

Curtin University
Early Childhood Centre



The Centre Handbook -
A Guide for Parents and Families

Welcome

Curtin University Early Childhood Centre offers a high quality education and care service for up to 133 children per day nestled in the beautiful grounds of Curtin University.

The Centre is composed of a number of separate care rooms which are part of an age group 'wing'. These age groups relate to the children's birthdate to ensure that they are placed with their developmentally appropriate peers. For continuity children generally stay in the same room with consistent staff for the whole calendar year.

The Centre is managed by the University and has an association with the School of Education. A number of University departments work very closely with the Centre. Human Resources, Health and Safety and Properties are three of the major areas that are involved with operational issues. The Curtin University Early Childhood Centre comes under the Vice Chancellery - University Life. The Centre reports to the Chief Financial Officer, David Menarry.

We know that choosing a Centre is all about trust and that it can be a difficult decision for parents. Research has clearly stated that the development of children is closely linked to the quality of their experiences and relationship with others. Curtin University Early Childhood Centre provides a stimulating environment for the children to grow and learn, together with caring and positive interactions for both children and parents.

Curtin University Early Childhood Centre values its partnership with parents and encourages regular communication about the children so that the care and education provided can be tailored to the children's strengths, needs and interests. All families are linked to the App called Storypark which is a two way platform where educators will share stories of the children's day straight to the device of your choosing and allows you to respond and ask questions.

Educators at the Centre are committed to the principles and practices of the Early Years Learning Framework and the Curriculum is designed using researched Quality Practices in Early Childhood.

The strong belief in the Centre comes from the education framework of *Belonging, Being and Becoming*. The view is that: "before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential Educators".

From: Being, Belonging, Becoming – The Early Years Learning Framework for Australia (DEEWR 2009)



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Philosophy

We at Curtin University Early Childhood Centre believe that childhood should be acknowledged and celebrated in the many different ways provided by good early childhood practice. We support the principle laid out in the United Nations Convention on the Rights of the Child which maintains that all children have the right to an education that lays the foundations for the rest of their lives.

It is important to this centre to provide an environment where all people feel welcomed, valued and respected and where diversity is appreciated. The centre actively facilitates access for children with additional needs where additional support is required. All children are encouraged to develop relationships with each other that reflect care, empathy and respect.

We recognise the need for young children to have a pleasurable, comfortable and secure transition from home life to group care by offering a warm and friendly environment. A good working relationship between families and educators is created to provide a strong link between home and care that is reflected in the Centres programs. We believe the partnership between parents and the centre is integral to children's wellbeing and learning.

The centre acknowledges the wonder and joy from learning when children's curiosity and pleasure of discovery and inquiry is paramount. We believe a strong foundation for lifelong learning is best approached through a holistic integrated program that is based on exploring through play. Through an awareness of the group's and individual children's strengths and interests, the program is also able to offer opportunities that stimulate and develop children's initiative, learning dispositions and self-confidence.

Positive learning experiences occur for children in the centre's environments that are healthy, safe and comfortable. We know that interactions with the natural world encourage and support an appreciation of nature and science and helps develop an understanding of the significance of good environmental values.

Educators are considered the most valuable resource of this early childhood centre. They are supported to be the children's advocates through staff development and encouraged to make positive contributions to the early childhood profession as they continue to grow towards their professional potential

Research is a major influence in the planning and the development of the centre's programs. We have a sound understanding of the importance of research to good outcomes for children. Through research the centre has learnt the importance of providing an environment that is carefully and aesthetically designed to be pleasantly attractive so that children develop an appreciation of beauty and their visual and tactile senses are stimulated. We have a strong understanding of the importance of research for good outcomes for children as advocated in the Early Years Learning Framework for Australian children.

The Centre uses the National Quality Standards, the Education and Care Services National Law Regulations 2012, the Education and Care Services National Law (WA) Act 2012, the Early Years Learning Framework and the Early Childhood Australia Code of Ethics in its practices. The Centre embraces quality improvement processes to ensure the goal of excellence is at the forefront of its endeavours.

Responsibilities with respect to Children

To provide a physical environment which is healthy, safe, secure, enriching, stimulating and caring.

To strive for the highest quality of early childhood practice according to the National Quality Standards.

