BEFORE & AFTER SCHOOL AGE CARE (SAC)

Family Handbook
The service at Wales Street Primary School was established in April 1989 and has been built up to the successful program that it is today.

Please consider the environment before printing this family handbook

We look forward to a long & happy association with your family!
NUMBER OF PLACES
The service has been allocated 160 places for the Approved Service to operate Before & After School Care. At no stage will the service operate above the approved number of places or above the child to staff ratio as set out in the Victorian Children’s Services Regulations 2011 and Act 2010.

The information provided in this family handbook derives from the requirements of the Victorian Care Services National Law 2010 and National Regulations 2011, as well as other relevant government regulatory bodies and the policies and philosophies of Wales Street Primary School Age Care (SAC) for Before and After School.

The service operates according to a philosophy of open management and aims to reflect the entire community by encouraging participation and discussion of all issues relevant to the functioning of the service and its continuing improvement.

This handbook provides a general introduction to the service, its aims and the way it operates. By reading it we hope you will gain an understanding of how the service operates and will encourage you to become actively involved in Wales Street Primary SAC.

For easy referencing a printed copy is kept in the Family Information area, as is an electronic version which is also available through the school website. Please see staff if you would like to take a copy home to read.

General Information
The program has a “Family library” consisting of publications relating to subject areas such as child development, parenting, recreation, nutrition, health and fitness. Please feel free to borrow any of these resources. Please let office staffs know which book/s you are borrowing.

School Age Care Website
Our website creates a profile for the service; it has many resources for parents. Please log into Wales Street Primary School www.walesstps.gov.au.

Children Services Education and Care Act and Regulations
A copy of the Children’s Services Regulations and the Children’s Services Act are available at the “Resource Library” under the information desk, or may be requested from the Supervisor or alternatively can be viewed on the ACECQA website www.acecqa.gov.au
Education and Care Services National Law Act 2010 (PDF - 839Kb) (National Law)
Education and Care Services National Regulations 2011 (PDF - 1.7Mb) (National Regulations)

Our Commitment to Aboriginal Australians
I acknowledge the Wurundjeri land

Wales Street Primary acknowledges the prior ownership of this area by the Wurundjeri people more than two hundred years ago. We celebrate the survival of Aboriginal people and their culture following the devastating impact of European invasion and support their right to determine their own future.

We recognise the right of Aboriginal people to live according to their own values and culture. We accept our responsibility to develop an awareness and appreciation of Aboriginal history and society in our community and to protect and preserve the environment and significant sacred sites.

In doing so we acknowledge that Aboriginal culture continues to strengthen and enrich our community. The Darebin area is now occupied by people drawn from many different lands who share the values of tolerance and respect for one another. We actively support Aboriginal and non-Aboriginal people to work to overcome their differences and continue to go forward together.
Friendly staffs/educators are ready to assist with any enquiries during program time. In addition to reading this handbook, new and continuing families using the service should make time to locate the following:

- Sign In/Out Desk (where you need to sign your child in/out of the program)
- Family Information desk (includes all news and information, forms, and feedback book)
- Information about other sources of family support can be sought from the “Community Board”
- Other information about upcoming events is also displayed regularly on this desk.
- Digital Photo frame Display (showing celebration of children’s learning in the program)
- Learning stories folder for family viewing and input
- Account box (for families who have opted to receive their fortnightly fee statements by hardcopy
- If you have any suggestions or ideas you would like to share, you can write them in the Feedback book.
- The notice boards above the table have general information for you about, the educators, our Sub-Committee members, our program and the menu.
- Above the information desk is a display of pamphlets regarding community events.

**NATIONAL QUALITY FRAMEWORKS**

Our program is an Approved Service under the Education & Care Services National Law Act 2010 and Education and Care Services National Regulation. These Acts and Regulations specify the programs requirements in regards to the activities, experiences, programs, number of educators to children ratios and staff qualifications. The primary objective of the legislation is that children are safe and that their developmental needs are met when being cared for and educated in our Approved Service.

An Educational Leader is responsible for delivering a program that is:

- based on an approved learning framework
- based on the developmental needs, interests and experiences of each child takes into account the individual differences of each child

Requirements for services include:

- documenting child assessments or evaluations
- ensuring information about the educational program is available providing information about the educational program and children’s participation in the program to parents on request
BEFORE CARE: Monday – Friday 7.00 am to 8.45 pm
Children will not be accepted into the program before 7:00am.

AFTER CARE: Monday – Friday 3.30 pm to 6.00 pm

PUPIL FREE DAYS: 7.00 am to 6.00 pm
The service is closed on weekends and public holidays.
The service also closes for up to 5 weeks per year over the Christmas period and 2 weeks during term breaks.

EARLY FINISHES
On the last day of each term the hours of operation will be extended to accommodate the earlier dismissal of students.

VACATION CARE: Vacation Care program is operated by Darebin Council in the Wales Street School Hall – Ring Darebin School Holiday Program Resource & Liaison Team on 8470 8100 for more information

FEES

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Payment can be made by cheque/eftpos (including credit card payments over the phone) is also available

The program is a not for profit organisation and all operational aspects are financed through the collection of parent fees & Child Care Benefits including Child Care Rebate.

