

Tatura Children's Centre

COMMUNITY, PRE-SCHOOL & EARLY CHILDHOOD

Family Handbook



Tatura Children's Centre is a child safe organisation and is committed to the safety and wellbeing of all young children. We have zero tolerance for child abuse and aim to provide safe, inclusive, supportive and welcoming environments (physical and online) where all children can flourish, with particular focus on Aboriginal and Torres Strait Islander children.

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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taturatcc@outlook.com



5-9 Kerferd Street, Tatura VIC 3616



taturachildrenscentre.com.au



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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.

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Welcome to 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

“For all children to be active participants in their learning journey”

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

Reggio Emilia Approach- Inspirations, Practices and Principles, The National & Victorian Early Years Frameworks- Practices, Principles and Outcomes and 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 play 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 curriculums and practices:

Emergent curriculum & Documentation:

An emergent curriculum is one that builds upon the interests of children, guided by children’s voices, families, educators and community. Topics for learning experiences are captured from conversations with children, and through community, or family events. We view all children as competent, resourceful individuals who are encouraged to direct their own learning. Educators will assist children to make decisions about materials needed, guide them positively, and document their learning journey over time. Learning is a process that involves observations, reflections, collaboration, interpretation and analysis. Documentation is used as an assessment method, which includes learning stories (group and individual), work samples, observations of developmental milestones and photographs of constructions, interactions, friendships and connections. Documentation is used as an assessment of learning as well as advocacy for children’s right to learn through play.

Teachers as Researchers:

The role of the teacher is to be 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. Through continuous improvement, our educators are also committed to reflecting on their own teaching and learning strategies. Each learning environment has an Atelier, which is a common space where children can work on creative art projects involving clay, playdough, drawing materials or paints. TCC educators are inspired by the Reggio Emilia approach, where they believe these materials are another language for children to communicate with and construct many kinds of knowledge, even before they can use verbal language. It is through these discoveries the children’s learning is documented in many ways.

Collaboration & Project work:

TCC believes children will receive the best possible start to their education journey when their families, educators and community establish and build positive partnerships and collaborations. TCC facilitates collaborative group work, both large and small, and considers this both valuable and necessary as children learn and develop new skills. Children are encouraged to talk, compare, negotiate, hypothesise and problem solve through group work. Within the Reggio Emilia approach, different ideas and perspectives toward the same investigation are all valued, and thus children are given access to a range of tools and media to express themselves. Our curriculum includes project work, which is an in-depth exploration of a topic that arises from the children's ideas, skills and knowledge. Project work supports the children in developing and deepening their knowledge regarding their current topics of interest and is further supported by educators who scaffold the children's learning through research and intentional learning opportunities.

Partnerships with Families and Community:

TCC encourages strong partnerships and collaborations with our families as we view the family as being an essential resource to their child's learning, as families are a child's first teacher. Educators believe collaborative partnerships are a key foundation of children's learning and development and actively encourage families to participate in our daily curriculum, which creates learning opportunities for the children within our community. Educators are purposeful in establishing and maintaining strong relationships with our local community and educator's advocate for connections and engagement within the community, as this builds authentic community values and creates mutual respect, giving everyone a sense of belonging. We believe engagement with our community allows children to demonstrate a sense of belonging within their environment, where they can build connections and celebrate community events.

Diversity and Inclusion:

TCC educators recognise the importance of diversity and inclusion for all children and their families within TCC. Children are supported to be included in their learning environments through acknowledgement and celebration of their culture, background, languages, learning styles and family structure. All children have the right to feel recognised and valued for their individual differences. Therefore, it's crucial educators facilitate an environment where children are valued, respected and able to fully participate in the learning program. Educators strive to reflect, value and respect each aspect of the children's diversity and practice cultural awareness by celebrating and acknowledging the individuality of our families and by building and maintaining relationships with local schools and businesses that the children will visit during excursions.

Learning Environments and Sustainability:

Within the Reggio Emilia approach, the environment around us is considered the “third teacher”, as alongside families and educators, the physical environment holds the potential to influence what and how children learn. Educators carefully organise the spaces to provide inclusive and sustainable learning environments. Educators strive to instil and create a shared responsibility for the environment, with intentional and purposeful learning opportunities that support the children to develop a sense of agency. Educators provide the children with resources, materials and equipment that allow for multiple use and are sufficient in numbers, to enable every child to engage in play-based learning opportunities.

Relationships with Children:

TCC develops positive relationships with the children 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 areas of interest.

Summary

We believe at Tatura Children's Centre, children must have agency 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 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



TCC Leadership Team

"As a team we strive for collaboration and are leaders within our sector, and for TCC"

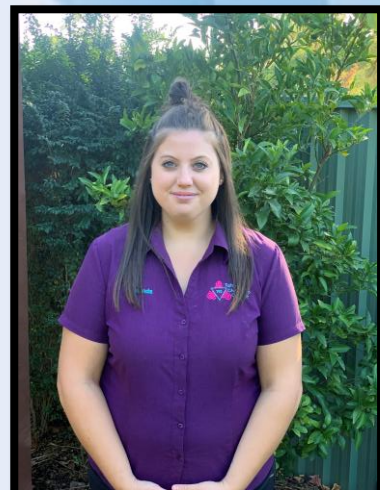
TCC Management



Sheree
TCC
Director and
Nominated
Supervisor



Sarah
TCC
Director
and
Nominated
Supervisor



Amanda
TCC
Nominated
Supervisor
and
Assistant Director

TCC Educational Leaders

Sheree and Emma will lead the delivery of TCC Curriculums and Programs and ensure all Educators have opportunities to grow and to be mentored by knowledgeable, professional and dedicated Educational Leaders. We value Early Childhood Education & Child Safety in a child's early years and collaboratively will lead TCC's Curriculums and Child Safe Practices, Policies and Standards.



"We value early childhood education and will ensure the environments and practices we provide not only exceed Industry standards, but collectively promote a positive culture of learning within our team"



Exceeding Care & Education

Our TCC Educators believe in the importance of providing exceeding 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 build and form strong relationships with children and families as we believe this has a significant effect on a child's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning, as this is crucial for children's development and wellbeing and allows them to reach their full potential in life.



Educators foster children to develop a positive attitude toward learning by creating a supportive and nurturing environment where children feel valued, encouraged, and motivated. This includes using positive reinforcement, connecting learning to children's interests, and building strong relationships with educators and families. Additionally, emphasising effort over ability and celebrating progress will help cultivate a love of learning for all children as they learn through play.



Our trained Educators will create a range of short and long-term goals for your child through documentation. This involves documenting and showcasing your child's learning and progress in various ways. Our ongoing documenting and reflective planning practices, allows educators to share a child's learning journey with families and children themselves, fostering deeper understandings and engagement.

All documentation is based on the approved Early Childhood Education Curriculum for Victoria and Australia which include:

- Early Years Learning Framework (EYLF)
- Victorian Early Years Learning and Development Framework (VEYLDF)
 - National Quality Standards
 - Developmental milestones
- We strongly encourage communication between families and educators, so families are actively participating in their child's education, and so we as educators, are ensuring our learning environments are supportive and holistic for all..

