



Tatura Children's Centre Family Handbook 2022

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"We acknowledge the traditional custodians of the land. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of aboriginal and Torres Strait Islander peoples across the nation" (TCC RAP)



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Note: The National Regulations, National Quality Standards and TCC’s Policy manual are located in the foyer and on our website for more information.

Welcome to the Tatura Children's Centre

Dear Parents/Guardians,

We welcome your family to Tatura Children's Centre (TCC) and trust that as we enter this partnership in the care, education and development of your child, you will enjoy a happy, friendly and beneficial relationship with us.

As professional Early Childhood educators, we believe that a flexible and responsive approach assists us in meeting the needs of our families, enabling each child to develop to their full potential. We achieve this by providing high quality, professional education and care in nurturing, stimulating and secure environments.

We also believe that our children benefit from positive relationships between TCC educators and parents. TCC also consults with the wider community, other children's services and extensive professional networks to ensure our trained educators endeavour to deliver high quality curriculums.

TCC operates in accordance with standards and regulations as set by our local Department Education Early Childhood Development office (DEECD), Health and Family Services, the National and Early Years Learning Framework curriculums and the National Quality Standards.

TCC has developed policies in consultation with educators, families and the TCC Committee of Management. These policies cover all aspects of welfare and early childhood development. Parents are welcome to view these policies at any time. A copy can be obtained from the office on request or can be found on permanent display in our foyer area.

We have a large variety of resources, skills and knowledge to help children and families from culturally and linguistically diverse backgrounds, including indigenous backgrounds settle into our Early Childhood environment.

Please take the time to read our Family handbook, as it contains information about TCC's policies, procedures and the range of services that we offer to our families.

We strive to ensure that your time with us is always a positive experience for your family and we aim to make the transition from your home into the Centre as smooth as possible.

I look forward to sharing your child's early years with you and your family.

Kind Regards

Sheree Carver

TCC Centre Director



Our Vision



“High quality care in an educational play-based environment”

Our Mission:

To ensure education, care, curriculum, practice and decision making at the Tatura Children’s Centre reflects the following fundamentals:

- Reggio Emilia- Inspirations, Practices and Principles
- The National & Victorian Early Years Frameworks- Practices, Principles and Outcomes
- Education and Care Services National Regulations and National Law

We implement an emergent curriculum and provide exceeding quality programs for children from birth through to six years of age. We acknowledge the important role the educators, family, children, environment and Community plays in our service. We are always striving to improve to ultimately facilitate a high standard of early childhood education and care for our Community. We acknowledge the traditional custodians of the land and we pay our respects to the elders, past, present and emerging by embedding Aboriginal, Torres Strait Islander practices, policies and activities within TCC.

The below principles are used to guide our programs and curriculums.

Emergent curriculum & Project work:

An emergent curriculum is one that builds upon the interests of children. Topics for learning experiences are captured from conversations with children, through community, or family events, as well as the known age-appropriate interests of children. We view all children as competent, resourceful individuals who are encouraged to direct their own learning. Projects are the emergent, ideas and interests which arise from the children. Projects may last one week or may continue throughout the year. Throughout a project, educators help children make decisions about materials needed and the direction of the experience. Through our emergent curriculum children are learning what they want to learn with the help of their parents, educators and community.

Collaboration:

Collaborative group work, both large and small, is considered valuable and necessary to advance cognitive development. Children are encouraged to talk, compare, negotiate, hypothesize and problem solve through group work. Within the Reggio Emilia approach, different approaches toward the same investigation are all valued, and thus children are given access to many tools and media to express themselves. The relationship and collaboration with home, the Centre and community, we believe, all supports the learning for a child.

Teachers as Researchers:

The role of the teacher is that of a learner alongside the children. Within a teacher-researcher role, educators carefully listen, observe, and document children’s work and growth and provoke, co-construct and stimulate thinking and peer collaboration. Educators are also committed to reflection about their own teaching and learning. Each learning environment has an Atelier, which is a common space where children can work on projects involving clay, playdough, drawing materials or paints. The Ateliersista (the educator) sees these materials as languages that children use to construct many kinds of knowledge, even before they can speak. It is through these discoveries the children’s learning is documented in Portfolios.

Partnerships with Families and Community

We encourage strong partnerships and collaborations with our families as we view the family as being an essential resource to their child's learning. We actively encourage families to participate in our daily curriculums and this often creates learning opportunities for the children within our community. Collectively we are all learners alongside the children, and we as Educator's advocate for professional partnerships as this creates mutual respect and gives everyone a sense of belonging.

Children's Portfolios:

Documentation communicates the life of the Centre to those visiting, including family and community stakeholders. It also provides opportunities for children to revisit the experience. Documentation is a process that involves observation, reflection, collaboration, interpretation and analysis. Portfolios include photographs, learning stories, pictures of constructions, interactions, friendships and relationships, developmental milestones and work samples. While Individual portfolios are one instrument to help us observe a child's learning another is the use of Reflection journals which are visible in all rooms. Documentation is used as an assessment of learning as well as advocacy.

Learning Environments:

Our environments are considered to be the "third teacher". Educators carefully organise the space to create a shared responsibility and are intent and purposeful when considering the environment, allowing the children to develop a sense of agency. We provide resources, materials and equipment that allow for multiple use, are sufficient in numbers that enable every child to engage in play-based learning.

Relationships with Children:

Developing positive relationships with the children is done by responding sensitively and appropriately to their needs. Conversations and positive interactions encourage communication and our environments reflect the cultures of the children. We encourage and promote positive behaviours, social and language skills and work in collaboration with children about their play experiences, routines and learning opportunities.

Summary:

We believe at the Tatura Children's Centre that children must have some control over their learning, be able to learn through experiences, be given the opportunity to learn and explore with other children and have endless opportunities to express themselves. The concept 'children learn through play' is accompanied within the 3 main fundamentals of our philosophy.

Source: (a) Documentation and the Early Years Framework using Reggio Emilia approach book.