To provide a strength based program, which is stimulating, creative and flexible enough to provide for the interests and needs of the children and the group.

To provide routines and learning experiences with consistent limits to ensure security and safety whilst being flexible enough for the children to feel comfortable to learn and have fun.

To provide continuity of care between the home and the Centre as much as possible.

To provide an environment in which the individual worth, self-esteem and uniqueness of the child is valued and promoted.

To provide a program that is sensitive to a wide variety of backgrounds and family structures.

To provide an environment that enhances positive co-operative and imaginative play, whilst encouraging the children to learn through experiences.

To provide a learning program that recognises the importance of play.

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And Families

To value and respect the uniqueness of parents and families and the contribution they can make to Centre life.

To create an atmosphere of trust between parents and Educators with emphasis on communication in order to meet the needs of each child.

To ensure the Centre policies are readily accessible to parents and parent input is gained about changes and reviews.

To ensure parents are well informed about the program and are welcome as observers and as contributors.

Allow parents the opportunity to express their concerns and comments, and provide avenues to resolve concerns and conflicts within the Centre.



Our Standards

The Early Childhood profession in Education and Care Centres in Australia is governed by the National Quality Framework.

The Framework is designed to help children receive the best possible standard of education and care while in the Centre.

The Framework is made up of:

- the Education and Care Services National Law (WA) Act 2012
- the Education and Care Services National Regulations 2012
- the National Quality Standard

The National Quality Standard is applied to all approved Centres across the country. It consists of seven quality areas, each containing standards and elements that children's education and care services are assessed against.

The seven quality areas covered by the National Quality Standard are:

1. Educational program and practice (which requires the use of the Early years Learning Framework)
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and Leadership

There are resources in the Centre which will give you further information on the National Quality Standards or you can access them on line at:

<https://www.acecqa.gov.au>

The Centre is managed according to the requirements of the National Quality Framework.



Our community in the Centre and on Campus

Families who come to Curtin Early Childhood Centre may attend Curtin University as a student or staff or they may be from the outside community. We have children in our care whose families come from all over the world, all over Western Australia and all over Perth. This gives the Centre a rich and diverse mix of cultures, languages and family values which we are pleased to share.

We recognise and share in the practices of many of the World's festivals and through observing special days, wearing costumes, learning greetings in a number of languages and the sharing of special food. We invite parents and grandparents in to read stories and talk about their culture and we use zoom to speak to people in other countries.

In addition, families at the Centre also travel each day from all over the Perth metropolitan area. The areas they come from are as diverse as Burns Beach in the north, Waikiki in the south, High Wycombe to the east and the suburbs in between.

When the children reach school age they leave the Centre, and go to a school anywhere in the metropolitan area as they continue their learning in their neighbourhood; most will attend schools many kilometres from the Bentley campus.

The Curtin University Bentley campus is a hub or meeting place for work, study and occupation for the Centre parents.

The campus itself is a community within which the Centre is considered a valuable community member. The campus provides shops, events, a medical service, art gallery and landscaped grounds to walk through and experience in the same way as children from an education and care service of a small town might experience. The campus also provides artistic and cultural connections through the education and arts schools and the Centre for Aboriginal Studies.

The Centre interacts with the community beyond the campus through services such as the visiting fireman, the local library and health and government services.

When specific parenting information is required, local and online services are offered to parents to select the service which is most able to meet their needs. Similarly with schools, the Centre recommends information from the Department of Education and supports parents as they begin conversations with their neighbourhood or chosen school.

Eligibility and Priorities

As the demand for places exceeds the number of places available, a waiting list is compiled in order of receipt date of the applications.

Children of Curtin University staff, students, and the local community have access to the Centre's waiting list however priority is given to staff and students and operates in accordance with the Australian Government's Priority of Access guidelines.

The importance of continuity of care is recognised and the continuation of the same place will be offered each year to current families before new enrolments are considered.

The Centre has a policy that children must attend a minimum of 2 days per week to assist children settle and feel that they belong. There may be exceptions made for kindergarten children who attend other approved education and care programs.

Due to other bookings, the Centre cannot agree to swap days as a 'one-off'. If you need to change booked days, please discuss this with administration staff.