Management & Services

Background information

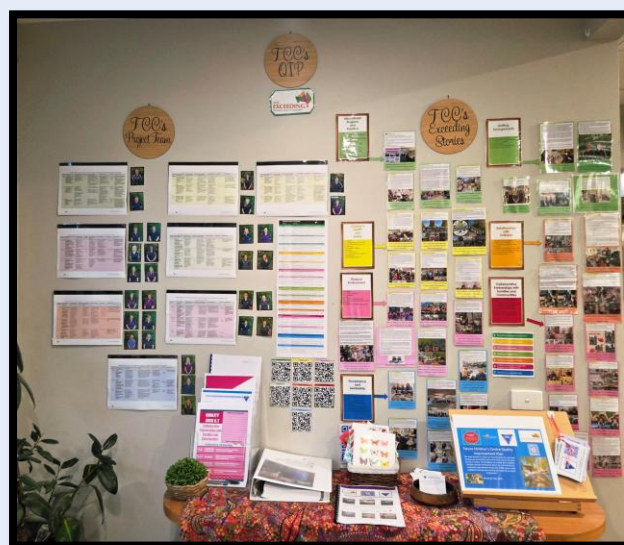
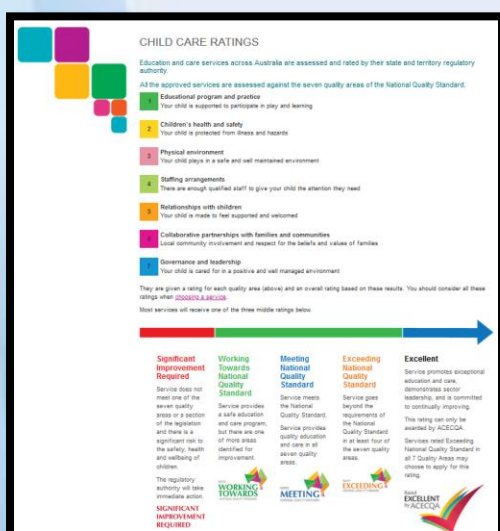
Tatura Children's Centre is a community based, non-profit organisation which is run by a Parent Management Committee. As such, we abide by the Children's Services Centre Regulations and Education and Care Services National Law Amendment Act. We are a Long Day Care Centre and can cater for 103 children 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 our Centre is to provide exceeding standards of care and education that meets the needs of families within our Community. We are committed to work side by side with families and guardians in the care and education of children within the early years. We aim to help foster an awareness and acceptance of other cultures through integrating multiculturalism into our programs across all of our early childhood rooms.



QIP, Assessment & Rating Process for TCC

In June 2023 TCC engaged in an Assessment and Rating process with the Department of Education, which reflected across the 7 National Quality Standards, 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 4 years and we look forward to this review again in the future.



TCC's QIP, Quality Improvement Plan is in the foyer. Parent feedback surveys and comment slips are available to enable families to be active contributors to our commitment of improvement across the 7 National Quality Standards.

Early Childhood Rooms



- **Nursery: 8 weeks – approx. 16 months**
- **Toddler: approx. 16 months – 3 years**
 - **3-year-old Kinder:**
Blue group- Monday & Wednesday
Purple group- Tuesday & Thursday
 - **4-year-old Kinder:**
Green group- Monday & Wednesday
Yellow Group- Tuesday & Thursday



Centre Contact & Location Details



0358241415

taturatcc@outlook.com

5-9 Kerferd Street, Tatura VIC 3616

taturachildrenscentre.com.au

Centre Operation Details

TCC is open for approximately 50 weeks of the year and closes for approximately 2 weeks over the December\January period.

TCC is open from **7:30am–6:00pm Monday to Thursday** and **7:30–5:30 on Fridays**.

TCC Closure Periods

Full fees will be charged during absences, except for when TCC is closed which is public holidays, Monday before Melbourne Cup, our annual 2 weeks close period around Christmas and any allocated Professional Development days.

2027 Session Times & Fee Information. Correct as of 10/6/2026

Program	Sessions Times	Fees
Long Day Care	7:30am – 6:00pm (5:30 on Friday's)	\$158.00
3 & 4 Year old Kinder	8:30am – 4:00pm	\$500 per term

Long Day Care fees note: All Long Day Care accounts and correspondence is emailed to families to your designated chosen email address.

3 & 4 year old Kinder fees note: The Victorian Government provides a government subsidy for Kinder that can help offset fees for eligible children enrolled in funded Kinder programs.

Enrolling your Child into TCC

On confirmation of your child's enrolment at TCC, you will be given an Enrolment Package that will include enrolment forms, excursion forms, a child profile sheet and a family handbook. Only a child's parent or guardian can complete an enrolment form, and it must include emergency contacts (within 30k radius of TCC), signed permission for the emergency contacts to pick your child up or to make medical decisions on your behalf if first points of contact are not available. All forms must be completed and returned to the Director before your child commences care. The Director will also discuss with you the individual requirements of your child and family so that we can make the time your child spends with us as enjoyable as possible. Please make sure you supply us with an appropriate email address as this is our main method of communication to ensure you are updated regularly on happenings within your child's room and TCC. The entrance door/gate into TCC and the Preschool yard has a security code keypad. Arrival and exit procedures will be discussed with families on enrolment.

TCC Account & Payment Options

All Early Childhood accounts can to be paid online using direct deposit. Please use the following account information to pay your account:

BSB Number	063 547
Account Number	1007 0925
Account Name	Tatura Children's Centre

- Enter your child's surname and first name.
For example: Smith Melanie
- Enter amount for payment.

All accounts are issued via email on a fortnightly basis for the upcoming fortnight (2 weeks in advance). If at all at any time you choose to withdraw your child from care permanently, 2 weeks notice is required. Your childcare account must then be paid in full at the commencement of your child's last week of care before care can continue for your child's final week. Please ensure you read your account each fortnight and always check to make sure your 'multi child count' is correct. By making sure you receive the correct entitlements, it will mean when you reconcile at the end of the financial year with Centrelink you will not be in arrears with them financially.

All accounts are emailed. If they are overdue (over 2 weeks) or at cease of care (over 4 weeks overdue) you will receive a text through our Kidsoft childcare management system with information for payment to ensure care isn't cancelled.

Family Assistance Office- 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 CCS, which include:

- Combined family income
- Activity test for both parents
 - 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 to TCC for 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 & Practice

What is Learning Through Play at TCC?



At TCC we give your child many opportunities to learn through play.

Play for children is a spontaneous, voluntary, and pleasurable activity that follows their own ideas and interests, in their own way. Play also builds upon their physical, intellectual, and social skills and supports them to understand the world around them, all while having fun.

There are several characteristics that describe play such as:

A way of learning: Play is often seen as the primary way young children learn and develop skills.

A context for exploration: Children use play to explore their interests, experiment with ideas, and discover new things.

A source of pleasure: Play is inherently enjoyable and motivates children to engage in it.

A vehicle for social interaction: Play allows children to interact with peers and learn about social skills.

A way to express themselves: Play gives children a space to express their creativity and imagination.

A way to make sense of the world: Through play, children can process their experiences, make connections, and build understanding.

There are many benefits to play and developmental areas that children can improve and enhance. These areas include:

Cognitive development: Play helps children develop problem-solving skills, critical thinking, and language skills.

Physical development: Play supports the development of gross motor skills, fine motor skills, and physical coordination.

Social-emotional development: Play helps children develop social skills, build relationships, learn about emotions, and build confidence.