(b) Victorian and National Early Years Learning Framework Documents

(c) National Quality Standards, Education and Care Services Regulations & National Law

(d) TCC's RAP and Reconciliation Australia

Reviewed in Consultation with TCC Community, children, families, educators and Early Childhood Professional sector Nov 2021

TCC's Educational Leaders

Sheree, Emma and Melissa will lead the delivery of TCC Curriculums and Programs during 2022 and ensure all Educators have opportunities to grow and to be mentored by knowledgeable, professional and dedicated Educational Leaders.



TCC Leadership team

TCC Management



TCC Director (Mon to Thu)

Nominated supervisor

Educational Leader



TCC Director (Fri)

Nominated Supervisor

Health and Safety Officer



TCC Assistant

Director



TCC Assistant

Director

Our TCC Educators believe in high quality care and education

“We encourage the children to learn through play as we believe children achieve outcomes for learning when children are encouraged to make their own choices in their play and learning”

Reggio Emilia

TCC Educators will form and encourage relationships with children and families as we believe this has a significant effect on children’s involvement and success in learning. Children thrive when families and educators work together in partnership to support young children’s learning as children’s early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9).

Our Trained Educators will create a range of short and long term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework for Australia and include:

- Mutual respect and empathy, concern and responsibility for self and others
- A sense of self-worth and social awareness
- Importance of sustainability
- Self-discipline
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner and a love of learning

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with families; children’s first and most influential educators.

Management and Services

Background Information

The Tatura Children’s Centre is a community based, non-profit organisation which is run by a Parent management committee. TCC is licensed by DET. As such, we abide by the Children’s Services Centre Regulations and Education and Care Services National Law Amendment Act. We are a long day care centre and can cater for 103 children at any given time. Children from eight weeks to six years of age may attend on a full time or part time basis.

The aim of the Centre is to provide a high-quality service that meets the needs of families within our Community. It is our policy to work side by side with families and guardians in the care and education of their children within the early years. We aim to help foster in each an awareness and acceptance of other cultures through integrating multiculturalism into our program.

QIP, ASSESSMENT AND RATING PROCESS FOR TCC

In October 2017, TCC engaged in an assessment and Rating process with the Department of Education, which reflected across the 7 NQS, our Quality improvement Plan (QIP) and resulted in a rating of ‘**Exceeding**’ for our Service. This review process of our Centre’s management and operations usually occurs every 3 years and we look forward to this review again in the future.

<https://www.startingblocks.gov.au/at-child-care/child-care-ratings>
<https://www.acecqa.gov.au/nqf/about/guide>



CHILD CARE RATINGS

Education and care services across Australia are assessed and rated by their state and territory regulatory authority.

All the approved services are assessed against the seven quality areas of the National Quality Standard.

- 1** Educational program and practice
Your child is supported to participate in play and learning
- 2** Children’s health and safety
Your child is protected from illness and hazards
- 3** Physical environment
Your child plays in a safe and well maintained environment
- 4** Staffing arrangements
There are enough qualified staff to give your child the attention they need
- 5** Relationships with children
Your child is made to feel supported and welcomed
- 6** Collaborative partnerships with families and communities
Local community involvement and respect for the beliefs and values of families
- 7** Governance and leadership
Your child is cared for in a positive and well managed environment

They are given a rating for each quality area (above) and an overall rating based on these results. You should consider all these ratings when choosing a service.

Most services will receive one of the three middle ratings below.

<p>Significant Improvement Required</p> <p>Service does not meet one of the seven quality areas or a section of the legislation and there is a significant risk to the safety, health and wellbeing of children.</p> <p>The regulatory authority will take immediate action.</p> <p>WORKING TOWARDS</p> <p>MEETING</p> <p>EXCEEDING</p> <p>ACECQA</p>	<p>Working Towards National Quality Standard</p> <p>Service provides a safe education and care program, but there are one or more areas identified for improvement.</p> <p>MEETING</p> <p>EXCEEDING</p> <p>ACECQA</p>	<p>Meeting National Quality Standard</p> <p>Service meets the National Quality Standard.</p> <p>Service provides quality education and care in all seven quality areas.</p> <p>MEETING</p> <p>EXCEEDING</p> <p>ACECQA</p>	<p>Exceeding National Quality Standard</p> <p>Service goes beyond the requirements of the National Quality Standard in at least four of the seven quality areas.</p> <p>EXCEEDING</p> <p>ACECQA</p>	<p>Excellent</p> <p>Service promotes exceptional education and care, demonstrate sector leadership, and is committed to continually improving.</p> <p>This rating can only be awarded by ACECQA.</p> <p>Services rated Exceeding National Quality Standard in all 7 Quality Areas may choose to apply for this rating.</p> <p>EXCELLENT</p> <p>ACECQA</p>
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TCC’s QIP, Quality Improvement Plan is located in the foyer, with parent feedback surveys and comment slips available to enable you to be active contributors to our commitment of improvement across the 7 National Quality Standards.

FAMILY ASSISTANCE OFFICE

136150

Child Care Subsidy (CCS)

Childcare Subsidy (CCS) is a means tested subsidy paid directly to TCC as a fee reeducation. There are 3 factors that will determine a family's level of CC, which include a:

1. Combined family income
2. Activity test for both parents
3. Service Type

Transitioning to CCS requires families to provide information and confirm current details by using your Centrelink online account through myGov. Before you can commence with TCC you must be "assessed for CCS by FAO", obtain a Customer Reference Number for yourself and for your child and present TCC your CCS assessment approval letter.

All children are entitled up to 42 days of absences per year before CCS entitlements become effected. These may be taken for more than one day at a time. **Also, please ensure you keep up to date with your child's Immunisations, failure to do so can result in your CCS being cancelled by the FAO.**

Educational Program and Practice

What is learning through play at TCC?