Hours of Operation

The Centre is open Monday to Friday 7.30am - 6.00pm.

It is essential that children leave the Centre by 6pm. This is a legal requirement on the Centre. Parents are requested to arrive at the Centre no later than 5.50pm to ensure that Educators can provide a 'hand over'.

To ensure children are ready when parents arrive, Educators will ask parents for their daily collection times. Parents are requested to telephone the Centre if circumstances change during the day so that children are not disappointed when told 'Mum or Dad will be here soon'.

The Centre is closed over the Christmas - New Year period for up to four weeks. Early advice is provided once a decision is made on the date for both closing and opening in the following year.

All gazette Public Holidays are charged for except during the Centre's block closure period in December/January.

Fees and Payment

Fees are payable fortnightly. A minimum \$200 deposit is required at the time of acceptance of a place at the Centre. This deposit is credited towards your account in your first week of attendance, and upon commencement the remainder of the two weeks fees in advance is payable. This deposit is non-refundable if your child does not commence attending at the Centre.

If regular payments are not made, and you have not discussed any special arrangements with the Director, you will be asked to withdraw your child from the Centre.

To pay fees, please discuss your options with the Administration staff in reception. The Centre requires all fees to be paid by automated Direct Debit. Forms are provided to all parents at the time of the child's enrolment.

Fees are payable for all allocated days even if a child does not attend because they are sick or on holidays.

Child Care Subsidy

During your orientation, Centre administration will provide you with information on payments available from the Australian Government to assist with the cost of child care.

This information is also available at any other time at www.humanservices.gov.au, just follow the links for family support.

To ensure continuity of subsidy payment, it is a legal requirement that parents sign in the attendance record for their child/ren's arrival and departure each day.

It is also essential that parents sign for all absences when they return to the Centre. This requirement will protect continuity of payment.



Centre Funding

Curtin University Early Childhood Centre is supported and sponsored by Curtin University. The Centre is a not for profit service that must operate as a business.

Orientation and learning about the Centre

Orientation is an essential part of the settling process and as such it is compulsory except in emergency circumstances.

On acceptance of a place, parents are invited to a Parent Orientation Meeting. At the beginning of the year when so many new families are offered places, a number of group orientation meetings are held to provide an opportunity for parents to learn about the Centre's policies and practices as well as meet other parents. Should you wish to discuss anything confidential please see the Director or Coordinator at this meeting to make a time for discussion.

Parents are also encouraged to arrange further individual meetings if they require more time to discuss any relevant family issues or concerns throughout the year.

Staff will arrange the child and parent room orientation so ensure you discuss times with your child's room Team Leader.

The room orientation is where parents will work with their child's Educators to plan the settling in process. Parents are encouraged to speak with the Educators about their family values and the expectations they hold for their child, their child's strengths and needs, any health issues as well as sharing information on any other services they may be accessing for their child. Educators will discuss objectives they will make for each child with parents once the child is settled.

Once children are attending the Centre, visits by parents at any reasonable time are encouraged.

Transitions from home to the Centre

Parents will be encouraged to make orientation visits with their child for a short period before commencing formally at the Centre. Children cannot be left at the service until they have officially commenced and are therefore not included in the ratios when visiting.

During the orientation process Educators will support the parents and the child as they begin to engage in the program and activities and to interact with the other children. Educators will be available to the family to answer any questions they may have, whilst ensuring they are not compromising the supervision of other children or required ratios. However this time in the room is for both the child and parent to become familiar with a new environment.

On the child's first day of attendance after orientation, Educators will welcome the family and the child, and assist with separation according to the routine agreed with the parent. Educators will contact the parent to let them know how their child is settling if they were initially upset and parents are encouraged to ring and ask about their child as many times as they like. We understand that the initial few days can be more upsetting for parents than the children.



The Centre's Curriculum – developing the Children's Programs

Curtin University Early Childhood Centre is committed to the application of the Early Years Learning Framework. The Framework has a specific emphasis on play-based learning. There are five learning outcomes in the Framework which provide direction for the children's programs in the Centre:

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

Educators at Curtin work in partnership with children, families and when necessary, other professionals to plan programs for children's learning and wellbeing and evaluate those programs for progress toward the planned outcomes.