Creativity and imagination: Play fosters imagination, creativity, and the ability to think outside the box.

School readiness: Play helps children develop the skills and qualities that are essential for success in school.

Wellbeing: Play promotes mental health and well-being by allowing children to relax, unwind, and have fun.

At TCC we embed play in all aspects of our curriculums. Children are encouraged to simply play, to be creative, to interact with their peers and to learn from each other. Throughout all of our Early Childhood rooms, play will be visible in many forms which can include:



Imaginative Play: Areas include home corners, dramatic play spaces, or nature-based storytelling areas. Children are encouraged to create and act out stories, developing their creativity, language, and social skills.

Constructive Play: Spaces with blocks, building materials, or tinkering areas support problem-solving, fine motor skills, and engineering skills.

Physical Play: Areas with jungle gyms, balance beams, obstacle courses, or outdoor spaces encourage gross motor skills development and physical activity.

Social Play: Areas with group activities, games with rules, or shared play spaces foster cooperation, communication, and social skills.

Sensory Play: Spaces with sandboxes, water tables, or textured blocks provide opportunities for sensory exploration and integration.

Literacy and Math: Areas with reading lounges, math blocks, or literacy spaces support early literacy and math skills.

Quiet Time: Designated spaces for rest, relaxation, or individual activities, promotes emotional regulation and focus.

Indoor Play Areas: Indoor play areas are crucial for active play, supporting physical, social, and cognitive development. We use diverse equipment, open-ended activities, and provide opportunities for self-regulation.

Outdoor Play Areas: Outdoor spaces provide opportunities for nature-based play, risky play, and physical activity. We provide varied challenging equipment, partly-enclosed spaces, and open-ended play areas to promote diverse activities and skill levels.



TCC embeds small and large group play sessions (spontaneous and planned). At TCC we believe they provide an opportunity for children to learn from each other while developing their concentration, listening, communication listening, social skills and emotional wellbeing.

TCC's Curriculum

We embed an Emergent Curriculum; this means our programs are flexible and child-centered, and focus on your child's interests and developmental needs. It allows for a more dynamic, responsive, and engaging approach, as we work towards helping your child achieve learning outcomes.



As Educators we take an active, intentional role in your child's learning using a balanced approach that combines many key features of an emergent curriculum 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. The key features of an emergent curriculum we focus on include:

- **Inquiry-based:** Teachers and educators facilitate children's exploration and investigation of topics that spark their curiosity.
- **Child-led learning:** Learning is driven by children's interests, curiosity, and experiences.
- **Responsive:** Educators observe children, reflect on their learning, and scaffold activities based on children's input and needs.
- **Play-based:** Learning is integrated through play and other forms of engaging activities.
- **Flexible:** The curriculum is adaptable to the evolving needs of children and our learning environments.
- **Collaborative:** Teachers and children work together as co-learners and facilitators.



Our dedicated, professional Educators are available and engaging during children's play. It is our role 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.

We use an online documentation and planning platform called OWINA to document your child's learning. We also utilise an approved EYF planning cycle so your child's interests, needs and emerging milestones are reflected upon regularly.

The Early Years Learning Framework

The Early Years Learning Framework is a national framework in Australia that guides Early Childhood Education and Care. The Framework focuses on providing a broad direction for educators to support children's learning, development, and well-being from birth to five years, including the transition to school. The EYLF emphasises play-based learning and recognises the unique needs and potential of each child. As the Framework is only a guide, 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 EYLF is structured around three core themes:

Belonging: Emphasising children's connection to their community and the importance of building relationships.

Being: Recognising the importance of children's present moment experiences and well-being.

Becoming: Fostering children's future development and learning through play and exploration.

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

Principles: The EYLF principles guide us in creating positive and supportive learning environments for children. These principles include:

- Secure, respectful and reciprocal relationships
 - Partnerships
 - Respect for diversity
- Aboriginal and Torres Strait Islander perspectives
 - Equity, inclusion and high expectations
 - Sustainability
- Critical reflection and ongoing learning
- Collaborative leadership and teamwork

Practices: The EYLF practices are designed to support children's holistic development, including their social, emotional, physical, and cognitive growth. These practices include:

- Holistic, integrated and interconnected approaches
 - Responsiveness to children
 - Play-based learning and intentionality
 - Learning environments
 - Cultural responsiveness
 - Continuity of learning and transitions
- Assessment and evaluation for learning, development and wellbeing

Learning Outcomes: The EYLF outlines 5 key learning outcomes for children. 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 learning outcomes include:

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

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 the Early Years Learning Framework, we would be happy to provide you with further information or explain them to you in person.

Contributing to your Child's Learning

Research shows children are much more likely to reach their full potential in life when their family and education and care service work together. These benefits are evident when families and educators exchange information regularly and collaborate on consistent approaches to daily routines, child development and learning.

There are many ways you as parents can contribute to your child's learning some of which include:

- Emailing your child's room photos and information about special family events or holidays that have occurred over the weekend. This provides an opportunity for your child to engage in public speaking opportunities during our group times.
 - Verbally exchanging information on your child's interests, strengths and needs to your child's educators or/and by using the rooms Communication white boards.
- Logging into the OWNA app and contribute to your child's learning.
- Share aspects of your home life, hobbies, interests or cultural rituals with your child's room.



Download the OWNA app to view and enjoy your child's learning as it happens.

Indoor Learning Environments

Nursery

Our primary focus of the Nursery is to meet the individual needs of children within a nurturing, supportive, secure, responsive and stimulating environment. We have 2 Educators every day assisting the children to develop positive self-concept and self-esteem by providing a variety of age appropriate experiences. We embed a balance of play, care, and social-emotional development, often incorporating routines to promote predictability and structure which can include mealtimes, sleep periods, and indoor and outdoor play. We nurture children's interest in the world in which they live 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 plan further enjoyable experiences to meet their growing needs, skills and abilities.



What to bring:

- Labelled drink bottle for water (can be kept at TCC and is washed daily)
- Labelled and dated milk bottles, formula dispensers or breastmilk pouches
 - Labelled comfort items i.e. blankets, dummies, teddies
- Hat for outdoor play (can be kept at TCC and is washed weekly)
 - Spare clothes which are appropriate for the current season
 - Appropriate shoes for outdoor play (no thongs or crocs)
- Your TCC Communication book. Please pack in your child's bag on each of their attending days
- Nappies (ensure there are enough nappies in your child's bag for the day or bulk supply can be stored in a tub in bathroom)

What to do on arrival/departure:

- Sign your child in/out using the iPad in foyer
- Place child's bag in their designated locker in bathroom
- Place labelled and dated milk bottles, formula dispensers or breastmilk pouches on the bench or fridge in storeroom

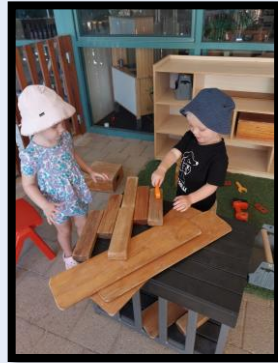


The Nursery email address is:
nurserytcc@gmail.com
 A Nursery Curriculum booklet can be obtained from the foyer.