At TCC we give your child many opportunities to Learn through Play. Play is defined as what children do when they follow their own ideas and interests, in their own way, for their own reasons and enjoyment. However, there is no one definition of play, but there are a number of agreed characteristics that describe play. Play can be described as:

- **Pleasurable:** play is an enjoyable and pleasurable activity. Play sometimes includes frustrations, challenges and fears; however enjoyment is a key feature
- **Symbolic:** play is often pretend, it has a 'what if?' quality. The play has meaning to the child that is often not evident to the Educator
- **Active:** play requires action, either physical, verbal or mental engagement with materials, people, ideas or the environment
- **Voluntary:** play is freely chosen. However, children can also be invited or prompted to play
- **Process oriented:** play is a means unto itself and children may not have an end or goal in sight
- **Self-motivating:** play is considered its own reward to the child.

There are many benefits to play. Children gain knowledge through their play and they learn to think, remember, and solve problems. Children increase their problem-solving abilities through games and puzzles. They can gain an understanding of size, shape, and texture through play, as they try to put a square object in a round opening or a large object in a small space. Books, games, toys and setups that show pictures with their matching words add to a child's vocabulary.

Play is the first opportunity for your child to discover the world in which they live. It gives children the opportunity to test their beliefs about the world and develop an understanding of their world. It encourages them to express their thoughts, ideas, interests and feelings through a variety of mediums. Play allows children to be creative while developing their own imaginations and this is important to healthy brain development. Imaginative/ dramatic play provides the children with the opportunity to take on a variety of characters, which helps them learn about the different roles in their family and community. They can also imitate their own life experiences; this can help them make sense of what has occurred and gives them a chance to reflect.

Play offers your child the ability to master skills that will help develop self-confidence and the ability to recover quickly from setbacks. For example, a child may feel pride in stacking blocks and disappointment when the last block makes the stack fall. Play allows children to express their views, experiences and at times, frustrations. Play with other children helps a child learn how to be part of a group. Play allows a child to learn the skills of negotiation, problem solving, sharing, and working within groups. Children practice decision-making skills, move at their own pace and discover their own interests during play.

Play is an essential and critical part of all children's development. Play starts in the child's infancy and ideally, continues throughout his or her life. Play is how children learn to socialise, to think, to solve problems, to mature and most importantly- to have fun. Play connects children with their imagination, family, peers, and educators. At TCC this is how your child will learn through play.



How our Curriculum at TCC works

We use aspects of Emergent Curriculum, this means the program is based on your children's interests and passions. However, Emergent Curriculum involves much more than simply providing a range of learning experiences that stem from children's interests or providing interesting materials and resources and assuming that play will develop. As Educators we take an active, intentional role in their learning using a balanced approach that combines children's interests and needs while focusing on the significant learning highlighted in the Learning Outcomes of the Early Years Learning Framework for Australia and the Victorian Early years learning Framework.

Initially, our program is mostly unplanned, it relies on Educators being available and engaging during play. To provide a high-quality program we need to observe, document, brainstorm, reflect, and to be flexible and patient. Sometimes we plan experiences based upon children's interests, strengths and needs and other times we use our own pedagogical knowledge and research to guide learning opportunities.

Our Room Documentation Folders, which you will be able to view at any time, represent the learning the children have undertaken. These display pictures, children's voices, collaboration pieces from families and students, photos, observations of children's learning and other document methods which aim to extend your child's learning over time. In the Early Childhood sector we refer to this as the EYF cycle of planning.

What are the Early Years Frameworks??

It is Australia's first national Early Years Learning Framework for early childhood education. The Framework itself is not a curriculum or type of program it is a guide. Therefore, it is open to interpretation and each Educator has their own understanding and ideas on how to implement the EYLF and VEYLF within our early childhood setting.

The Framework is based on the notion that children's lives are characterised by:

Belonging: knowing where and with whom they belong

Being: to be in the present moment

Becoming: what is required to become functioning members of society.

This Framework consists of 3 inter-related elements; Principles, Practice and Learning Outcomes.

Principles: The Framework provides us with 5 Principles to guide us in our work with children, in relation to our beliefs and values. They are to have; (1) Secure, respectful and reciprocal relationships, (2) Partnerships, (3) High expectations and equity, (4) Respect for diversity and (5) Ongoing learning and reflective practice.

Practices: We draw upon research and theories about how to teach, educate and how children learn. We then use our skills and knowledge in regards to building and nurturing relationships,

curriculum decision-making, teaching and learning and put it into action. There are 8 Practices outlined in the EYLF that we incorporate into how we educate and care for your children. They are; (1) Holistic approaches, (2) Responsiveness to children, (3) Learning through play, (4) Intentional teaching, (5) Learning environments (6) Cultural competence, (7) Continuity of learning and transitions, (8) Assessment for learning.

Learning Outcomes: The 5 Learning Outcomes are broad and observable, each of the Outcomes contain key components (sub outcomes). They acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning. They aim to look at a child as a whole person, the outcomes are:

Area 1: Children have a strong sense of identity

Area 2: Children are connected with and contribute to their world

Area 3: Children have a strong sense of wellbeing

Area 4: Children are confident and involved learners

Area 5: Children are effective communicators

We incorporate all the elements of the two Frameworks into our curriculum, approaches to education and interactions. As a result, your child is receiving high quality programs that will help them develop in all areas, preparing them for their journey in life. If you would like to know more about the elements of Early Years Learning Framework's we would be happy to provide you with further information or explain them to you in person.

How you can contribute to your child's learning!!