Late fees will be charged for children picked up after 6.00 pm
$15.00 first 15 minutes and part thereof (cash only) - child care benefit does not apply to late fees.

The service is located at the corner of Wales and Speight Street Thornbury in the LCT building.
Enter via Speight Street Gate

PHONE: 9 484 3949 Press 2 for SAC
EMAIL: oshc.wales.street.ps@edumail.vic.gov.au

FOR CHILD CARE BENEFIT & CHILD CARE REBATE CONTACT DEPARTMENT OF HUMAN SERVICES

email Human Services on www.humanservices.gov.au

Call 13 61 50 between 8 am to 8pm (local time) Monday to Friday
You can also call: Teletypewriter (TTY) 1800 810 586 (if you are deaf or have a hearing or speech impairment). You need a TTY phone to use this service.

13 12 02 if you need information in a language other than English

Useful resources - For news & information on child care visit the “mychild” website www.mychild.gov.au

Our Values: Empathy, Integrity, Cooperation, Humour, Creativity, Respect & Responsibility
NEWSLETTERS

Every week the school newsletter is electronically mailed to families by the school. Families will receive up to date information on what is happening at SAC. Copies can be obtained from the School Office or alternatively on Wales Street Web page www.walesstps.gov.au or a hardcopy can be obtained if requested.

POLICIES AND PROCEDURES

Wales Street has an extensive “Policy and Procedure Manual” which reflect the Philosophy and Goals of our service.

Wales Street Primary School Age Care is committed to providing a quality service determined by the policies and procedures which have been developed and formulated on the National Quality Frameworks and the principles outlined in required legislations.

The policies are reviewed with parent, children and/or staff/educators involvement then adopted by the SAC Sub-Committee of Management. Our policies clearly state what the service will provide and how it will be provided. Policies and procedures are developed are reviewed every 3 years or as required.

You can also access the Policies and Procedures Manual via the WSPS website at Wales Street Primary School follow the School Age Care link.

For easy referencing a copy is kept under the Attendance Register at the Sign In/Sign Out information desk.

In this Family Handbook we provide a snapshot of policies which will affect you, your family and individual children during their time with us.

ENROLMENT FORM

Every child must have a completed “Enrolment Form”. This is essential for contact numbers, special medical and/or dietary needs, and custody/guardianship arrangements. On enrolment all new families will be required to pay an enrolment levy of $10 (cash only) per family towards the cost of administration. Confirmation/welcoming letter will be sent to all new families.

Any changes in enrolment details must be given immediately to the Nominated Supervisor.

ANNUAL RE-ENROLMENT FOR CURRENT FAMILIES

Enrolments for the following year are conducted during October each year. It is necessary to re-enroll the child/ren each year as required by National Law, Regulations and standards.

Annual enrolment levy of $15.00 (cash) is payable every year. Parents must follow the enrolment procedure in order to ensure their child is registered for the following year: All places will be offered in line with Priority of Access and order of date received. We have a registered number of places for each program. Once maximum enrolments are received, any further applications are placed on a waiting list and contacted by the Nominated Supervisor when a place becomes available.

BOOKING PROCEDURES

Booking procedures are put in place by the SAC Sub-Committee of Management to ensure care is provided in an equitable way whilst maintaining child/staff ratios and Departmental guidelines.

To ensure adequate supervision is provided, families need to book child/ren either on a Permanent or Casual basis.

Permanent bookings days can be swapped or changed by letting the Supervisors know in advance and filling out a new “Permanent Booking Slip”
Casual bookings can be made in person with educators, email, over the telephone or answering service in advance or by 2.30 pm on the day the booking is required. Casual bookings are subject to availability. Casual bookings cannot be made by children and will NOT be accepted without prior enrolment. When leaving a voicemail booking message, please indicate if your child needs to be alerted to come to after care.

Permanent bookings have the priority of places. If there are a limited or no places available on any day the Supervisor will notify families of availability in the program for the days required.

**CHILDREN REFERRED FROM SCHOOL OR CHILDREN ON SCHOOL GROUNDS BEFORE OR AFTER HOURS AND REFERRED FROM SCHOOL**

The Supervisor will not allow the practice of children **without an Enrolment Record** being sent to Before or After School Age Care in an emergency.

- The School Age Care educators are not responsible for children on school grounds **before and after hours** that are not enrolled/registered in the service.
- No child who is in the school yard early in the morning and/or any child not collected from school by 3.45 will **not be taken to the Before or After School Age Care** without a current Enrolment Form.
- Children without a **current enrolment form** will remain with the School Office staff, which will ring the family of that child for pick-up from school.
- Any uncollected children after 3.45 pm **will not be taken** to the SAC service.
- If a child is enrolled/registered but **not booked** into the service for that day the same applies. There are also staff-child ratio considerations. All children who attend After School Care must be booked in. Parents/guardians will be phoned and asked to collect their child/ren.

**CANCELLATIONS**

It is important that families, who have booked their child/ren in to attend the program and need to cancel the session, notify SAC of the cancellation. If you have booked your child into a session and there is a change in plans you must **CANCEL** the booking. This can be done by notifying the Supervisor or ringing the service by 2.30 pm- this applies to all permanent, casual and occasional bookings. As long as we have the cancellation by 2.30 pm then parents/families will not incur a non-cancellation fee.