Toddler

The Toddler Room is an engaging environment where children are cared and educated for by 6 educators daily, fostering their development across various domains, including physical, social-emotional, cognitive, and language skills. Our dedicated educators create environments where toddlers can explore, learn through play, and develop independence while building relationships with peers and educators. 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. The children have daily opportunities to engage in the arts and crafts, literacy and books, the indoor/outdoor playground, construction, maths, science and sensory experiences. Establishing routines develops the children's wellbeing, identity and self-help skills. It's a fun and engaging room, where the educators offer both planned and spontaneous activities which supports their emerging skills and emotional wellbeing.



What to bring:

- Labelled drink bottle for water (can be kept at TCC and is washed daily)
 - Labelled and dated milk bottles
 - Labelled comfort items i.e., blankets, dummies, teddies
- Hat for outdoor play (can be kept at TCC and is washed weekly)
 - Spare clothes which are appropriate for the current season
 - Appropriate shoes for outdoor play (no thongs or crocs)

- Nappies (ensure there are enough nappies in your child's bag for the day or bulk supply can be stored in a tub in bathroom)

What to do on arrival/departure:

- Sign your child in/out using the iPad in foyer
- Encourage your child to find their pictured locker tag hanging on the wall as you enter the room and to choose a locker for their belongings
- Place labelled and dated milk bottles in the fridge in storeroom



The Toddler email address is: toddler@tcc.com
A Toddler Curriculum booklet can be obtained from the foyer.

3-Year-old Kinder

The 3-Year-old Kinder room educators create safe and challenging environments for each individual child as they discover, grow and develop. There is a focus around children's social and emotional development, making sure that all children are supported in developing new skills. Children are continuously encouraged by the educators to develop their individual self-help skills of eating, dressing and toileting themselves and therefore developing their overall wellbeing. In the 3-year-old Kinder children are learning about themselves, establishing their own identity, developing a sense of independence within their world and within the wider Community.

We offer engaging learning experiences that integrate STEAM disciplines which encompass Science, Technology, Engineering, Arts and Maths. Educators consider spaces where children can learn through play and provide areas that cater for imaginative, physical, constructive, and sensory play, as well as areas for small and large group play, such as music and movement and nature exploration.

Our spontaneous and intentional group times encourages children to share aspects of their home life such as special events or weekend/holiday adventures as well as songs, stories and discussions on various topics. This engages children to further develop their social and language skills while also teaching them the value of being apart of our Community.

Further information about our environments, curriculums and routines can be found within TCC's 3-year-old Kinder Family Handbook which is distributed to all enrolled families at the commencement of a child's Kinder year.



What to bring:

- Labelled drink bottle for water (can be kept at TCC and is washed daily)
 - Labelled comfort items (rest time items only- no toys)
- Hat for outdoor play (can be kept at TCC and is washed weekly)
 - Spare clothes which are appropriate for the current season
 - Appropriate shoes for outdoor play (no thongs or crocs)
- Pull up's (ensure there are enough pull ups in your child's bag for the day or bulk supply can be stored in a tub in bathroom)
- A lunch box that has sufficient food for morning tea, lunch, and afternoon tea.

What to do on arrival/departure:

- Sign your child in/out using the iPad in foyer
- Encourage your child to find their pictured locker tag hanging on the wall as you enter the room and to choose a locker for their belongings.

The 3-year-old Kinder email address is: tcc3ykinder@gmail.com

4-year-old Kinder

The primary focus of our Preschool room is to foster holistic development in young children through play-based learning, social interactions, and a supportive environment. This involves nurturing everyone's thoughts, ideas, input and preparing them for future schooling. The Preschool offers children a comprehensive emergent curriculum based around the Early Years Framework Outcomes. The children are continually developing their readiness for school through the key learning areas of our curriculum such as:



- Health and Physical Education
 - Cooking
- Transition and orientation to schools
 - Language and Literacy
 - Games and construction
 - Colour, number and letter
 - Concept of the Week
 - Music and movement
 - Sensory play
 - Connecting with nature
 - STEAM learning



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 progress and include programs such as the Zones of Regulation, School readiness program, individual programming, small group programming, large group programming and the Healthy Achievement\Smiles for Miles programs.

Excursions and Incursions at Preschool form part of our educational program and provide valuable opportunities for children to explore their wider Community. 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.

Further information about our environments, curriculums and routines can be found within TCC's Preschool Family Handbook which is distributed to all enrolled families at the commencement of a child's Preschool year.

What to bring:

- Labelled drink bottle for water (can be kept at TCC and is washed daily)
- Hat for outdoor play (can be kept at TCC and is washed weekly)
 - Spare clothes which are appropriate for the current season
 - Appropriate shoes for outdoor play (no thongs or crocs)
- A lunch box that has sufficient food for morning tea, lunch, and afternoon tea.

What to do on arrival/departure:

- Sign your child in/out using the iPad in foyer
- Encourage your child to find their named locker tag hanging on the wall as you enter the room and to choose a locker for their belongings.

The Preschool email address is: tccpreschooltatura@gmail.com



Environmental & Sustainability Practices

Early Childhood Education plays a crucial role in shaping children's understanding and appreciation of the environment and sustainability practices. As Early Childhood Professionals, it is important to support young children to retain the sense of awe and wonder that they are born with, and to encourage them to appreciate that there are many possibilities for honouring life and wonders that the world holds. By incorporating sustainable practices into daily routines and activities, educators can instil a sense of responsibility for the earth in young children.

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. This involves integrating environmental education, promoting conversations, and encouraging recycling and waste reduction which teaches children the importance of fostering respect for the environment and encourages inquiry and critical thinking.

Junk materials are an important resource in TCC's Curriculum (see TCC's environmental sustainability policy). We can turn anything into a work of art! Children and their families are encouraged 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.

We also encourage donations of old household appliances which provide exciting opportunities to explore and investigate.



Children are given opportunities to explore the world in which they live. Having pet's at TCC gives children the opportunity to observe, interact and learn about animals. It can be a valuable part of a child's education and care experience, enriching their learning about nature, ecology and relationships.

Our centre chickens provide a unique opportunity for children to learn and observe the lifestyle of chickens, learn about where food comes from, and develop a sense of responsibility for caring for animals such as being involved in the feeding and cleaning of their environments and learning the skills of care and empathy. This also extends to other learning opportunities such as feeding the chicken food scraps and cooking using the chicken's eggs.

Our centre fish provide a tangible connection to the natural world, and the children enjoy feeding them daily. Ultimately our foyer fish tank provides a calming, settling area where children can regulate their emotions by calmly watching the fish swim around and play. It also enables educators to have purposeful conversations with the older children about biology, physics and chemistry concepts such as ecosystems and water quality.

Teaching young children about recycling can be done effectively through a combination of hands-on activities, visual aids, and engaging conversations. Each room at TCC has a yellow, red and green bin and the children are encouraged to utilise these appropriately when disposing of waste. Educators use a combination of role playing and intentional group times to educate the children on what each of the bins are used for. By incorporating recycling into daily routines and making it a fun, interactive experience for all, we are educating children about the importance of caring for our environment and world for the short and long term.



TCC has several vegetable gardens in the outdoor learning environments. The children assist Educators in planting seasonal vegetables and are responsible for the upkeep and watering. The vegetable gardens have created engaging, hands-on experiences that connect children to nature and to the food they eat. Educators empathise the importance of observing plant growth, understanding their needs for water and sunlight, and the interconnectedness of plants and animals within the garden ecosystem.



