to our service. This board displays relevant notices, updates, and reminders for children and families. Please ensure you check this space regularly.

Our educators and staff can inform families about various topics, including Early Intervention, Supported Playgroups, Aboriginal Child and Family Centres, Maternal and Child Health Clinics, and more.

Handwashing, Health & Hygiene

Our service has effective and systematic risk management systems in place to identify possible risks of hazard to our learning environment and practices. All staff diligently practice and model personal hygiene measures such as hand washing, cough and sneeze etiquette and disposal of tissues. We request that all children and visitors to our service wash their hands or use alcohol-based hand sanitiser upon arrival.

Our educators and staff teach and model correct hand-washing techniques to children and regularly clean and disinfect high-touch objects throughout the service to reduce the spread of infection.

Please refer to our [Handwashing Policy](#) and [Health & Safety Policy](#).

When should I not send my child to the service?

Our service is a busy and demanding day for our children's bodies and minds. We are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick while in our care.

To minimise the spread of infections and diseases and maintain a healthy environment for all children, educators, and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC), *Staying Healthy in Childcare*.

Please refer to our [Sick Children Policy](#) and [Dealing with Infectious Diseases Policy](#).

Please monitor your child's health and not bring them to the service if they are generally unwell or suffering from an infectious disease/illness.

If your child becomes ill whilst at the service, we will contact you or an Authorised Nominee to collect your child. When your child is collected, you will receive an Injury, Incident, Trauma & Illness Record completed by the educator or staff member, including information about your child's illness, symptoms, general behaviour, and any action taken. You will be requested to sign and acknowledge the details in this record.

Your child should not attend the service if they have had paracetamol within 24 hours for a temperature. Children on antibiotics are to be kept away from the service for the first 24 hours to allow the child to rest and minimise the risk of spreading the infection. If your child has been vomiting or had diarrhoea, they are excluded for 48 hours. A medical clearance certificate may be required for certain illnesses before your child can return.

Please remember that Make-up Days are only applicable when the service is informed of a child being away before the day, not if the child is sent home during the day.

Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding the minimum exclusion period for children from an early childhood education and care service. Please inform staff if your child has any of the following so that we can notify the Public Health Unit and other families of any infectious disease/illness. (Confidentiality is always maintained).

CONDITION	EXCLUSION
Hand, foot, and mouth disease	Until all blisters have dried.
HIB	Exclude until a medical certificate of recovery is received.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
Herpes- Cold sores	Young children who are unable to comply with good hygiene practices should be excluded while the lesion is weeping. Where possible, lesions should be covered by dressing.
Influenzas and flu-like illnesses	Exclude until well.
Measles	Exclude for at least 4 days after onset of rash.
Meningitis (Bacterial)	Exclude until well.
Meningococcal Infection	Exclude until adequate carrier eradication therapy has been completed.
Mumps	Exclude for 9 days or until swelling decreases (whichever is sooner).
Pertussis (Whooping Cough)	Exclude the child for 5 days after starting antibiotic treatment.
Rubella (German measles)	Exclude until fully recovered or at least 4 days after the onset of the rash.
Salmonella	Exclude until diarrhoea ceases.
Streptococcal Infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and feels well.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.
Worms (intestinal)	Exclude if diarrhoea is present.

Recommended exclusion periods - Poster Staying Healthy: Preventing Infectious diseases in early childhood education and care services.

Immunisation

The Public Health Act 2010 requires all families to provide their child's Immunisation History Statement from the Australian Immunisation Register (AIR) before enrolment in an early childhood education and care service. The immunisation history statement must show that each enrolled child is up to date with immunisations for their age.

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Immunisation Register (AIR).

The only unimmunised children who can be enrolled in childcare (after 1 January 2018) are those on a recognised catch-up schedule or those who are unimmunised due to medical reasons as described in the Australian Immunisation Handbook. Parents must provide an AIR Immunisation History Form or an AIR Immunisation Medical Exemption Form upon enrolment.

In the case of an outbreak of any vaccine-preventable disease, management will contact families as soon as possible. We ask that families immediately inform our service if someone in their family is diagnosed with an infectious disease to help minimise the risk to children, families, educators, and staff. We are legally required to notify the Public Health Unit of any cases of vaccine-preventable diseases occurring at our service.

Medication

If your child requires medication while at our service, you must complete a Medication Authorisation Record to consent for an educator to administer the medication. The medication must be given to an educator or staff member for appropriate safe storage.

Educators and staff can only administer medication that is:

- Prescribed by a registered medical practitioner (with instructions attached to the medication or in written form from the medical practitioner).
- In its original packaging, have the original label clearly showing your child's name.
- Before the expiry or use-by-date.

Any child's prescribed medication, such as asthma inhalers, adrenaline auto-injectors (EpiPen), or Insulin (for diabetes), must accompany the child to our service each day, and families must ensure our service has adequate supplies of the required medication at all times.

When your child is collected at the end of the day, you or an authorised person will be requested to sign the Medication Authorisation Record.