- Bring in photos and stories of what your child has been doing within the family and Community
- Complete 'Memorable Moments' sheets located in all early childhood rooms
- Verbally exchange information on your child's interests, strengths and needs to your child's educator or\and by using the room Communication sheets and white boards
- Ask to see your Child's developmental Portfolio regularly



Indoor Learning Environments

Nursery

Licensed for 8 children between the ages of 8 weeks and approx 16 months

The primary focus of the nursery is to meet the individual needs of children within a nurturing, secure, responsive and stimulating environment created in the room. We have 2 educators every day helping the children to develop positive self concept and self esteem by providing a variety of experiences suitable for individual children's interest and abilities. We nurture children's interest in the world they live in by providing a caring environment, which allows them to grow as individuals. As children engage within our indoor and outdoor environments and activities, we listen, observe, interpret and document children's learning. We believe children learn through play and provide a variety of natural materials, furniture and experiences to foster their interests and development



What to bring and do on arrival\departure:

- *Hat for outdoor play, which can be left at TCC*
- *Spare clothes which are appropriate for summer and winter months*
- *Appropriate shoes at all times; no thongs or crocks*
- *Labelled comfort items ie. blankets, dummies and bottles (including teats, lids)*
- *Drink bottle for water which can be left at TCC and is washed daily*
- *Your TCC Communication book. Please place it in the designated Communication box daily to be completed.*

The Nursery's email address is: nurserytcc@gmail.com

A Nursery Curriculum booklet can be obtained from the Office on request



Toddler

Licensed for 24 children between the ages of approx 16 months and 3 years

The Toddler Room is an engaging environment where children are cared and educated for by 6 educators daily. We work close with our families to provide a play based program that encompasses all areas of children's interests, developmental needs and individual learning styles supported by the National and Victorian Early Years Learning Frameworks.

Our philosophy is to work in partnership with children and families to assist each family feel a part of our community through having input into our program and excursions and incursions.

The children have daily opportunities to engage in the arts and crafts, literacy and books, the indoor/outdoor playground, construction, maths and science and sensory experiences. Establishing routines for individual children as well as small and large groups assists to develop the children's wellbeing, identity and self help skills. Its a fun and engaging room, where the educators offer both planned and spontaneous activities in a caring nurturing atmosphere.



What to bring and do on arrival\departure:

- **Bring 5 labelled named nappies per day or leave a stack in your child's designated nappy box which is our preferred option.**
- **Labelled spare clothes and underwear especially if toilet training**
- **Hat for outdoor play, which can be left at TCC**
- **Appropriate shoes at all times; no thongs or crocks**
- **Labelled comfort items i.e. blankets, dummies, teddies**
- **Drink bottle for water which can be left at TCC and is washed daily**

The Toddler's email address is: toddletcc@gmail.com

A Toddler Curriculum booklet can be obtained from the Office on request

3 year old Fungroup

3 year old fun group room- licensed for 33 children

The fungroup room educators endeavour to create a loving, safe and challenging environment for each individual child as they discover, grow and develop. Children are continuously encouraged by the educators to develop their individual self-help skills of eating, dressing and toileting themselves and therefore developing their Wellbeing. In the Three year old room they are learning about themselves, establishing their own Identity, developing a sense of independence within their world and within the wider Community.

We offer a wide variety of experiences ranging from pasting, painting, drawing, home/corner, dramatic play, block play while ensuring our children are Learning through their play. Our spontaneous and intentional mat times include songs and stories and discussions on various topics which engages children to further develop their social (sharing, taking turns) and language (communications and listening) skills while also teaching them of the value of being a part of our Community.

This is the year we encourage children to develop key communication, learning and thinking skills. This will form the foundation for learning as they transition to Preschool the following year and for lifelong learning.



What to bring and do on arrival\departure:

- ***Labelled spare clothes and underwear. No thongs or crock shoes***
- ***Hat for outdoor play, which can be left at TCC.***
- ***Drink bottle for water which can be left at TCC and is washed daily***

The Fun group's email address is: fungrouponptcc@gmail.com

A Fun group Curriculum booklet can be obtained from the Office on request



Preschool room

4 year old Preschool\Long day care- licensed for 33 children

Our Preschool room offers children a comprehensive play based emergent curriculum based around the Early Years Framework Outcomes and TCC's Curriculum. The children are continually developing their readiness for school through the key learning areas of our curriculum such as the Arts, Language and literacy, Mathematics, Science, Technology, Health and Physical education, Languages other than English and Studies of Society and the Environment.

The Preschool children are introduced to different learning concepts through both child and educator initiated experiences. These develop and change throughout the year as their skills develop. The children are given many opportunities to go on excursions (ie dance and music sessions). Parents are also welcomed to be involved with excursions, coming along on visits to Primary schools and of places of interest within our local Community. In Preschool we have high expectations for each child as they get ready for their foundation year. We recognise that every child can learn, but some children require different opportunities and support to do this. By working with families we endeavour to support and extend children's learning. More information regarding on TCC's Preschool program can be attained in our Preschool Handbook. Please see the office if you'd like a copy.



What to bring and do on arrival\departure:

- **Labelled spare clothes and underwear. No thongs**
- **Hat for outdoor play and drink bottle. Both to be left at TCC**
- **All Preschool children are encouraged to purchase a TCC Preschool shirt (at cost price) to assist your child in understanding the concept of wearing a uniform before they transition to Primary school.**
- **All children enrolled in the Preschool room are to bring their own healthy lunch box which consists of a healthy option for m\tea, lunch, a\tea and late snack (if applicable)**

The Preschool email address is: preschoolattcc@gmail.com

A Preschool Curriculum booklet can be obtained from the Office on request.

Environment and Sustainability Practices

One of the most important responsibilities we can do as Early Childhood Professionals is to support young children to retain the sense of awe and wonder that they are born with, to add to that desire to nurture and protect what is beautiful, and to encourage them to appreciate that there are many possibilities for honouring life and wonders that the world holds.

(Stonehouse, 2016, pp72-72)

Within our learning environments we have a holistic approach to promoting sustainability. That is, our program is concerned with more than just the environmental education, taking a 'whole centre' and 'whole of child' approach to education and sustainability.

Junk materials are an important resource in TCC's curriculum (see TCC's environmental sustainability policy). We can turn just about anything into a work of art!!!!

Parents are requested to collect interesting junk materials that may be useful within our early childhood rooms. Things that are used by us include Boxes, wrapping paper, Wool, Bark, Wood cut offs, Buttons, Egg cartons, Corks and Scrap paper.