Children are encouraged to empty the water from their drink bottles into the gardens at the end of the day. This is a job the children enjoy doing and is also beneficial to their learning by gaining an understanding about saving water and promoting sustainable gardening practices.

TCC has an appointed sustainability, Officer. Tamara works in collaboration with the educators in the rooms to embed sustainable practices. Her ongoing reflections, and commitment to areas of improvements needed, are corresponded to families and embedded in our environments.



Outdoor Learning Environments

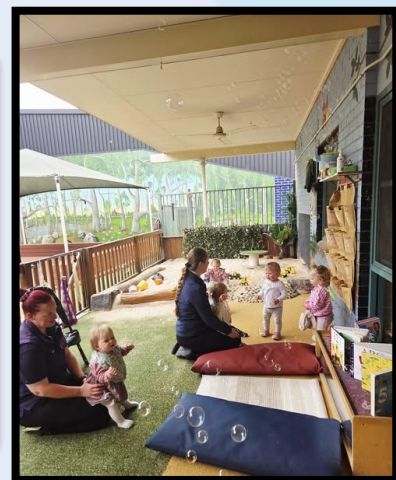
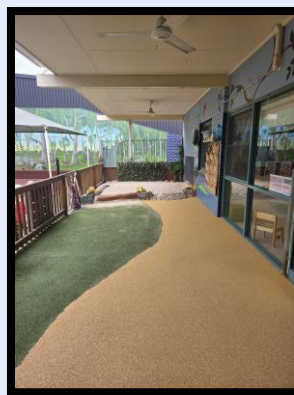
Our large, spacious and aesthetic natural outdoor environments offer a wide variety of opportunities for exploration, and learning about the natural world, fostering a sense of wonder and connection to nature. There are many benefits our outdoor areas create for children including openings to explore and deepen their physical, cognitive, social and emotional development and skills.

Regular access to outdoor play helps build upon a child's physical skills, wellbeing and development. It provides opportunities for children to explore, discover, be curious and appreciate the natural world, as well as be active, strengthen fine and gross motor movement skills and participate in risky and creative play. We believe that children should engage in physical activity regularly, to both enjoy the fresh air, while also engaging in healthy age-appropriate periods of exercise.

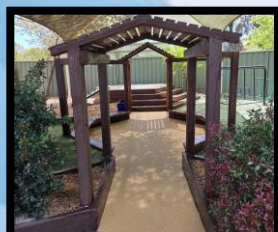
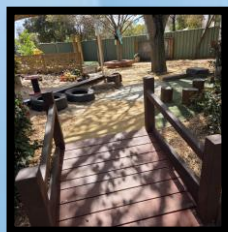
TCC has 4 outdoor learning environments which we are committed to maintaining and upgrading as required, to ensure they are aesthetically pleasing and stimulating for our attending children.

Nursery

The physical environment in the Nursery fosters children's physical, cognitive, social and emotional development. We support your child's learning through providing play spaces that will challenge your child as they grow and understand the world around them. As they learn new skills such as rolling, crawling and walking, we will help all children to develop in these areas while making the outdoor area, fun, creative and age appropriate.



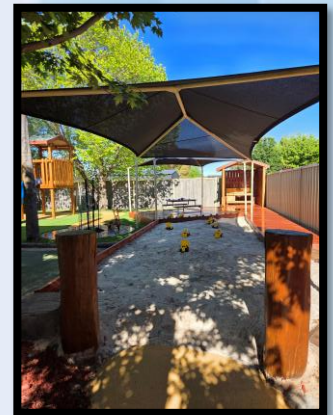
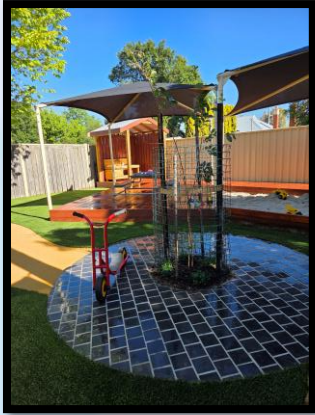
Toddler



The Toddler physical environment is well designed and encourages children's sense of curiosity, awe and determination. The spaces are engaging, and their surroundings promote children's potential learning in built and natural environments. At TCC our educators play an important role in creating spaces that are interesting, engaging and allows children to extend their thinking, problem solving skills and learning. Educators use opportunities in the outdoor environment to teach and guide children by role modeling respect, care and appreciation for our environments and by embedding sustainability into our daily routines and practices.

3-Year-old Kinder

Creating outdoor spaces with learning in mind demonstrates that play can be a catalyst for learning everywhere. This in mind, Educators consider how children are supported to engage in their environment, with other children, and how the environment is resourced and organised. The outdoor spaces encourage, support, and challenge children to explore, investigate, problem solve, imagine, create and experiment. All Educators ensure they actively engage with children and experiences. They design and organise the environment in a way that supports the participation of all children and consider how the environment contributes to the effective implementation of the learning program. When this is achieved, learning is deepened and extended.



Preschool

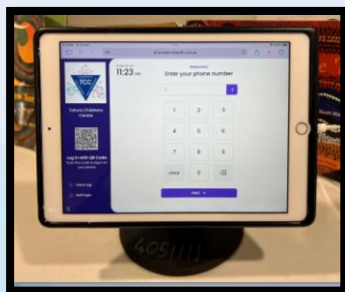
In the Reggio Emilia approach, the "third teacher" refers to the learning environment, alongside the educator and the child, which actively influences a child's learning and development. The Preschool Educators carefully design the outdoor environment to be both stimulating and safe, offering opportunities for exploration, creativity, and collaboration. The space ensures that children can engage in purposeful outdoor experiences that promotes:

- Participation of every child
- Stimulation and inspired learning
 - Collaboration
- Responsiveness to children's interests
 - Agency
- Smooth transitions between activities and spaces
- Competence, independent exploration and learning through play
 - Engagement with the natural environment
 - Positive relationships between children
- Children's understanding, respect, care and appreciation for the natural environment
- Environmental sustainability and assist children to become environmentally responsible
 - Flexible, allowing re organisation to maintain children's interest and challenge a welcome and comfortable atmosphere.



Partnerships with Families & Communities

Arrival & Departure



In the foyer of TCC are two iPads for singing your child in and out upon arrival and departures. The parent or adult (over the age of 18 years) dropping off or collecting your child, must sign in and out each day your child is in care.

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 procedure is to ensure your child's safety will not be waived nor will any exceptions be entered into regarding this policy. All parents/guardians who have a child attending Preschool at TCC will sign their child in and out in the Preschool room between 8am-5pm.

Connecting with our TCC Community

At TCC we will install a strong sense of Community engagement to further support children's sense of belonging. TCC has developed respectful and responsive connections with our local community and use these opportunities often to meet the needs of all children and families to further enrich our educational programs.

At TCC we believe the experience of being in the Community broadens children's understanding of the world in which they live and contribute and creates an overall feeling of belonging, wellbeing and identity. Being connected to our Community can also deepen and refine our sense of place. Community engagement helps children to learn more about various cultures and helps them to form relationships with a broad range of people from within the Community. Therefore, we use a variety of Community initiatives (such as regular excursions) to connect and empower children to become active citizens as they grow and develop into diligent, happy and knowledgeable local citizens.