Incidents, Injury & Trauma

We aim to minimise the risk of accidents and injury as much as possible; however, through play, exploration and adventure, children sometimes have accidents. An educator or staff member with first aid, emergency asthma, and anaphylaxis management training is always present, and First Aid Kits are available throughout the service.

First aid will be provided as required in case of a minor injury. An Incident, Injury, Trauma & Illness Record will be completed. When you collect your child, you will be notified about the injury and asked to acknowledge and sign the record. If your child injures their head, even a small bump, you will be contacted and advised of the injury. Educators and staff will continue to monitor your child closely and advise if you should attend and collect them.

If an injury or incident is serious and we believe urgent medical attention is required, the Nominated Supervisor or Responsible Person will contact an ambulance immediately. We will then attempt to contact a parent or guardian to advise them of the situation. If we cannot contact a parent or guardian, we will attempt to contact an Authorised Nominee. If a parent, guardian, or Authorised Nominee cannot meet the ambulance at the service, we will send one of our educators or staff members to accompany your child. Please note that ambulance membership is the responsibility of each family.

An Incident, Injury, Trauma, and Illness Record will be completed, and a parent, guardian, or Authorized Nominee will be required to acknowledge and sign this record. A copy of any documentation from the hospital or treating doctor will also be requested. Our service is required to notify the Regulatory Authority within 24 hours of any serious incident or injury. In these circumstances, you may be contacted by our Approved Provider and the Regulatory Authority to follow up on the incident and actions taken by our service.

Emergency & Evacuation Procedures

Our service regularly conducts risk assessments and develops emergency management plans for possible hazards. We follow our policies and procedures throughout the year to carry out emergency and evacuation drills. These can occur at any given time throughout the day and week to ensure all children know what to do in an emergency.

Emergency and evacuation drills are well-organised and orderly and simulate various possible emergency situations, such as fire, lockdown, or flood. Under the regulations, we are required to practice them every three months.

Emergency Evacuation Plans and Lockdown Procedures are displayed at all exit locations throughout the service, and educators and staff are trained to use fire extinguishers, fire blankets, and hose reels.

Car Park Safety

Early childhood education and care services are busy places, especially during the morning drop-off and afternoon pick-up. We ask that families exercise care and be mindful of dangerous situations when arriving and departing from our service car park.

- Never leave a child or infant in a car unattended.
- Always hold your children's hands in the car park.
- When parking on the street, use the kerbside rear passenger door to get your children into or out of the car.
- Ensure your children always wear a child restraint, booster seat or seat belt that is properly adjusted, fastened, and appropriate for their age and size.
- Always do a visual check around your vehicle before driving.
- Take care when reversing, as it is difficult to see small children.
- Always close our front gate and entry door behind you.
- Please ensure your children do not enter areas in the service for adults or staff only.

Work Health & Safety

We are committed to providing a healthy and safe environment for all children, families, educators, staff, students, volunteers, and visitors. We have made every reasonable effort to minimise the risk of serious injury and request all persons attending our service to adhere to our **Work Health & Safety Policy** and procedures.

Each morning, educators and staff conduct daily safety checks of the indoor and outdoor environments and alert management of any potential risks or hazards to children so that they can rectify these before children use the area or equipment.

We welcome all feedback regarding the safety of our service. If you see something concerning safe work practices, the safety of building and equipment or general work health and safety issues, please contact the Nominated Supervisor immediately.

Privacy & Confidentiality

We are committed to protecting the privacy and confidentiality of children, families, educators, staff, students, volunteers, and visitors. We have policies and procedures to ensure strict confidentiality is always maintained.

When planning programs for your child, we must collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent unless we are required to do so by law. This may include the Child Information Sharing Scheme or Family Violence Information Sharing Schemes in our state/territory.

We do not request personal information about you or your child from other professionals or organisations without your consent. You can view the information in your child's file anytime or request a copy.

Our **Privacy & Confidentiality Policy** is available to view at any time. This policy sets out how our service acts in accordance with the requirements of the Australian Privacy Principles and the Privacy Act 1988. We ensure all personal information is protected, records and documents are maintained and stored in accordance with Education and Care Services National Regulations, and all educators and staff understand the requirements of the Notifiable Data Breaches (NDB) scheme.

Privacy complaints will be managed promptly and consistently, as our **Dealing with Complaints Policy** outlines.

Our service is required to keep and maintain detailed records about children, families, educators, staff, students, volunteers, and visitors in accordance with legislation contained in the National Law and Regulations and Family Assistance Law. We ensure all records are stored in a secure and locked location. We must keep records for the prescribed periods of time as legislated relating to child enrolment, attendance, medication records, incident, injury, trauma and illness records, child assessments and other legal documents or records.

Full details about record keeping are available in our **Record Keeping & Retention Policy**.

We hope our Family Handbook has answered all your questions and given you a good idea of what to expect at our service.

If you have any further questions, please see the Approved Provider, Nominated Supervisor, or a member of our management team.