Educators manage the planning process by:

- Observing the children, gathering information and using these observations to plan
- Educators support the children when they take their learning into new and challenging directions and offer provocations to extend their learning
- Evaluations, which require analysis of observations and recordings of what happened, often through mediums such as learning stories, are a tool to use in future programs.
- Reflections on the children's learning and group learning experiences are related to the above outcomes and the Centre's Curriculum.

How do parents know what is happening?

Parents are invited to discuss the Program with the Educators in their area. Parents can also jot down a note, email or even leave a 'post-it' note giving information about their child's interests. These contributions influence the program development. The program plan or 'seed plan' is displayed in each room each fortnight for parents to read.

The Storypark App is used by the educators to share the children's learning and routines throughout the day and at the end of each fortnight, an engaging report reflecting on the fortnight that was is sent through Storypark to the families chosen devices.

Portfolios

Each child has a portfolio in their room, we invite you to sit and read and discuss it with your child and ask questions of their Educators when you have time. When your child eventually leaves the Centre, they take this valuable record of their time in the Curtin University Early Childhood Centre with them. It is a very useful reference for teachers in the future and a wonderful keepsake.

Working with your Child's Educators

The relationship that Educators form with children and families has a significant effect on children's involvement and success in learning.

The Early Years Learning Framework tells us that partnerships between Educators and families matter because:

- Families bring insights that offer a richer picture about their child
- We know that when Educators respect their family it strengthens a child's identity, sense of belonging and enhances their learning

The Centre team works towards positive relationship development with parents from first contact, through enrolment, orientation and settling in.

Educators will:

- Identify the children's education and care requirements basing this on discussion with parents and observation of each child
- Gather information from families to support continuity of care between home and the service
- If/when necessary Educators will develop individual plans for children with parent input

Daily communication with Educators is important for your child as you share in your child's day.

To know the needs of children, Educators need to be provided with information about children's life away from the Centre and individual family's parenting philosophy.

Events at home such as a change of room, a change of residence, the death of a close relative or friend can all have a marked effect on children's behaviour as do events at the Centre such as major changes of staff or a friend leaving. Discussions can help all of us to understand what is happening and make allowances or manage differently when problems arrive.

If families need more Information

The Centre will support families with parenting information where a need is identified. The Centre will only recommend information and resources from authoritative sources that are well recognised.



Transitions through the Centre

Careful consideration is given to providing a sense of security to the children in each group, planning a move to the next age group each year.

The Centre endeavours to keep a group of children together for at least 12 months (from January to December). This supports the needs of children to be secure in an environment and for friendships to develop and continue. For more information on this, please refer to the Centre's 'Continuity of Care' Policy.

The Environment and its Influence

Curtin University Early Childhood Centre believes that the environment is the third Educator after parents/families and Educators. Because of this belief, the Centre provides a safe, spacious and well-resourced environment suitable for providing the children with opportunities for positive experiences.

Educators ensure that all children are engaged and involved in quality experiences in well thought out spaces. The Curriculum planning will demonstrate the components that are important for a well-managed environment. This is reviewed regularly.

The Centre is a leader in the early childhood education and care learning community and shares its philosophy, planning and delivery of its programs with other community based centres.

The relationship the Centre has with Curtin's School of Education assists the educators to stay current and reflect on their teaching. Educators have opportunities to participate in workshops and webinars throughout the year as a need is recognised or an interest is developed. This supports new knowledge in education and allows Educators to remain on trend with latest developments in the sector. This involvement has been of great significance, particularly in the Kindergarten, in developing research projects that provide stimulating experiences for children whilst gaining information for other educators/teachers in the field.



The Intergenerational Programme

The Intergenerational programme is designed as a reciprocal exchange where children have the opportunity to work with an older generation and learn from them, while the older generation have an opportunity to mix with younger children, learn from them and add purpose to their daily life.

The intergenerational volunteers will receive an orientation from the Curtin University Early Childhood Centre which will include

- Communication and confidentiality
- Treating children with respect
- Manual handling and Risk Assessment

At all times the staff at Curtin University Early Childhood Centre will work with volunteers / older generation to ensure that interactions with children:

- promote a safe, secure and nurturing environment
- ensure that volunteers are authentic and responsive in their interactions with children
- act in a manner as dictated by fairness, acceptance and empathy with respect for culture, rights, community and the individual.
- Children will not be picked up or held by the older generation person

The older people who enter the centre will work with a small group of no more than 4 children. They will always be accompanied by an educator and at no time will be left alone with the children.