Late Pick Up of Children

Children thrive and respond well to predictable and familiar routines. For this reason, we encourage all parents to contact TCC if they are going to be picking their child up later than normal, to ensure your child has been given notice and so they do not become anxious about your return.

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 on who will be collecting your child and expected arrival time. This can be done through communication in the morning or via phone call during the day.

A late pick up fine will be charged at the rate of \$2.00 per minute per child, if departure time exceeds the Centres closing time of 6:00pm, or TCC's conclusion of Preschool term session of 4:00pm. This fee will appear on your next fortnightly account.

We kindly remind parents that we close the doors at 6:00pm (Mon to Thu and 5:30pm Friday) 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 & Transition

Prior to children commencing TCC, 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 to be able to explore the Centre and rooms environment before their first day.

Each family receives an enrolment pack which includes a Child Profile form. These 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 and interests.

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 parent/guardian to stay in the room for a set period. We recognise that this is individual to each family, and we will discuss this during the orientation\enrolment process.

Some children may find it comforting bringing a special toy or blanket in from home. This is also something that can be discussed 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 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 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 Belonging & Toys

Children often enjoy bringing toys from home. This is fine, if the item is a comfort item. However, please do not allow your child to bring 'precious' toys which may be damaged or lost. 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 Products for Purchase

TCC has 3-year-old and 4-year-old Kinder Polos and hats with our centre logo available for purchase at **cost price** if you wish to do so. All products are able for viewing and purchase in our Centre foyer area. TCC jumpers can be purchased directly from Tatura Logos.



In addition to the boards, the Nursery families receive and Communication booklet. This booklet provides both educators and families with an opportunity to exchange information daily. The booklet gets placed into your child's bag at the end of the day and we encourage you to bring it back on each of your child's attending day/s. There is a section for parents to share any messages with their educators regarding their child's morning wake up time, bottle or breastmilk feed time or any other messages that may be of importance.



Family Participation (TCC closed Facebook Page)

Children enjoy seeing their parents/guardians involved in our Community and we appreciate any of your involvement. Some ways in which families can become more involved in our TCC Community include:

- 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 relevant information for families as needed.

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Relationships with Children

Positive Behaviour Guidance Techniques

At TCC all children are encouraged to develop the social and communicative skills to age appropriately assist them to resolve conflicts, and to negotiate new understandings with their peers. Children are encouraged to interact with their peers in such a way that focuses on developing a range of strategies and responses to enable them to operate safely and happily within the group. Educators use positive behaviour guidance techniques as it empathises building positive relationships, setting clear expectations, and supporting children's ability to make good choices.

Over time, Educators become aware of the social skills of the children and therefore, implement experiences which will encourage the development of these skills further, as appropriate for that group of children. Educators consider the age and skills of the child when any conflict situation occurs. If a conflict situation arises, educators will support the children in their play to understand and change the behaviours occurring to promote constructive play and communications. They will engage in a way that is positive and appropriate for the situation.

Ways that the educators may engage include:

- Redirecting a child or children
- Offering choices a child or children
- Acknowledging a child's feelings
- Offering a child an activity that will help them resettle and engage with their peers
 - 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 be calm, positive and assist a child with their behaviours. If a serious behavior issue arises the Director will speak confidentially with the parents of the child and together a behaviour plan will be developed relating to the management of a child's behaviour.

Risk Assessments & Excursions

Excursions within the local Community provide a great opportunity for children to learn more about their Community. TCC has 'Regular excursions' which are on the TCC Enrolment form and related authorisation forms. These are classified as 'regular' excursion because we often spontaneously decide to take the children to these places as they have deemed them as 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's allocated regular excursions will require written permission beforehand by the guardian to authorise 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.



Inclusion, Equity & Diversity

At TCC we believe that all children, regardless of their ability, socio economic status, or cultural background, have the right to have access to our Service. Our aim is for all children to have opportunities to grow, 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 family's values and beliefs and our ongoing commitment to training, means we have high expectations for all children. Educators ensure they are creating learning environments (physical and online) where all children feel valued, can reach their full potential and we will provide equal access and support for all.

As educators we will seek community advice and assistance 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. Creating a Child safe culture is important to our pedagogy and work with young children, and we will support all children and families attending TCC to feel safe, welcome and included.

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 in collaboration with you to support your family's needs.



Nutrition & Active Play

Nutrition

Healthy eating and physical activity contribute to a child's ability to socialise, concentrate, co-operate and learn. Good nutrition is essential to healthy living and enables children to be active participants in play and learning. Learning about healthy lifestyles, including nutrition, sleep and rest, personal hygiene, physical fitness, emotions, and social relationships. This is all important to the wellbeing and self-confidence of children.

At TCC we provide many opportunities for children to experience a range of nutritious food and to learn about healthy food choices, and of the importance of regular exercise.

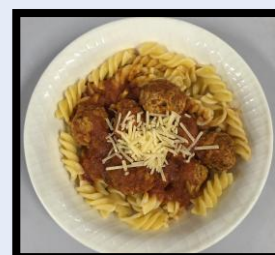
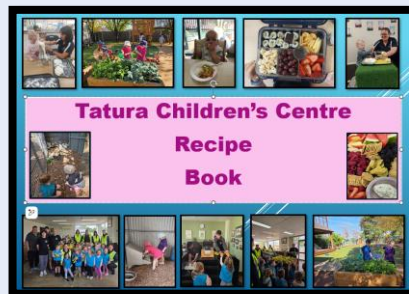
To ensure we are doing this effectively we adhere to:

- 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 children
- Healthy Eating Menu Planning Guidelines for young children in Care
<https://heas.health.vic.gov.au/>

At the entrance of the Kitchen is a copy of our 4-week rotating menus which have been reviewed and are fresh for 2027. Parents are welcome to a copy at any time.

In the foyer area (red folders on shelf) we also have a copy of our 4-week rotating menu, the contents guide and the Allergy information for all 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.



Health Plans for Individual Children, Allergies & Intolerances

All allergies and 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.

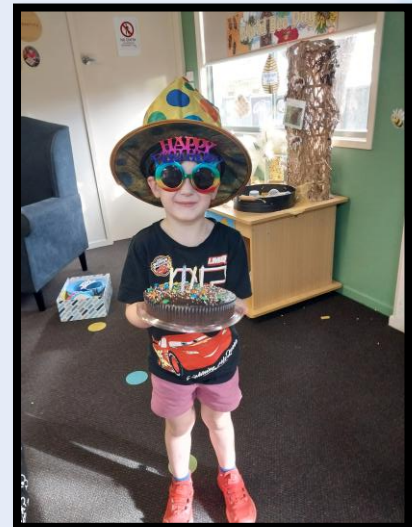
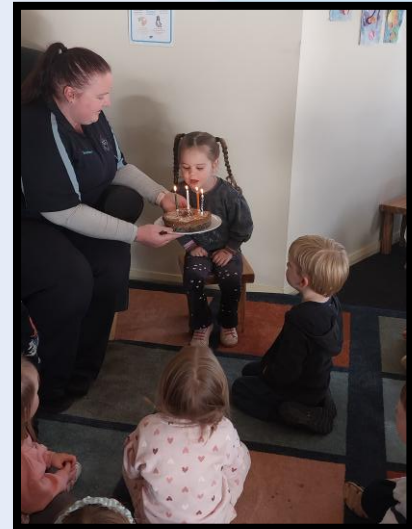
Therefore, if you would like your child's dietary or Medical needs catered for at TCC a Medical Practitioner will need to complete and provide either a TCC Approved Action or a Medical Certificate. For example, allergic reactions may be in relation to gluten, dairy Anaphylaxis or Asthma. These forms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

Please note TCC is a NUT FREE premises.