It is important that children have opportunities to explore the World in which they live. By including chickens and fish into our environments, cooking using the chicken's eggs and being involved in the feeding and cleaning of their environments, the children are learning the skills of care and empathy. It's important for young children to understand our environments as a whole, the habitants within our world and most importantly the importance of respecting the World in which we live.



TCC has an appointed sustainability Officer and she works in collaboration with the educators in the rooms to embed sustainable practices. Her ongoing reflections, assessment and areas of improvements are recorded in TCC's term Sustainability newsletters, on TCC's Family Facebook page and room Newsletters.

Outdoor learning environments

Our clean and aesthetic natural outdoor yards give our attending children the opportunity to touch and sense the world around them. Outdoors there are many activities we engage in to encourage children to think about the environment and the world in which we live. These include looking after our vegetable garden, worm farm, compost recycling bin and watering our gardens with recycled water. We believe that Children should engage in Physical activity regularly to both enjoy the fresh air while also engaging in healthy age appropriate amounts of exercise. TCC has 4 outdoor learning environments which we are committed to maintaining and upgrading as required, to ensure they are aesthetically pleasing and stimulating for our attending children.

Nursery



The physical environments and overall atmospheres will support your child's learning. The design of the physical space will encourage your child to take risks, be physically challenged and to have opportunities to explore large open spaces with hideaway areas.

(NQS PLP Newsletter- 'An environment for Learning')

Toddler



It is our role as educators to think about how our environments can be used to encourage positive interactions between educators and children. All of TCC's educators play an important role in teaching and guiding the children within our natural settings by modelling respect, care and appreciation for our environments and by embedding sustainability into our daily routines and practices.

(DEECD Newsletter NQF- Natural environments)

3 year old Fun group



Setting up outdoor spaces with learning in mind demonstrates that play can be a catalyst for learning everywhere. This involves setting up each space to encourage, support, and challenge children to explore, investigate, problem solve, imagine, create and experiment. When our educators actively engage with children and experiences, learning is deepened and extended.
(*NQS PLP Newsletter- 'An environment for Learning'*)

Preschool



Partnerships with Families and Communities

Arrival and Departure

In the foyer of TCC are the arrival and departure iPads that must be completed each day your child is in care. The parent or adult (over the age of 18 years) dropping off or collecting your child, must sign in and out. These records are used in case of an emergency or evacuation.

Only authorised persons (over 18 years) listed on your child's enrolment form may sign in and collect your child. If someone from the list is collecting your child and is unfamiliar to educators, they will be asked to produce identification. This is procedure to ensure your child's safety and will not be waived nor will any exceptions be entered into regarding this policy. All parents\guardians who have 4 year old children attending TCC will sign their children in and out in the 4 year old room between 8am-5pm. All correspondence will be emailed.

Connecting with our TCC Community

We install a strong sense of community spirit and engage regularly with our local communities. Involving our community within our educational programs means we are able to meet the needs of all children and families in ways that reflect our local context. At TCC we believe, the experience of being in the community makes measurable differences in our overall feeling of belonging, well-being and health. Being connected to our community can also deepen and refine our sense of place. Therefore, we use a variety of Community initiatives (ie Regular excursions) to ensure we active participants as being connected will empower children to become active citizens as they grow and develop.

Late pick up of children

Being on time is important. Many children soon begin to expect parents to arrive at a certain stage of the day. Therefore, we encourage all parents to contact TCC if they are going to be late to ensure children do not become anxious about your return. If your child is having difficulty settling in to TCC, please discuss this with either an educator in your child's room or the Director.

Parents are encouraged to contact their emergency contacts to arrange alternative transport for their child, if they themselves cannot collect their child. Parents are requested to inform educators who will be collecting your child at drop off and expected arrival time.

A late pick up fine will be charged at the rate of \$2.00 per minute per child, which will appear on the next fortnightly account if departure time exceeds the Centres closing time of 6:00pm, or TCC's conclusion of Preschool term session of 4pm. We kindly remind parents that we close the doors at 6:00pm and therefore require departures to occur before this time to ensure you have enough time to gather your child's belongings and discuss your child's day with an educator.



Orientation and Transitions

Prior to children commencing with us, we encourage a visit from both the child and parents/guardians. This provides an excellent opportunity for the child and parents/guardians to familiarise themselves with educators within the Centre and the environment.

The Enrolment and Child Profile forms provide educators with essential information to learn about your child and assists educators in getting to know them. The aim of this is to ensure an effective curriculum is carried out to meet the individual needs of every child according to their age, stage of development, interests and needs.

To assist with the orientation process we discuss with each family how orientation will take place. A family may choose to introduce their child through shorter days until the child seems settled. Another option may be for the guardian to stay in the room for a set period of time. We recognise that this is individual to each family and we will discuss this during the enrolment process.

Some children may be assisted by bringing a special toy or blanket in from home. This is also something that can be discussed during enrolment so that educators are fully aware of the individual needs of your child. We understand that leaving your child for the first time can cause anxiety for some parents, therefore, it is important that both parents and educators work together to build the special relationship necessary for a successful orientation\transition.

Transition of Children between rooms

TCC is committed to providing an organised and gradual transition process tailored to each child's developmental needs and which is sensitive to the wishes of the family.

When the room's educators have assessed that a child may be ready for transition to the next room, they will discuss this with the TCC Director. If it is agreed that a child is ready for transition this will be discussed with the guardians, who will also be presented with an assessment and transition plan. It will then be the guardian's decision as to whether the transition will take place at that time.

During the orientation process information will be provided to educators in the new room which will include a developmental summary, aspects of routine that needs to be maintained and any other information necessary to ensure the child will be comfortable in their new setting. All of this information is available to parents and we welcome parents input into how their child is adjusting to the new room or strategies that may assist the process.