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The intergenerational volunteers work with the group of children to demonstrate skills such as gardening, music and movement, story-telling and dress up, hammering – sawing and nailing. They will hold a Working With Children Check (WWCC) supported by the Centre. A copy will be kept on file.



Healthy and Safety

Under the National Quality Framework, the University and the Centre staff have responsibility for supporting the health, protection, safety and wellbeing of all children.

All children have the right to experience quality education and care in an environment that provides for their health and safety. At Curtin, this is complemented by a focus on promoting each child's wellbeing and providing support for each child's growing competence, confidence and independence.

The Centre provides for children's wellbeing by ensuring that routines, activities and experiences *support the children's requirements for health, nutrition, sleep, rest and relaxation*.

The Centre's policies aim to provide for the best interests of the children in all areas.

Learning about healthy lifestyles, including nutrition, personal hygiene (such as dental hygiene), physical fitness, emotions and social relationships, is also important to children's wellbeing and self-confidence.

When children develop a level of independence their ability to take increasing responsibility for self-help and basic health routines promotes a sense of competence and confidence. As children become more independent, they can take greater responsibility for their own health, hygiene and personal care and they become aware of their own and others' safety and wellbeing.

The key factors related to the National Quality Standard requirements for health and safety include:

- Maintaining adequate supervision of children
- Configuring groupings of children to minimise the risk of overcrowding, injury and illness
- Monitoring and minimising hazards and safety risks in the environment
- Managing illness and injuries effectively
- Implementing effective hygiene practices
- Providing for individual children's health, sleep, rest and relaxation requirements
- Meeting children's nutrition requirements and promoting healthy food choices
- Promoting children's physical activity
- Encouraging and supporting childhood immunisation
- Understanding obligations under state or territory child protection legislation



Child Protection

Curtin University Early Childhood Centre promotes the safety and wellbeing of all the children during the time they attend the Centre.

One important aspect of this is to ensure all staff members are aware of the Centre's policy and procedures that relate to child protection. The Centre provides ongoing training to make sure this knowledge is current.

Child abuse is an extremely complex issue and one, where if there is a concern, must be dealt with in a way that the best interests of the child are paramount.

Any concern regarding the safety of a child will be reported to the Department of Child Protection and Family Support and the Education and Care Regulatory Unit.

Children will be supervised at all times. Staff will be accountable for all of their time with children.

No child can be removed from the Centre without the permission of the Director. Centre staff are unable to take a child home.

In the case where an allegation or concern arises that a child in the Centre may be or has been harmed or there is a concern for the wellbeing of the child, then the Centre will enact the 'Child Protection' procedure immediately.

Security of the Children

The Centre takes the security of the children very seriously. The front door is always locked and parents require entry access to be able to open the door. Only people who regularly collect children should have this access. Please see Administration to gain access on enrolment.

Please advise all 'authorised collectors' that Centre staff may, at any time, require them to show photo ID and that as this is for the safety and security of the children, we ask them to be patient while we go through this procedure.

If there are any custody or access court orders you must discuss these with the Director or Coordinator and supply the Centre with a copy of your court orders. Your confidentiality is assured within the Centre.



Guiding Children's Behaviour

The Centre takes a positive approach to guiding behaviour. This means role modelling good behaviours, trying to problem solve the reasons for a child behaving, encouraging acceptable behaviours and talking about negative impacts of inappropriate behaviours while developing a solution for any concerning behaviours that persist. This approach helps children understand their own behaviours and they start to develop the skills necessary for self-regulation based on natural consequences and others feelings. This is an important life skill for everyone. If you would like to know more about the technique please ask the Director or Coordinator.

Staying Healthy

The Centre uses the National Health and Medical Research Council's Reference text: Staying Healthy in Education and Care Services (5th Edition). This 'best practice' text is used by Centre based services across Australia. It provides sound advice about children's illnesses that may occur frequently in child care settings.