Birthdays & Special Occasions



Celebrating special occasions are an important part of TCC's curriculum. If parents wish to supply a birthday cake for their child to share with their educators and peers, TCC must ensure we meet standards set by the Food Safety Act. This means all items of food brought into the centre must be purchased from a registered business, in the original packaging and with the list of ingredients provided on the packaging. The cake must not contain cream or be home made as they do not comply with Food Safety regulations. All cakes should be delivered to your child's educator or kitchen staff 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 a parent/guardian. This form includes when their last dosage was, details of dosage to be administered and time of administration required, along with the signature of a parent/guardian. 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. (i.e. If it was rejected or spat out by the child.)

All Asthma/Anaphylaxis Plans must be accompanied with a plan signed by a Doctor.

ASTHMA ACTION PLAN
Take this ASTHMA ACTION PLAN with you when you visit your doctor

NAME: _____ DOCTOR'S CONTACT DETAILS: _____ EMERGENCY CONTACT DETAILS: _____
 DATE: _____ Name: _____ Phone: _____
 NEXT ASTHMA CHECK-UP DATE: _____ Address: _____

WHEN WELL (Asthma is under control and you are symptom-free)
 Your prescribed inhaled corticosteroid (ICS) inhaler: _____
 Your reliever inhaler: _____
 When you have symptoms like wheezing, coughing or chestiness at night, use your reliever inhaler.

WHEN NOT WELL (Asthma is getting worse, you are having more symptoms, or you are not sleeping well)
 Your prescribed inhaled corticosteroid (ICS) inhaler: _____
 Your reliever inhaler: _____
 When you have symptoms like wheezing, coughing or chestiness at night, use your reliever inhaler.

IF SYMPTOMS GET WORSE (Asthma is getting worse, you are having more symptoms, or you are not sleeping well)
 Your prescribed inhaled corticosteroid (ICS) inhaler: _____
 Your reliever inhaler: _____
 When you have symptoms like wheezing, coughing or chestiness at night, use your reliever inhaler.

DANGER SIGNS
 DIAL 000 FOR AMBULANCE
 Call an ambulance immediately if you have any of the following symptoms:
 - Severe wheezing or coughing
 - Severe chest tightness or pain
 - Severe shortness of breath
 - Blue lips or face
 - Confusion or loss of consciousness

ascia ACTION PLAN FOR Anaphylaxis
www.ascia.org.au

Name: _____ Date of birth: _____
 Confirmed allergen(s): _____
 Family/emergency contact(s): _____
 1. _____ Mobile: _____
 2. _____ Mobile: _____
 Plan prepared by: _____ Doctor or nurse practitioner who authorises medications to be given, as consented by the parent/guardian, according to this plan.
 Signed: _____ Date: _____
 Antihistamine: _____ Dose: _____

How to give Anaprep® Adrenaline (epinephrine) device
 1. Pull off black needle shield.
 2. Pull off grey safety cap.
 3. Place needle end firmly against outer mid-thigh or upper thigh (with or without clothing).
 4. Press red button on it and hold for 2 seconds. REMOVE Anaprep®.

MILD TO MODERATE ALLERGIC REACTIONS
 Watch for ANY ONE of the following signs:
 - Swelling of lips, face, eyes
 - Swelling of tongue
 - Swelling or tightness in throat
 - Wheezing or persistent cough
 - Difficulty talking or hoarse voice
 - Persistent dizziness or collapse
 - Pale and floppy (young children)

SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTIONS)
 Watch for ANY ONE of the following signs:
 - Difficulty or noisy breathing
 - Swelling of tongue
 - Swelling or tightness in throat
 - Wheezing or persistent cough
 - Difficulty talking or hoarse voice
 - Persistent dizziness or collapse
 - Pale and floppy (young children)

ACTIONS FOR ANAPHYLAXIS
 1. LAY PERSON FLAT - do NOT allow them to stand or walk.
 - If unconscious or pregnant, place in recovery position - on left side if pregnant.
 - If breathing is difficult allow them to sit with legs outstretched.
 - Hold young children flat, not upright.
 2. GIVE ADRENALINE DEVICE
 3. Phone ambulance - 000 (AAU) or 111 (NZ)
 4. Phone family/emergency contact
 5. Further adrenaline may be given if no response after 5 minutes
 6. Transfer person to hospital for at least 4 hours of observation
 IF IN DOUBT GIVE ADRENALINE DEVICE
 Commence CPR at any time if person is unresponsive and not breathing normally.

ALWAYS GIVE ADRENALINE DEVICE FIRST, and then asthma reliever puffer
 If someone with known asthma and allergy to food, drugs or medication (who may not have been exposed to the allergen) has SUDDEN BREATHING DIFFICULTY (including wheezing, persistent cough or hoarse voice) even if there are no other symptoms, give them ADRENALINE FIRST, then their asthma reliever puffer.

DANGER SIGNS
 DIAL 000 FOR AMBULANCE
 Call an ambulance immediately if you have any of the following symptoms:
 - Severe wheezing or coughing
 - Severe chest tightness or pain
 - Severe shortness of breath
 - Blue lips or face
 - Confusion or loss of consciousness

Dealing with Infectious Disease and Control

In the event of your child becoming ill at TCC, educators will inform you via phone call. If you are unable to be contacted, your emergency contact will be notified, to inform them 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 care. Exclusion times are set by the Staying Healthy in Childcare 6th Edition resource for Early Childhood Services. Please refer to TCC's exclusion table in centre foyer for a list of infectious diseases and their related exclusion periods. Please call us if your child is not attending for the day.

Immunisations- No Jab no Play

As a requirement to confirm your child's enrolment, you must provide evidence that the immunisation status of your child is current. You must provide either of the following:

- Immunisation History Statement. This can be found in your MyGov.
- Immunisation Status Certificate from a medical doctor.



Date given	Immunisation	Brand name given
07 Sep 2007	Diphtheria Tetanus Pertussis Polio	Quadraval
07 Oct 2007	Diphtheria Tetanus Pertussis Polio	Adaxel Polio
12 Dec 2007	Diphtheria Tetanus Pertussis Polio	Adaxel Polio
01 Feb 2021	Hepatitis B	H-B-Vax II
	Measles Mumps Rubella	MMR II
	Varicella	Varivax
15 Feb 2021	Diphtheria Tetanus Pertussis Meningococcal ACWY	Boostrix Menomix

Next immunisation due	Date due
Measles Mumps Rubella	01 Jun 2021
Hepatitis B	01 Jun 2021
Varicella	

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



Breast & Bottle Feeding

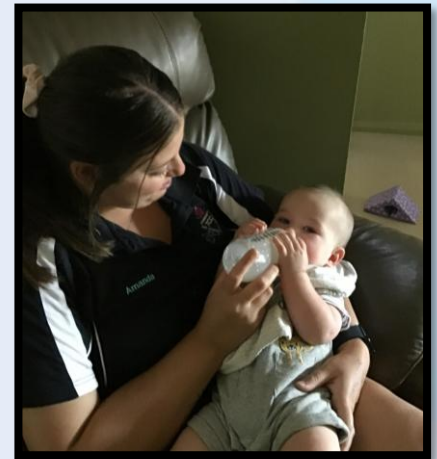
TCC supports mothers who choose to breast, or bottle feed their child, and we provide a comfortable chair for both forms of feeding. A shelf for clean, sterilised bottles of water and formula dispensers is provided in the Nursery storeroom, along with a microwave for warming up bottles when applicable. Educators will prepare your child's bottle at the time of need. A fridge is available for breast milk bottles, breastmilk storage pouches or bottles with cow's milk. We have a bottle warmer which is used as a safer warming option for breastmilk bottles.