Children's Belongings and Toys

Children sometimes enjoy bringing toys from home. This is fine, if the item is a comfort item, however, do not allow your child to bring 'precious' toys which may be damaged. Toy guns or weapons **must not** be brought under any circumstances. **All toys must be clearly named. The children are responsible for their own toys.**

TCC's Children's Clothing

TCC has a wide variety of TCC labeled items which can be purchased at *cost price*. These include drink bottles, hats, and t-shirts. All items come in a variety of TCC colours and are able for viewing and purchase in our Centre foyer area.

Communication Board and Message sheets for families

These are available in Toddler, 3 year old and 4 year old rooms. On arrival please take one if you would prefer a written description on your child's day. These are great when you have an authorised person (other than yourself) picking up your child. They will make sure you receive accurate information on your child's day and keep you well informed while also giving you the opportunity to communicate any message to your child's educators. Furthermore, all rooms are equipped with a Communication board. This is used by both educators and families to communicate and record information on a daily basis. Information can include medication times to be given, food consumed, sleep/rest times, the authorised person picking up and happenings from your child's day.

Family Participation (TCC Closed Facebook page)

Early Childhood care and education is a family affair. By joining in you'll make some good friends amongst other parents and recognise that Early childhood is a very happy stage in your child's learning experience. Here are some ways of becoming involved:

- Keeping informed about what is taking place at TCC – you can do this by checking notices in the foyer, reading office/room newsletters, asking questions about the operation of TCC.
- Join the Management Committee – this group meets once a month and is responsible for the management of all aspects of TCC. Without a Parent Committee of Management TCC would be unable to operate and therefore value all families to seek out information from the office for more information on becoming a member.
- Fundraising- donating goods, helping to organize events

Children enjoy seeing their Parents\Guardians involved in our Community. We appreciate your involvement in many ways which can include verbal, written, email or by phone.

The Tatura Children's Centre has a website which has been developed by management as a useful resource to exchange information between our families. You'll see the website is always being updated with newsletters, special events photos, TCC happenings, menus and more, Please Friend request us on our CLOSED Facebook page for families. You will see daily happenings about your child's adventures. We have found the introduction of this communication tool as being invaluable for families. ***MUST DO!!***

TCC WEBSITE: www.taturachildrenscentre.com.au

Relationships with Children

Positive Behaviour Guidance Techniques

At TCC all children are encouraged to develop those social skills which will allow them to resolve conflicts and have their needs met without the use of aggressive or destructive behaviors. Children are encouraged to interact with their peers in such a way that they will have the opportunity to develop a range of strategies and responses to enable them to operate safely and happily within the group.

Educators are aware of the social skills of the children and so implement experiences which will encourage the development of these skills, as appropriate for that group of children. Educators will take into account the age and skills of the child when any conflict situation occurs. If a conflict situation arises, educators will initially try to determine the reason why the child is displaying negative behavior. They will then intervene in a way that is positive and appropriate for the situation.

Ways that the educators may intervene include:

- * Redirecting the child
- * Offering choices to the child
- * Acknowledging the child's feelings
- * Offering the child an activity that will help them "let off steam"
- * Explanations to the child as to why their behaviour is inappropriate
- * Re-arranging the space or situation to avoid over-crowding and show clear boundaries
- * Encouraging the children to talk about their feelings

Educators will always deal with any situation in a calm, positive manner, expressing their disapproval of the behavior, but not of the child. If a behavior issue arises the Director will speak confidentially with the parents of the child and together a plan will be developed relating to the management of their child's behaviour.

https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf

Risk assessments and Excursions

Excursions within the local Community provide a great opportunity for children to extend their experiences beyond TCC. TCC has 'Regular excursions' which are indicated on the TCC Enrolment form and related authorisation forms. These are classified as 'regular' because we often spontaneously decide to take your child to these places as they have deemed them s being of a learning benefit. Risk assessments have been completed for these Regular excursions and are valid for 12 months. All other excursions outside of TCC allocated regular excursions will require written permission beforehand by the guardian to authorize the leaving of TCC premises. Educators will ensure parents are fully aware of the details surrounding all excursions. We encourage all parents to be involved in TCC's planned outings as without your involvement we would not be able to enjoy these events. More information on TCC's Regular Excursions can be found in the Excursion folder in the Foyer area.

<https://www.education.vic.gov.au/school/teachers/studentmanagement/excursions/Pages/outdoorrisk.aspx>

Inclusion, Equity and Diversity

At TCC we believe that all children, regardless of their ability, socio economic status, or cultural background, will have access to our Service, as our goal is for all children to have opportunities to grow and develop and to achieve outcomes of learning. Inclusion goes beyond just our enrolment process. TCC educators understand the importance and value of respecting the rights of every child, respecting each families values and beliefs and our training means we have high expectations for all children's learning.

As educators we will seek community advice and support to support our families, whether it's children with language needs or complex additional needs such as language delay, autism, medical needs or issues arising from abuse, neglect or trauma.

Therefore, if you as a family, have any concerns or questions about your child's learning and development while they are with us, please see an educator as our goal is to work on collaboration with you to support your family's needs.

<https://www.acecqa.gov.au/newsletters/acecqa-newsletter-issue-10-2019>

Nutrition and Active Play

Nutrition

We believe when young children are provided with and encouraged to eat healthy and drink sufficient water they are on the right path to healthy loving, good dental hygiene and overall wellbeing with the energy to play and learn.

At TCC we provide many ways for your child to learn about healthy eating, nutritious food and drinks and of the importance of regular exercise. To ensure we are doing this effectively we adhere to:

- The National Quality Standards for Early Childcare Education and Care for children in long day care centres
- The Healthy eating and Oral Benchmarks of the Healthy Together Achievement program
- Nutrition Australia recommendations
- Smiles for Miles Dental hygiene program for Preschool children
- Healthy Eating Menu Planning Guidelines for young children in Care

heas@nutritionaustralia.org

At the entrance of the Kitchen a copy of our 6 week rotating menus are displayed and copies can be taken if desired. In the foyer area (red folders on shelf) we also have a copy of our 6 week rotating menu, the contents guide and the Allergy information for all of our snacks and meals. The current week of the menu will always be displayed in your child's room. We always welcome any suggestions or recipes to ensure your child's individual needs can be catered for to the best of our ability.