Nutrition

A Chef trained in food handling, hygiene and nutrition is employed to prepare meals and snacks at the Centre. The menu is nutritious and varied and wherever possible, fresh seasonally available produce will be used.

Parents will be consulted and asked to share their child's health, family and cultural preferences to ensure that each child's dietary requirements are met wherever possible, however we need to emphasise that this Centre cannot provide different meals for children that are not medically or culturally based.

Following a seasonal review, the menus for winter and summer are planned in advance and in consultation with parents.

Meal times and snack times will be planned for in the same way as any daily 'routines' to provide positive learning experiences for children who will be encouraged to develop healthy eating and social habits. Meals will be appetising and provide colour, smell, texture and taste.

Meal times will acknowledge developmental needs such as providing pureed, mashed and finger foods for the younger children, while increasing the need for more chewing with food as babies grow older.

Water will always be readily available. Parent/guardians will be notified if their child is not taking in an appropriate amount of fluids during the day.

Where a child is at risk of anaphylaxis, the Centre will work closely with parents to provide an appropriate food program (see the Centre's 'Anaphylaxis' Policy).

Due to the high number of allergies in the Centre, peanut butter and nut related products are banned for safety reasons.

Sun Protection

Education

The topic of sun protection will be discussed with the children through conversation and explanation by staff. Educators, families and visitors are encouraged to role model positive sun safe behaviour.

Outdoors

The Centre staff will ensure that all sun protection measures are always applied to children and staff while outside when the UV index is 3 or above and at any other time staff determine they are needed. The UV index is as forecast by the Bureau of Meteorology and posted on their website.

The UV index is not the sole determinant of environmental safety outdoors. Heat, wind and other factors will also be taken into account when making the decision for the children.

Shade

The Centre will provide and maintain adequate shaded areas for children and staff. Planned and spontaneous outdoor activities will occur in shaded areas whenever possible.

Hats and Clothing

Children are encouraged to wear a hat that protects the face neck, ears and crown of the head whenever they are outside when the UV level is 3 or higher for protection.

Sunscreen

Sunscreen is provided for all children and staff. When the UV level is 3 or higher, children have SPF30 or higher broad spectrum water-resistant sunscreen applied 20 minutes before going out doors. The sunscreen will be reapplied every 2 hours or if washed or wiped off.

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Clothing and Seasons

Ensure your child is dressed appropriately for all seasons and for play. Play clothes need to allow children to move comfortably. Summer play means parents need to supply appropriate clothes to ensure the children are cool outside but provide protection from the sun. During winter a raincoat and gumboots are needed and warm layers of clothing that can be removed as required. A complete set of spare clothing is needed in case of accidents.

It is understood that each family may have differing needs and beliefs regarding their child's clothing therefore it is essential to discuss this with the child's Educator.

Please mark bags, shoes and clothing with the child's name as the Centre cannot take responsibility for lost items. This includes toys as we discourage children bringing toys in general but particularly inappropriate toys such as swords, guns and superhero costumes.



Immunisation

Parents are required to provide the Centre with a copy of their children's Australian immunisation record (AIR) from My GOV for their child to commence in the Centre. This is to be kept up to date by parents.

Illness and Accidents

The Centre focuses on health promotion strategies that directly affect children while they are in the Centre. These include:

- Observing and discussing health and children's development
- Encouraging healthy eating
- Participating and enjoying exercise and movement
- Promoting 'being', 'belonging' and 'becoming' as described in the Early Years Learning Framework as strategies to support the development of children's well-being and good mental health

Illness

- Staff must be notified if the child has been unwell or received an injury since last attending the Centre.
- Staff must always be informed if the child is receiving medication at home even if the medication is not required to be given at the Centre, as the child may develop effects from the medication.
- Staff must be informed of any symptoms of any new illness that may be presenting so they can watch for those and inform parents. If a child is unwell at home they are expected not to attend the Centre.
- Any child who becomes ill while in the Centre or presents with symptoms of illness while in the Centre will be closely observed and provided with the required level of care while parents are contacted.
- Children who are ill and require the close attention of one staff member for more than a short period will be sent home to receive the individual care and attention they need.
- If urgent medical attention is required, the Director or person in charge at the time will call an ambulance or doctor. Every effort will be made to contact the parent or their nominated emergency contact as soon as possible. All medical and ambulance costs are the parent's responsibility.
- Parents will be notified by a written notice on the room door or by a telephone call about any serious notifiable diseases (as defined in the Staying Healthy 5th Edition) or if several cases of an infectious illness occur.