If you have to cancel, and you have already paid your account in advance, you will receive a **credit** for your child’s next attendance. This applies only if you have made a cancellation with the Supervisor by 2.30 pm with either prior notification or on the day of cancellation.

Failure to inform staff when your child will not be attending a session can cause inconvenience and concern when the whereabouts of a child is not immediately known, often necessitating several phone calls, thus taking time away from the program. Once that child has been registered the full session fee will apply.

**Please Note:** The school does not inform the service when children go home during the day, or are not at school, this is the responsibility of the parent/guardian to notify SAC.

**PRIORITY OF ACCESS**

Enrolments are accepted in line with the Commonwealth Government priority of access guidelines. These guidelines are referred to when a service has a large waiting list and a number of Parents/guardians competing for a limited number of vacant places. Within each priority mentioned, further priorities exist in each category.

When filling vacant places, a service must fill them according to the following priorities:

**Priority 1:** a child at risk of serious abuse or neglect

**Priority 2:** a child of a single parent who satisfies, or of parents who both satisfy the work, training, study test

**Priority 3:** any other child.
Within these main Priority categories, priority should also be given to children in:

- aboriginal and Torres Strait Islander families
- families which include a disabled person
- families on lower incomes
- families from culturally and linguistically diverse backgrounds
- socially isolated families and single parent families

More information regarding priority of access can be gained at [http://www.facs.gov.au/childcarehandbook](http://www.facs.gov.au/childcarehandbook) or you are welcome to access our copy of the child care service handbook.

**WAITING LIST**

The Wales Street Primary School SAC service will not discriminate against any person at any time for any reason under any circumstances. Access to the service is via the waiting list and the criteria as set by the Department of Education and Early childhood Development (DEECD) and the Department of Human Services. If enrolments exceed maximum capacity, “Priority of Access Guidelines” will be put into place.

*Source: Australian Government, Department of Education, Employment and Workplace Relations*

deewr.gov.au

**ORIENTATION**

We invite new families to visit the service with their child at a time that suits them. Families can be shown around the service and children can see the service in operation. Older or more familiar children can act as a Buddy, to help new children settle in. Families can download the “children's orientation booklet” on [Wales Street Primary School](http://www.facs.gov.au) follow the School Age Care link. This handbook will allow families to guide and understand routines of the program. A child who is familiar with the service will do an “induction checklist” with new children commencing care at SAC.

**Those First Weeks**

The introduction into the service can be difficult for children and parents. Children’s welfare and happiness are the priority for educators when welcoming new children to the service and when assisting the family to settle into the service’s environment. It is recognised that families needs will vary greatly in the orientation process and individual needs will be met as best we can.

The following outlines some helpful hints for parents on settling their child into care:-

- Make sure you familiarise your child with the environment and the people in the environment by coming in for a visit/s before commencing care.
- If your child is unsettled, short visits with you will help your child to gain trust with an unfamiliar environment. These visits can be made on a day when your child is not booked to attend.
- We encourage you to have a practice run where you walk your child to SAC after school and have a visit before their official start.
- Talk about the things the child will be able to do at SAC that are fun and enjoyable.
- We will work with you and your child to assist them to settle in.

**PREP ATTENDANCE FEBRUARY ONLY**

The service ensures that all prep children complete a successful transition into the program. At the end of each Before Care session, educators will take the prep children to their classrooms at 9.00 am.

- Prior to 3.30 pm – educators will collect and walk the prep child/ren attending the After Care program from their classroom each day until they are settled in and able to find their own way to the program.
This applies to **FEBRUARY ONLY**. All staff members will assist the integration of prep children into all aspects of the program. We will buddy your child up with a child they know or an older child until they are settled. This child will do an “**Induction checklist**” with your child ensuring they understand the operating and routines of the program.

After February - The Supervisor will supply the Prep teachers with a list of children’s permanent bookings who will then use this list to send children to after care in groups with other children who have the same booking to After Care.

### PARENT/GUARDIAN RESPONSIBILITIES

#### SIGNING IN & OUT

The program’s responsibility for the child begins when she/ he is presented and **signed in** and **ends** when the child is **signed out**. For the safety & protection of children, and in keeping with Duty of Care considerations, the program has strict procedures regarding the **delivery & collection** of children & particularly the persons who may collect children from the program.

All children attending the program must be **signed in and/or out** by the parent/guardian/authorised person every session (signing in and out includes the time of arrival for Before Care and departure for After Care. If your child’s name needs to be added to the roll, it is a legal requirement for your child’s full name to be written down. You cannot sign once for two children. **Children need to be signed in and out individually.** Signing out children from aftercare allows educators to be aware that a child has been picked up and accounted for.

If your child is to be picked up by a person not listed on the enrolment form, the staff must be informed. An authorised person under 18 years who will collect the child/ren needs to be in writing.

Children are not to be dropped off from your care and arrive at the program in the morning unaccompanied.