Please remember only milk and water can be consumed on TCC premises at all times.

Health Plans- Individual Children- Allergies & Intolerances

All Allergies\Intolerances indicated on your child's Enrolment form must be accompanied with a medically approved Action Plan form so we can ensure your child's individual health\medical requirements are being met. ***"The only reliable way to determine if diet is playing a role is by people being placed on a temporary elimination diet under the supervision of a dietitian or medical practitioner. If the diet helps, this is followed by challenges under controlled conditions to identify dietary triggers so that they can be avoided in the future"***. www.allergy.org.au.

Therefore, if you would like your child's dietary or Medical needs catered for at TCC a Medical Practitioner will need to complete and provide either a TCC Approved Action or a Medical Certificate. For example, allergic reactions may be in relation to gluten, dairy Anaphylaxis or Asthma. These forms can be obtained from TCC.

Please note TCC is a NUT FREE Premises.

Birthdays and Special Occasions

Celebrating special occasions are an important part of TCC's curriculum. However, to ensure we meet standards set by the Food Safety Act, all items of food brought into the centre must be purchased from a registered business with the list of Ingredients provided on the packaging.

Should parents wish to supply birthday cakes for children.

* The cake is not to contain cream and must be purchased from a registered food premises in the original container and include the list of ingredients ie: bakery. Home made cakes, biscuits and slices are not permitted as they do not comply with Food Safety regulations.

All cakes should be delivered to an educator who shall ensure that they are covered, stored in the refrigerator and meet the above requirements as set by the Food Safety Act.



Children's Health

Children's Medical\Medication needs

TCC has a medication record form that must be completed and signed by the parent. This form includes details of dosage, time of administration and educators must also complete a section when they have followed the instructions. Medication must come to TCC in its original container and be within the expiry date with child's full name. Prescribed Medication must have a Medical label with the child's name on it who is being administered the medication.

If there is a concern about dosage the parent will be notified and the matter clarified before the administration of the medication. Educators in your child's room will assist you in completing the form and answer any other queries you have regarding our medication policy. Please hand all medications to educators as it poses as a danger to other children if left in bags. Educators will report to the parent any problems with the administration of medication. (e.g If it was rejected or spat out by the child.) All Asthma\Anaphylaxis Plans must be accompanied with a plan signed by a Doctor.

https://www.education.vic.gov.au/childhood/providers/regulation/Pages/meet_health_needs.aspx

Dealing with infectious disease and control

In the event of your child becoming ill at the Centre, educators will telephone you or if you are unable to be contacted your emergency contact, to inform of your child's condition and you may be required to pick up your child. Children will be kept comfortable with an educator until you arrive.

There will be times when your child is too sick to cope in a group situation and needs to rest quietly at home. If your child is suffering from a **contagious** condition it is expected that he or she **will not** attend Childcare. Exclusion times are set by the Staying Healthy in Childcare 5th Edition resource for Early Childhood Services. Please refer to TCC's exclusion table in TCC's foyer for a list of Infectious diseases and their related exclusion periods. Please call us if your child is not attending for the day.

<https://www.nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases-early-childhood-education-and-care-services>

Covid 19 Management

TCC has a range of comprehensive policies and practices in place to guide best practices in relation to health and safety, dealing with infectious control and maintaining a safe environment. Our policies and risk mitigation strategies regarding the management of this epidemic evolve and change regularly with the Australian government Guidelines, DHHS health Advice and Department of education Coronavirus Early Childhood correspondence Newsletters guide TCC's Committee of Management decisions regarding the management of this epidemic. All educators at TCC must provide evidence of their COVID-19 vaccination\status. More information can be found in TCC's Policy Manual and on TCC's Covid Safe plan located in the foyer.



Immunisations- No Jab no Play

As a requirement to confirm your child's enrolment, you must provide proof that the immunisation status of your child is current. You may provide any of the following: Immunisation History Statement from the Australian Childhood Immunisation Register (ACIR) OR Immunisation Status Certificate from a medical doctor or local council immunisation with the required information.

We are required by regulation to refuse enrolment if your child's immunisation is not current. (Exceptions apply.)

The health of your child also relies on the health of all the members of the family in your household. Adult vaccination is offered in Victoria under the National Immunisation Program to eligible adults. Victoria also funds some specific vaccines for eligible adults who are at high risk for certain vaccine preventable diseases such as hepatitis B, rabies/lyssavirus, rubella, diphtheria and tetanus. For full details of the Immunisation Policy, please refer to TCC Policy and Procedures Manual. For information on the necessary immunisation for your child and the appropriate age to receive it, please refer to the Department of Health National Immunisation Program Schedule at <http://www.immunise.health.gov.au/>

<https://www2.health.vic.gov.au/public-health/immunisation/.../no-jab-no-play>



Safe Sleep Rest Practices

TCC follows SIDS Safe sleeping practices precautionary measures, as advocated by the SIDS foundation, to reduce the risk of cot death. A safe sleeping environment means that all potential dangers have been removed and your baby will be sleeping in a safe place. The ideal place for a baby to sleep is in a safe cot, on a safe mattress, with safe bedding in a safe sleeping place, and if under 7 months, with no comfort items.

These measures are:

- We use cots that meet the current Australian Standards (AS2172)
- Babies will sleep on their back
- A baby's feet will be placed close to the bottom of the cot
- We use a firm mattress and pillow
- We have a sleep daily register in place where educators record the time checks they conduct on babies sleeping. Our children under 3 years are always in close proximity to an educator while sleeping.

<https://rednose.org.au/section/safe-sleeping>



**Safe
sleeping
environment**

Children are 9 months of age



Breast and Bottle Feeding

Our Service supports mothers who wish to provide breast milk to their children whilst in our care.

A parent can provide expressed breast milk or request a copy of our Breast and Bottle Feeding Policy if you would like more information.