Accidents

- Staff will undertake an initial assessment and provide first aid and comfort to the child.
- Parents will be informed as soon as it is possible of the accident and any injury will be discussed and decisions made as to the next steps.
- The Centre may call emergency services at any time if it is decided it is in the child's best interest to do so. Parents will be contacted as soon as is possible.

For more information, please see a copy of the following policies:

- Incident, Injury, Illness and Trauma
- Dealing with Infectious Diseases
- Administration of First Aid



Informing Parents

The Centre will make all efforts to contact parents should a child become ill or injured or if something out of ordinary happens. For this reason, it is compulsory that all parent contacts on your child's file are current and accurate.

Parents will be informed if there have been several cases of an infectious illness in the Centre through signs or if necessary through phone calls.

Educators will be able to discuss any concerns with parents.

A printout on the relevant illness will be available at the Centre.

Returning after Illness or an Accident

In the case of serious ill health or hospitalisation, the child will require a medical certificate from a registered Medical Practitioner verifying that their recovery is sufficient to enable their return to the Centre.

Sleep and Relaxation

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The Centre will provide opportunities for all children to sleep/rest/relax with the Centre's routine, ensuring that individual needs are considered. Please see the Sleep and Relaxation Policy for further information.

COVID-19

Using the information from the Curtin Incident Management Team (CIMT); the Western Australian Health Department and advice given to us from the Education Care Regularity Unit (ECRU) the Centre has developed a 4 phase plan to cope with a pandemic outbreak from before it is evident in the State of Western Australia through to a known infection in the centre. This plan relies on all of us working together as a community to keep children, staff and all visitors to the centre safe.



Communication and solving Issues

In order to provide the best possible care and education for your child, we aim to keep communication lines open.

Should you have any problems or concerns it is appropriate that you initially speak to your child's Educator. If there is an issue with the care and you are not satisfied with the discussion or need further information or discussion, please approach the Centre Director or Coordinator as soon as is possible.

The Centre has a comprehensive policy on dealing with any complaints which aligns with the similar policy of the University.

Community

As part of the University's community, the Centre is proactive in exposing groups of students through their Faculty's organised programs to the operations of the service to understand more about young children. If you have any questions please see the Director.

Privacy

The Centre respects and supports the right of all individuals to privacy and confidentiality of their personal information. Information will only be accessed by or disclosed to those people who "need" the information to fulfil their responsibilities at the Centre or have a legal right to the information.

Information will be handled in a professional manner and stored securely to prevent access to those not authorised to see or use it. All information collected by the Centre will only be used for the purpose it is collected for.

Most information requested from parents will be explained at Orientation and be set out on the Centre's Enrolment Form.

The Centre will adhere to this policy and is required to adhere to the relevant policies from Curtin University.



References

The Australian Children’s Education and Care Quality Authority (ACECQA) at:
www.cecqa.gov.au

The Department of Communities at:
<https://www.communities.wa.gov.au>

The Department of Education and Training:
www.education.gov.au

The Department of Jobs and Small Business:
www.employment.gov.au

Early Childhood Australia at:
www.earlychildhoodaustralia.org.au

Child Australia at:
www.chilaustralia.org.au

National Health and Medical Research Council (Staying Healthy – 5th Edition) at:
www.nhmrc.gov.au

Cancer Council Western Australia (Sun Smart Policy) at:
www.cancerwa.asn.au

Department of Health WA (Anaphylaxis, Asthma Communicable Diseases, a range of Health Topics) at:
ww2.health.wa.gov.au