#### ATTENDANCE

An accurate record of attendances is essential so that the staff members know whom and how many children are attending the service. It is also important to regularly check the attendance sheets to ensure that it is an accurate record for future accountability requirements. An attendance record is provided that collects the name of the child, which is his/her given name and surname; each child’s arrival time and departure time; and the signature (or initials) of the person who delivers and collects the child. This confirms that the child has been formally placed in or taken from the care of the School Age Care and accounted for.

#### COLLECTION OF CHILDREN FROM AFTER CARE

Children will not be allowed to leave the program unless they have been signed out on the ‘Attendance Roll’ and are accompanied by parent/ guardian, authorised or nominated person.

Authorised and nominated persons are also required to sign out the ‘Attendance Book’ when collecting children from After School Care. If the custodial parent/guardian arranges for an **unauthorised** person, (anyone who is not on the Enrolment form) to collect their child from the program, they must contact the program on 9484 3949 to advise of this arrangement and confirm who will collect the child.

If the program has not been notified and someone other than the custodial parent/guardian or authorised or nominated person arrives to collect the child, the Supervisor will contact the parent/guardian to get his or her authorisation. Wherever possible, prior notification in writing or phoning the Supervisor should be provided by the parent/guardian.

A school child’s parent may authorise the school child to leave the School Age Care service unaccompanied with written authorisation from the parent/guardian. This will only be for children in Grades 5 and 6.
Emergency contacts under 18 years of age – authorisation needs to be in writing and given to the Supervisor for special arrangements.

Should any unauthorised or non-custodial person attempt to take any child from the program, the police will be contacted immediately.

**LATE COLLECTION – RESPONSIBILITIES OUTSIDE OPERATING HOURS OF 6.00 PM**

Staff will:

- At 6.00 pm staff will attempt to contact the parent/guardian on the available telephone numbers. Staff will leave voice messages where available.

- If staffs are unable to contact the parents/guardians, staff will contact the emergency contacts as listed on the child’s enrolment form and continue attempting to contact the parent/guardian, leaving voice messages where available. **All calls will be documented.**

- At 6.15 pm if staff are unable to contact any of the above, staff will notify the school’s Principal for advice.

- At 6.30 pm where no contact has been established with any person, the local police or Child Protection will be called for them to arrange for the care and protection of the child. If the child is removed by the police or Child Protection, information will be placed on the SAC’s front door to call the Supervisor who will provide information on where the child has been taken to by the local police or Child Protection.

- At no stage will staff take a child to the child’s home by car or to the staff’s own home. Staff cannot be noted on the child’s enrolment as an authorised person to collect the child unless the staff member is a family member.

**LATE FEES**

A late collection fee of **$15.00 first 15 minutes and part thereof** will be imposed when parents arrive later than the closing time. This fee will not be covered by Child Care Benefit or Child Care Rebate. Special circumstances, such as a traffic accident or vehicle breakdown, will be given consideration in relation to collection of late fees.

If families are continually late they will be reminded of the policy and exclusion from the service will apply. (Related Policy: Late and Non-Collection of Children)

Where a parent is continually late arriving at the program to collect their child, the Supervisor will:

- i) Remind parent of the policy
- ii) Enforce the late fee and fill out a “Late Fee” Form
- iii) Discuss other Out of School Hours Care options with the parent.
- iv) Contact School Principal for advice.

**PHILOSOPHY AND GOALS**

*Each child is a seed – cultivate and grow*’

Our program culture will be reflective of each child’s individuality and uniqueness which will further nurture their sense of **wellbeing, connectedness and identity.**
CURRICULUM STATEMENT

Wales Street School Age Care will provide an inclusive program and holistic approach that will focus on the child, by providing a nurturing, secure, healthy and safe environment that enhances each child’s self esteem, self confidence and emotional well being.

Our program has a collaborative approach which will be inclusive of children, families and educators own culture, beliefs and values.

Our emergent curriculum is formed from children’s needs and interests. We believe that all children will become confident and involved learners through active participation and involvement in play. We always encourage children to enjoy their time within the program and are respectful of the choices they and others make.

We aim for all children:

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

We will achieve this by:

- Creating children, who enjoy learning, are creative and self motivated
- Giving children opportunities to acquire knowledge, values and life skills
- Promoting excellence and nurturing children’s uniqueness
- Creating reflective thinkers who are socially, environmentally and globally aware

Our Values: Empathy, Integrity, Cooperation, Humour, Creativity, Respect & Responsibility
AIMS AND OBJECTIVES OF THE SERVICE

The Educator

♦ To provide a flexible program that is appropriate to the abilities and interests of the children including children with additional needs.

♦ Each child is a valued individual with unique interests and strengths and we give children the freedom to choose activities they are most interested in. Educators guide children to make positive choices about their learning and development.

♦ As educators we will facilitate children’s learning by preparing a fertile environment providing tools, materials and challenging questions to help encourage children to develop to their full potential.

♦ We embrace environmental principles by ensuring access to outside natural play areas, following sustainable practices and advocating environmental awareness.

♦ To ensure educators are aware of all expectations and work as an effective team to provide ongoing best practice.

The Community

♦ To develop and maintain a partnership with the broader community including links with local government, Inclusion Support Facilitator, Active After School Sport Programs, School’s Management including SAC School Council and committee members

♦ To utilise the community as a resource by inviting parents/guardians and local groups to be part of our program.