The Toddler room also has their own fridge and microwave for children who require bottles at sleep time.

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.

A copy of our Breast- and Bottle-Feeding Policy is available on request if you would like more information.

Breast feeding mothers are welcome any time during any given day. *Please respect our Child Safety Policies which reflects no mobile phone usage in the rooms.*



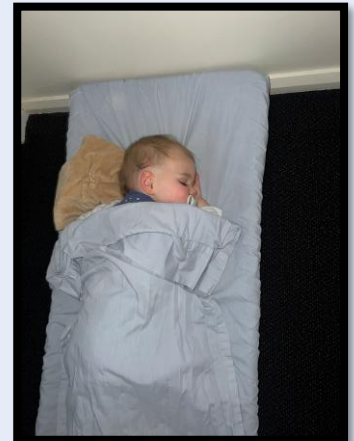
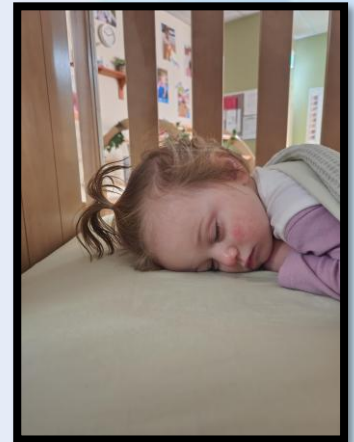
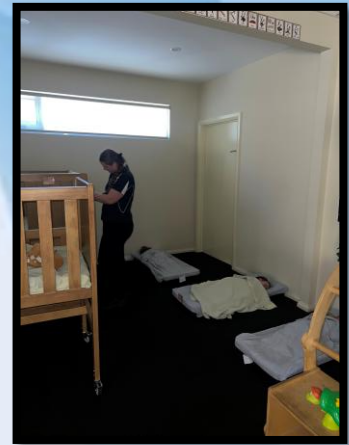
Safe Sleep & Rest Practices

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.

At TCC we follow safe sleep measures closely and ensure we are:

- Using cots that meet the current Australian Standards (AS2172)
- Sleeping babies on their back until they can confidently and independently roll both ways.
 - Placing the baby's feet close to the bottom of the cot
 - Using a firm mattress.
- Filling out a daily sleep register where educators record time checks they conduct on babies sleeping every 15 minutes.
- Actively supervising children sleeping regularly by moving around the environment and actively checking on them during sleep periods.

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



Children's Safety

Evacuation Drills & Procedures



TCC regularly practices emergency procedures to ensure the safety of children and others. TCC has in place policies and procedures that guide us in the event of an emergency. Educators communicate effectively with the children about a 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's closed Facebook page to inform parents of our practices and ongoing commitment to keeping children safe in the event of an emergency was to occur.. Reflections will be placed in the foyer and room OHS boards which also display relevant safety information. TCC has an Evacuation Emergency system in all 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 a situation arises.

Child Safe Culture (Standards, Policies, Practices & Environments)

TCC is committed to the health and wellbeing of all children using our service and we engage all of our educators in annual Child Safe training. This professional development reflects the 11 Child Safe Standards, our Practices, our physical and online environments, our reporting obligations and our practices in ensuring we minimise risks. Our practices, policies and interactions with the children are positive and inclusive for all, and we understand the importance of recognising signs of concern, understanding our roles in reporting these concerns and understand our role in supporting children and families when needed. We will always advocate for children's safety and wellbeing in our efforts to prevent and respond to abuse allegations\misconduct, to keep children safe, including Aboriginal, Torres Strait and LGBTQ children. More information can be found at <https://www.vic.gov.au/early-childhood-services-child-safe-standards>.

Also please note, mobile phones cannot be used in any of our Early Childhood rooms around children. So please keep them in your pocket or in the car. The use of vaping devices and\or smoking is also not permitted.



Custody & 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 we are informed.

Staffing Arrangements- TCC Educators, Students, Volunteers

Educators

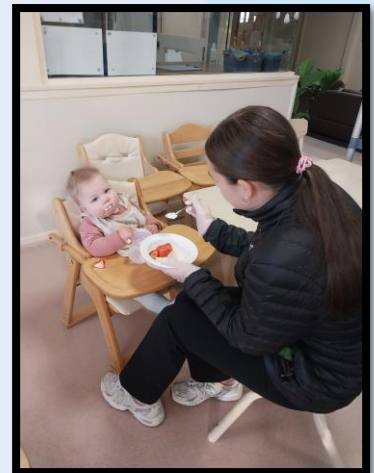
TCC has always taken pride in our ongoing ability to attain and retain high quality Early Childhood educators. TCC's Director (Sheree Carver) has been the Director for over 20 years and she is supported by a strong Leadership team and Qualified Educators with years of experience.

TCC's roster plans for educators being absent due to illness, annual leave or RDO's. We do not utilise casual relief educators as we aim for consistency of care within our Service. All educators employed by TCC have engaged in rigorous employment checks as child safety is important to us. Before employment commences, management has sighted a current Victorian Police and Working with Children's Check, Early Childhood qualification, Level 2 First Aid, Asthma/Anaphylaxis training, and Food Handlers Certificates. We value the importance of employing qualified, knowledgeable and passionate educators and our recruitment, induction and orientation processes reflect this commitment. 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 training opportunities or through the attendance of workshops and professional development sessions. 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 that provides exceeding care and education by qualified Early Childhood educators.

We liaison with local training Industries such as GoTafe and Practical Outcomes. We are advocates for high quality Early Childhood Education and Care and therefore welcome studying students to carry out their placements with us under supervision requirements. All students from RTO Organisations complete an Induction and have engaged in the same documentation checks as a TCC employee.



Governance & Leadership

TCC Policies

Our 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. Our educators are happy to discuss our policies, and we appreciate comments and suggestions.

Concerns, Grievances & Complaints

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 Director (Sheree Carver). For matters concerning adherence to the Education and Care Services National Regulations and child safe standards, 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 TCC's 'Concerns, Grievance's and Complaints policy' located in TCC's foyer Policy Manual.

Emergency & Family Assistance Contact Numbers

Police/Ambulance (Victoria wide)	000
Shepparton Hospital	5832 2322
The Victorian Poisons Information Centre	13 11 26
Lifeline Australia	13 11 14
Parentline Victoria	13 22 89
Kids Helpline	1800 55 1800
Family Care	58 237 000
Relationships Australia (Shepparton Centre)	5820 7444
GV Adult Mental Health & Wellbeing Service	5832 2111
GV Community Health	1800 222 582
Griefline	1300 845 745
Family Assistance Office	136 150
Maternal and Child Health Centre	13 22 29