When a parent comes to breast feed their child while in our care, a comfortable arm chair will be provided. TCC supports mothers with children Bottle feeding whilst in our care. Parents are encouraged to provide sterilized bottles of cool water and educators will add formula to each bottle prior to a feed. Alternatively, these can be bought in made up and placed into our Nursery Fridge. Bottles are to be clearly labelled daily with the child's name and date. Formula is to be measured prior to attending care or clearly labelled the amount to be measured.

<https://www.breastfeeding.asn.au/system/files/INFO-breastfeeding-and-childcare-english-V1-201405.pdf>

Children's Safety

Evacuation drills and Procedures

TCC regularly practice our emergency procedures to ensure the safety of children and others. TCC has in place policy and procedures that set out instructions for what must be done in an event of an emergency. Educators communicate effectively with the children about our variety of emergency drills to ensure they are well informed and this is an embedded practice across all rooms. Details of evacuation and emergency drills will be posted on TCC closed FB page to inform parents of our practice, reflections will be placed in the foyer and room OHS boards will also display relevant safety information.

In 2021, TCC installed an Evacuation Emergency system in all of our early childhood rooms, foyer area and staff room. This is to ensure we are being proactive with emergency management procedures and to enable a more effective and faster response if the situation arises.

Reporting of Children's Health and Wellbeing

TCC is committed to the health and wellbeing of all children using our service. All educators of TCC are mandatory reporters and will therefore report concerns to the Victorian police and/or Department Human Services. A protocol for reporting child abuse\neglect\concerns has been developed in consultation with the Department of Human Services and DEECD. These contact numbers are available to all educators and families if needed:

- Child First\Child Protection: 1300 854 944
- Department Human Services Wangaratta: 1800 650 227 After hours: 131278
Children's Service Advisor at DEECD Shepparton: 58321500

<https://providers.dhhs.vic.gov.au/mandatory-reporting-child-protection-victoria-early-childhood-factsheet>

Custody and Access

- If a parent is experiencing difficulties associated with custody and access, please discuss this with the Director. Parents\Guardians need to provide TCC with a copy of any court orders to ensure educators can legally follow through and abide by those orders. Please ensure the Director is notified of any changes to court orders. Parents\Guardians should provide a list of people who are allowed contact with the child and a contact person from DHS or Child Protection for the Director to liaison with (if applicable).

Educators are in the best position to support families if informed.

Staffing arrangements- TCC Educators, Students, Volunteers

Educators

TCC has always taken pride in being able to attain and retain high quality Early Childhood educators. TCC's Director (Sheree Carver) has been the Director for over 15 years and she is supported by a range of qualified experienced educators.

TCC's roster plans for educators being absent due to illness, annual leave or RDO's. We use minimal relief educators as we aim for consistency of care within our Service. All educators employed by TCC engage in a rigorous employment orientation procedures and employment checks. This includes verification of an approved Police check, Covid Vaccination certificate, Working with Children's Check and training Certificates. All TCC employees have a Level 2 First Aid, Asthma\Anaphylaxis training, Food Handlers Certificates and a minimum qualification of a Certificate 3 in Early Childhood Services. More information on your child's Educators can be found in the foyer area on the 'We belong Educator Board'.

Students & Volunteers

TCC encourages employed educators to further their studies. It is important Early Childhood educators are always striving to improve their knowledge on Early Childhood development through either formal qualifications or through the attendance of workshops and professional development opportunities. This is not only important to an employee's self-worth but to ensure our service continues to be a leader within the Goulburn Valley as a service providing care and education by qualified Early Childhood educators.

We liaison with local training Industries such as GoTafe and Practical Outcomes. We are advocates for quality Early Childhood Education and Care and therefore welcome studying students to carry out their placements with us under strict supervision requirements.

Service Management

TCC Policies

TCC's Policy manual reflects TCC's aims, objectives, National Law Act, National Quality Standards, TCC's Philosophy, National Early Childhood Frameworks and Recognised Authorities. TCC's policy document is reviewed annually with individual policies being reviewed as needed prior to the annual review date. Policies have been developed in consultation with educators, parents, Management Committee and Health and Early childhood professionals. Please refer to our Policy manual or Parent information board in our foyer area for further information on specific TCC policies such as Behaviour Management and Grievance policies. All policies are displayed in the foyer on the Parents Information board and in the Policy manual located near the sign in/out registers. Our educators are happy to discuss our policies and we appreciate comments and suggestions.

Concerns & Grievances

The Tatura Children's Centre will protect the rights of families and educators to have grievances raised and resolved by making a genuine effort to establish an atmosphere of trust and open communication between all parties, so grievances can be dealt with constructively. In the first instance we encourage you to discuss your concerns firstly with your child's educators. If they are unable to answer your concerns to your satisfaction please see TCC's Directors (Sheree Carver or Terrienne Miller). For matters concerning adherence to the Education and Care Services National Regulations, families may also contact the:

Authorised officer- Hume Area Quality Assessment and regulation Division

Tel: 0383929500 or Email: hume.qar@edumail.vic.gov.au

All complaints will be handled with the strictest confidence and every attempt will be made to satisfy a parent's concerns promptly. For further information please refer to the 'Concerns and Grievance' policy.



Emergency and Family Assistance Contact Numbers

POLICE AMBULANCE	Victoria wide:	000
HOSPITALS	Shepparton:	58322322
POISONS INFORMATION (24 hrs)		13 11 26
LIFELINE		13 11 14
PARENTLINE		13 22 89
KIDS HELP LINE		1800 551 800
GV FAMILY CARE		5831 1217
RELATIONSHIPS AUSTRALIA		5821 1846



GV MENTAL HEALTH		5832 2111
GV COMMUNITY HEALTH		5831 2012
GRIEFLINE (Noon – midnight)		9596 7799
FAMILY ASSISTANCE OFFICE		136150
MATERNAL AND CHILD HEALTH CENTRE		132229