The family

♦ To provide a high quality program that is reliable and affordable to families using the School Age Care Program.

♦ We acknowledge and respect the many differing social and cultural backgrounds of children in our care and the experiences these bring from the home environment.

♦ To respect confidentiality and the right of the child and family to privacy, allowing all families to be treated and respected equally.

♦ Develop and maintain a warm and effective family/educators relationship enabling families to have regular input into the program and be informed and updated in issues relating to the service through informal discussions, feedback, notices, newsletters and emails.

Children

♦ To allow children develop their physical, intellectual and emotional skills through play. As they play, they learn to socialise, to consider others and the give and take of human relationships. The environment that stimulates growth and development through play also helps extend and promote the adaptability and creativity of the child.

♦ To provide all children with an excellent range of equipment and resources that accommodates all ages and interests.

♦ To develop and implement a balanced program that is stimulating, interesting and exciting which allows children time and space to explore their world in their own way.

♦ Allow children to make choices and decisions that fosters their self-esteem, autonomy and independence.

“Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun.”
Mary Lou Cook

“Be curious always! For knowledge will not acquire you; you must acquire it.”
Sudie Back

Our Values: Empathy, Integrity, Cooperation, Humour, Creativity, Respect & Responsibility
Accounts are calculated on a fortnightly basis usage using the “qikkids Computer System” showing usage and other information from the Child Care Management System (CCMS) and are distributed electronically by email or via the “statement box” for families wishing to receive their fortnightly statement by hardcopy. Families can query and request a statement at any time if required.

Families who attend regularly are required to pay fees on a regular basis, weekly/fortnightly and need to remain up to date or in advance throughout the year. Accounts must be brought to a nil balance within 2 weeks of the account date.

Payments can also be made by EFTPOS including credit card payments over the phone, cash or cheque – A receipts will be given upon payment.

Families will be invoiced three weeks in advance at the end of every term to allow families time to settle their account before the end of each term.

A family, who have cancelled before 2.30 pm prior or on the day care is required and have paid in advance, will receive a credit in their next statement. All accounts need to be settled at the end of every term. Exclusion from the program may apply if accounts are not settled. All unpaid fees will be placed in the hands of Debt Collection Agency. - see Fee policy

Personal fee payment may be made during Before and After School Age Care hours and at the main school office between 9.00am and 4.30pm, Monday to Friday. Fees will be accepted by the Supervisors in charge of the service and no fees will be accepted by any other team members.

Casual or emergency users attending should bring the payment with them when collecting the children on the day or pay fees within one week.

Families are to ensure their account does not fall into arrears or the following action will take place.

Parents with overdue fees will be encouraged by the Nominated Supervisor to discuss any difficulties they may have in meeting payments and to make suitable arrangements to pay. If this is not done, or the agreed arrangements are not kept, the following procedure will apply:

1. After two weeks overdue - a polite written or emailed reminder along with the statement to the primary carer showing the amount owing and reminding them that prompt payment is required will be forwarded to the parent or guardian as a “note/message” on their overdue account with an “overdue” on their account.
2. After a further two weeks overdue - a polite second written/ emailed reminder will be forwarded to the family in the week following a statement being sent out,
3. After a further two weeks of non-payment - if no arrangements to pay the outstanding account have been made, a phone call will be made to the family concerned explaining why the account is in arrears and when the last payment was made. If the fees remain unpaid then a “payment resolution” will occur during this process.
4. A final reminder letter “Failure to Pay Notice” is sent out if fees have not been settled.
5. If fees still remain to be in arrears after the final notice the Supervisor will pass on the outstanding fee to a Debt Collection Agency for collection of fees and families will be excluded to attend the program until accounts are settled.

The payment of the Credit Agency will be paid by the family and not the program.
RIGHT TO REFUSE CARE:
The Supervisor has the power to cancel a family’s child care place within the service and this action will be
taken where a family has failed with the Supervisor’s request for payment of an outstanding account or
continually being late after the closing time of 6.00 pm. (Related Policy: Late Collection)
A copy of the Fees Policy can be obtained from the Out of School Hours Care Program.

DETAILS OF CCB & CCR FEE REDUCTION ON FEE STATEMENTS
Family statements reflect CCB fee reductions paid to a family to reduce the family’s child care fees. Child Care
Rebate fee reductions will be displayed in exactly the same way, but under a separate heading with a separate
amount of CCR fee reduction on family’s statements.

End of Year Accounts
All accounts must be finalised at least one week prior to the last day of term 4 to be eligible for re-enrolment for
the following year. Families will be notified in writing of any outstanding balances prior to the end of the year.

HEALTH INFORMATION

MEDICAL MANAGEMENT – ACTIONS, RISK MINIMISATION &
COMMUNICATION PLAN

Upon enrolment, these plans must be completed with the Nominated
Supervisor and the family prior to the child commencing in the
program.

The Medical Management Plans outlines symptoms and proper
techniques for administering treatments to ensure your child’s
health and safety. These medical plans must be reviewed annually.
Alternatively, if the child has a medical plan from their school, a
copy may be taken to display at the
service.

If a child enrolled at the service has a specific health care need, allergy
or other relevant medical condition, parents will be provided with a
copy of the Management of Anaphylaxis and Medical
Conditions /Health Care Plan
Policy.