Department of Education at:
www.education.wa.edu.au



PARENTS/GUARDIAN'S ENROLMENT AGREEMENT INCLUDING TERMS AND CONDITIONS

1. I have viewed the Curtin University Early Childhood Centre (hereinafter called the Centre) and consent to the enrolment of my child and I agree to abide by the Centre's policies and procedures.
2. I acknowledge having received and read the Centre's Parent Handbook and I understand any new policies or major policy changes will be displayed for parent input.
3. I agree to comply with all government requirements in relation to the Centre and its service.
4. I am aware that it is a government requirement that I record my child's arrival and departure times at the time of arrival to and departure from the Centre on each day of care. I am also required to record all days that my child is absent from the Centre including public holidays. I understand that if I neglect to do this I may be required to pay full fees for the days not signed.
5. I agree that in the case of an accident, illness or injury, a qualified first aid educator or anyone else the Centre manager determines as appropriately qualified, will administer first aid to my child and if required a member of the Centre will seek external medical care or call an ambulance. If I am not able to be contacted I authorise a Centre staff member to accompany my child to Curtin University's Health Services located on the Bentley campus or to hospital in an ambulance or other motor vehicle. I agree to meet any expenses incurred by the Centre.
6. I agree that no medication will be administered to my child by staff in the Centre unless an authority to do so is completed fully by the child's parent/guardian and all aspects of the relevant policy are met. I understand that the Centre reserves the right to refuse to give medicines where the policies have not been met or the medicine has not been prescribed by a medical practitioner.
7. I am aware that to control the spread of illnesses my child will be excluded from care at the Centre if he/she is displaying symptoms that are possibly contagious. I agree that after hospitalisation my child will be accepted back into the Centre upon provision of a 'clearance certificate' from a medical practitioner. I understand that the Centre may request a medical certificate after illness or infectious disease.
8. I understand that liability will not be accepted by the Centre for illness, accident or injury that may occur to my child while in the care of the Centre. (Parents are advised to make their own insurance arrangements)
9. I am aware and agree to photographs of my child being used in the Centre's displays and newsletters and also being included in other children's portfolios that will eventually be taken home with them when they leave the Centre.
10. I agree to complete the Direct Debit Request Form and understand this system of Direct Debit payment is the means of paying fees at the Centre. I am aware that if I fail to pay my fees I will forfeit my child's enrolment in the Centre and my account may be referred to an external debt recovery agency for recovery action. I agree to bear all costs of this should it occur.
11. I am aware that fees may be adjusted from time to time and that notice will be given to parents of such adjustment.

12. I am aware that if I am eligible for any Child Care Subsidy from the Commonwealth Government that I will provide the Centre with a copy of the Assessment Notice of the Subsidy.
13. I understand it is my responsibility to advise the Department for Human Services (Centrelink) about any changes to my circumstances that effect my Child Care Subsidy including any other child care use and provide this information and copies of all Assessment Notices to the Centre.
14. I am aware that I must follow the Fees Policy and Withdrawal from the Centre Policy and give written notice in advance to the Centre when cancelling care; otherwise fees will continue to be charged. This notice period applies irrespective of whether my child attends during that notice period or not. This notice cannot be given over the Centre closure period and the 4 weeks' notice period is calculated only over weeks that the Centre is operational.
15. I am aware that full fees are payable if I do not commence care when agreed upon or leave care before the notice period has expired, as child care Subsidy and absent days cannot be claimed for these days.
16. I am aware and agree to the following:
 - (a) I must pay for all days booked including semester breaks;
 - (b) I must pay fees for public holidays, unless otherwise advised in writing by the Centre;
 - (c) If my child is sick and is unable to attend the Centre or if my child does not attend for any other reason, fees are payable for non-attendance days to ensure my child's place at the Centre; and
 - (d) the Centre closes over the Christmas/New Year period (3-4 weeks) and that this period is fee free.
17. I understand an additional payment for late departures from the Centre after 6.00pm exists and I agree to pay this additional payment if my child is collected after 6.00pm.
18. I will make other arrangements for my child's care if requested by the Centre due to lack of payment of fees, continuous late attendance or if the Centre is unable to meet the needs of my child as determined by the Centre. I agree that such a determination is made by the Centre manager in her absolute discretion. I agree to hold harmless the Centre in the event I am requested to make other arrangements for my child's care.
20. I acknowledge having received a copy of the Centres' Confidentiality and Record Keeping Policy and I have read and understand the need for the Centre to collect personal information about me and my child. I consent to the Centre collecting personal information about me and my child for the purposes of providing childcare services to my child.
21. I have read the above terms and conditions and received information about the service offered by this Centre for the care of my child and understand and agree to be bound by them.



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