Parents/guardians are required to inform the Supervisor on enrolment
if there are any environmental or
food intolerances and any allergic
reaction signs and symptoms.
All educators (including relief staff) is informed of individual children’s requirements. Copies of individual management plans are kept in your child’s individual file, child’s individual auto injection insulated kit and in the office for staff information along with photographic identification to enable identification of children at risk of anaphylaxis to be identified.

If a child has an allergic reaction or anaphylaxis episode whilst at the service, educators will follow the child’s individual anaphylaxis management medical plan and will call an ambulance if symptoms accelerate or become life threatening.

Parents/guardians are required to ensure that a current auto injection device remains at the service at all times the child is at the program. Parents are required to monitor the expiry date of your child’s auto injection device and replace it as needed. Children at risk of anaphylaxis will not be able to stay at the service if the auto injection device is not available or is out of date.

Food that has been prepared for individual children due to dietary restrictions will be prepared under current food, health and safety regulations. This food will be cooked and served individually for your child’s. During all snack times staff will fully supervise the children to ensure all aspects of safety are practiced.

Families must:
- Provide the Supervisor with a Medical Plan (including recent colour photo.) signed off by the child’s medical practitioner and written consent to administer medicines in line with the plan.
- Comply with the service’s practice that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the service or its programs without that adrenaline auto-injection device.
- Action plans will be displayed within the service to ensure that all staff is aware of the health requirements of each child.
- Keep the service informed current status of the child’s Medical Management Plan and its implementation.
- Review and update the Medical Management Plan at least annually and/or if the child’s condition changes.
- Forms are available at www.education.vic.gov.au/anaphylaxis or www.allergy.org.au

There are a number of children enrolled at the service that have severe life threatening food allergies. This means if any of these children are exposed to even small traces of foods or food products that they are allergic to, it can trigger an acute severe allergic reaction called anaphylaxis.

We aim to as a far as practicable to maintain safe environments for all the children. We strongly ask families not to bring ‘snacks’ (store bought or home prepared) into the service i.e. crackers, chocolate bars, muesli bars, fruit bars, cracker snacks, almonds, cashews, peanut butter, nutella or foods that contain traces of nuts/peanuts/seeds cannot be brought into the service.

Birthday Cakes
As a food safety registered organisation we follow strict guidelines according to our food safety plan and are responsible for ensuring that all foods consumed by all the children are prepared hygienically and stored safely. As most birthday cakes are prepared offsite in the homes of families and made to be consumed by group/s of children, we are responsible if a child becomes unwell. Therefore, we will not accept any birthday cakes or any other types of foods brought into the service for consumption by the children. This procedure will ensure that all foods consumed by the children are prepared in our kitchen according to our food safety guidelines and standards set in our food safety plan.

The program aims to provide a safe environment in which children can play and explore their world free from harm and hazard. In the event of an accident, trained educators will apply appropriate first aid or cardiopulmonary resuscitation (CPR).
The service does not have the capacity to care for ill children for prolonged periods. Depending on the circumstances the child will be made comfortable at the service, where educators can monitor signs and symptoms of the child whilst waiting for the parents or guardians to arrive. All families and staff will be notified of any illness or outbreaks of infectious diseases at the service. Any persons not immunised will not be able to attend the service during the infectious period.

Any minor or major injuries will be attended to immediately; an accident form will be filled out and signed by the educator administering First Aid as soon as possible after the event. The parent also needs to sign the form.

A copy of the incident/accident report will be given to the family if requested upon collection of their child.

If the Supervisor believes the child requires medical attention then parents/guardians or the emergency contact person will be asked to collect the child.

In an emergency, an ambulance will be called immediately and parents notified.

Parents are liable for costs incurred in a medical situation, as stipulated on enrolment form.

It is often very difficult to make an accurate assessment of the severity of a head injury; therefore no head injury will be disregarded or treated lightly. If a child sustains a head injury, parents/guardians will be notified.

**DEPARTMENT TO BE NOTIFIED OF A SERIOUS INCIDENT**

If the accident is likely to result in complications or the child will seek medical attention the Nominated Supervisor will notify DEECD Children Services Advisors Northern Region as soon as practicable of the incident within 24 hours of the incident. The Supervisor or staff involved with the incident will complete a written notification “Serious Incident Notification Form”. The educator will write a full report of the incident detailing the accident/incident/illness and the action taken. This form will be forwarded to the Department of Education and Early Childhood Development (DEECD)-Northern Metropolitan Region.

**FIRST AID KIT**

First aid kits will be available at the service at all times and are suitably equipped and easily recognised and accessible to the staff/educators, but not to children.

First Aid kits will be regularly checked using the First Aid Checklist to ensure the contents are as listed and have not deteriorated or expired.

**MEDICATION**

Medication will only be administered to a child for whom care is being provided with parental/guardian permission on the signed medication form and/or accompanied by a doctor’s letter.

**Matters to be recorded in medication record**

The Nominated Supervisor will ensure that a medication record is kept that includes the details for each child to whom medication is or is to be administered by the program.

**Prescription medication must be:**

- in the original packaging,
- clearly labeled, intact and legible
- medication must be in date
- prescription must be current (or for long term medication supplied with a current doctors letter confirming dose and usage details)
- must have the correct child’s name on the script.
If the prescription label is damaged or illegible the medication will not be administered. Medications are to be stored out of reach of children, and where possible in a locked medication cupboard, or in a locked box in the refrigerator. Medications must not be left in a child’s bag.

**Long Term Medications**

Where a child is prescribed medication for a long period of time, the parent will be asked to provide a doctors letter stating the reasons for the medication, the expected duration and any possible long term side effects of the medication. Parents are required to complete the Long Term Medication form to cover the period it is to be administered.

**Self Administration of Medication under supervision of Educator**

Self-administration or assisted administration may include:

- Monitoring blood sugar levels and the injection of insulin for diabetes;
- Inhaling medication such as “Ventolin” for asthma;
- Orally administering anti-convulsant medication for epilepsy; and
- Orally administering enzyme replacements for cystic fibrosis.

A child over 6 years of age may self-administer medication under the following circumstances:

- Written authorisation is provided by a person with the authority to consent to the administration of medication.
- Where applicable, details of where the child stores their medication will be placed on the “Medical Alert Poster” with the child’s name to the Self Administration.
- The child is supervised by an authorised educator whilst administering the medication unless otherwise stated by the medical practitioner on a child’s Individual Health care Plan.
- The educator records the child’s self-administration on the services “Authorisation to administer Medication” form and parents are informed up collection of child from the service.

**Exception to authorisation requirements i.e. Anaphylaxis/asthma** (National Reg 94)

In the case of an emergency, it is acceptable to obtain verbal consent from a parent, or a registered medical practitioner or medical emergency services if the child’s parent cannot be contacted. In the case of an anaphylaxis or asthma emergency, medication may be administered to a child without authorisation. In this circumstance, the child’s parent and emergency services must be contacted as soon as possible.

**ASTHMA**

Parents/guardians are required to complete an asthma plan annually in consultation with their child’s doctor. Parents/guardians are asked to supply any medication needed.

**INFECTIOUS DISEASES – HEALTH & SAFETY**

The service adheres to the Department of Education and Early Childhood Development guidelines regarding infection control (Minimum period of exclusion table is on display at the service.

This includes procedures the early childhood educators must follow in relation to hand washing, cleanup of body fluids etc. All parents will be notified of any case of infectious disease in service. Written information about the specific disease will be made available. If your child is diagnosed as having an infectious disease, or has been in contact with an infectious disease and is showing signs or symptoms, the educators will inform the Principal and School Nurse immediately. This allows for all educators and parents to be notified as soon as possible.
For further information can be located in the “Staying Healthy in Childcare booklet. <http://www.medicareaustralia.gov.au/public/online-services/index.jsp#10053>

National Immunisation Program Schedule Card - As at May 2012

Understanding Childhood Immunisation - English

Minimum Period of Exclusion from Primary ... - health.vic.gov.au

Download factsheet

- Chickenpox (Varicella) immunisation information

Download:
- Chickenpox (Varicella) immunisation information (pdf)
- Measles mumps rubella: immunisation information (pdf)
- School-aged children: Immunisation information (pdf)

Head lice - Department of Health, Victoria, Australia

Our Sun Smart Policy has been developed to ensure that all children attending the service are protected from skin damage caused by the harmful ultraviolet radiation (UV) rays of the sun as advised by the Anti-Cancer Council of Victoria. The policy is effective between September and April and when the index UV goes over 3.

We encourage families to supply Sunscreen SPF30+ as well, to ensure complete protection of your Child/ren’s skin during Sept-April inclusive.

Our Sun Protection Policy has been developed to ensure that all children, staff and parents attending this service are protected from skin damage caused by the harmful UV rays of the sun. This policy defines the ‘Sun Protection Period’ from 1st September to 30th April each year.

Families must ensure that their child/ren has a broad brimmed, legionnaires or bucket hat with them at the program at all times during the ‘Sun Protection Period’.

Where children do not have an appropriate hat or clothing, they will be required to remain inside or play under the shade for the duration of the session.

The program requires children to wear hats that protect their face, neck and ears whenever they are outside, i.e. legionnaire or broad-rimmed hats. Children are encouraged to wear their own hats.

On days forecasted at 36 degrees plus, an indoors program will be run to minimise children’s exposure to the sun and heat.

To help maintain winter vitamin D levels, sun protection measures are not used from May until August unless the UV Index levels reaches 3 and above.
MAINTENANCE OF FACILITIES/EQUIPMENT AND SAFETY CHECKS
It is the responsibility of the service to ensure that the building is kept in a safe condition. All cleaning & hazardous products are stored in an appropriate locked in a storage cupboard.

Premises are kept clean and in good repair, the Supervisor and educators will take reasonable steps to ensure that the buildings, the grounds and all equipment and furnishings used in operating the program are maintained in a safe, clean and hygienic condition and in good repair. All work areas (including outdoor play areas) and equipment will be checked regularly (Hazards checklist) by an educator to ensure they are clean and safe. Any hazard or potential hazard likely to cause injury must enter in the Hazards Risk Assessment form. This will be reported and given to the Supervisor, who will then inform the school immediately.

SMOKE FREE ENVIRONMENT
In accordance with Government policy our program is a smoke free environment. We ask that all family members and visitors meet this requirement whilst on the premises.

FOOD SAFETY

FOOD HANDLING
The service is a registered food-handling organisation. We have a registered “Class A” food handling facility and must meet required standards/practices. This is a requirement of the Department of Human Services and City of Darebin. Senior staff has obtained their Food Handling Level 2 Certificate. The practices will be consistent and comply with the standards and procedures recommended by recognised health and safety authorities.

FOOD SAFETY AUDIT (DAREBIN)
A food safety audit has been developed for the service. It includes such things as cleaning schedules and food preparation processes and procedures. Wales Street SAC undergoes a yearly audit by an independent food safety inspector from Darebin.

FOOD PREPARATION AND PROVISION
The service stores, prepares and provides food in accordance with the requirements of the Food Act. A current Food Safety Program is maintained that meets the requirements of the Food Act. Educators promote appropriate health and hygiene practices such as hand washing and safe food preparation throughout the program.

SNACK
Food provided at the program will be varied and nutritious. Snack times and activities involving food preparation provide positive learning experiences for children, who are also encouraged to develop healthy eating habits and encouraged in planning a healthy afternoon snack. Parents will be consulted and encouraged to share family and cultural values and experiences to enrich the variety and enjoyment of food to meet children’s nutritional needs.

Special diets and allergies are considered when planning the type of food to be consumed at the program.

Children who have not eaten during routine and meal/snack times will be will be offered a piece of fruit or a sandwich when the child is hungry.

Food provided will also reflect the diversity of our community and will be sensitive to developmental needs and age appropriateness. Drinking water will always be available and accessible to children. Children are required
to be seated while eating and drinking. Our program follows “Nutrition Australia” guidelines when menu planning for the program.

We do not offer any peanut based products, as they are such high allergy triggers.

**Australian Guide to Healthy Eating - Fridge Magnet (available for order) (PDF, 306KB)**

**Healthy eating for children - Brochure (PDF, 1MB)**

**Healthy eating for children - Brochure (PDF, 1MB)**

**Food for health - Dietary Guidelines for Australians (A4 Booklet) (PDF, 1.6MB)**

**Food for health - Dietary Guidelines for Australian Adults (Pamphlet) (PDF, 717KB)**

**WHAT IF MY CHILD IS VERY HUNGRY IN THE AFTERNOON?**

If your child is always hungry after a long day at school they can bring extra foods of their own to eat, keeping in mind that the child will not be able to eat the food if it contains nuts i.e., No muslie bars, nutella spreads, peanut butter, lollies, chocolates etc. Fruit or an extra sandwich is a good idea. Please talk to the supervisor for more information.

**POSITIVE GUIDANCE**

The children attending the SAC program can expect to enjoy the same rights and to accept the same responsibilities as they do whilst at school. Educators will always use positive discipline techniques. Educators will take children's concerns seriously and act upon them immediately. Educators will guide the child towards acceptable behaviour by using a consistent, fair and friendly, instructive approach with logical consequences and clear alternatives. At all times consideration will be shown to others. Educators at the SAC Program will allow children to be involved in setting the limits.

What educators want the children to learn is responsibility for their own actions, respect for their surroundings, others and themselves and to develop the skills to make right and safe choices in life.

**EXCLUSION FOR BEHAVIORAL /REASONS**

The Program has a Duty of Care to all children. Should a child regularly display behaviour which is dangerous or threatening to themselves or others, the procedures from Behaviour Policy will be implemented. The child whose behaviour is inappropriate or has caused the threat to safety or wellbeing may be excluded from the program temporarily or in some cases permanently.

**GRIEVANCE/COMPLAINTS PROCEDURES**

Our program believes that families have an important role in the program and we value their comments. We aim to ensure that families feel free to communicate any concerns they have in relation to the program, educators, management, programs and policies without fearing negative consequences: and they are made fully aware of the procedures to do this. See Grievance and Complaint Policy. If the parent/guardian remains unsatisfied with the response to their concern, they can make contact with the Department of Education and Early Childhood Development – Children’s Service Regulatory Authorities. Northern Region, 145 Smith Street, Fitzroy. DEECD Fitzroy Office 9412 5333 Website: [www.education.vic.gov.au](http://www.education.vic.gov.au)

The Supervisor will also notify Children Service Regulatory Authorities, Department of Education, and Early Childhood Development in writing using the department's “Complaints Notification Form” within 24 hours as stated in the Children Services Regulations 2011 after a complaint is made and alleges:

(a) The health, safety or wellbeing of any child being cared for or educated by the children's service may have been compromised; or

(b) A contravention of the Act or the Regulations.
An emergency evacuation procedure will be carried out in accordance with Children Services Regulations 2011 and National guidelines. Evacuation procedures are displayed in the room and will be implemented in the event of any emergency at the service. At various times in the year we will practice an emergency drills.

**INTERNAL - Evacuation Assembly Areas.**

FOR LOCK DOWN

SCHOOL HALL

**EXTERNAL EVACUATION ASSEMBLY AREAS FOR FIRE –**

OVAL OR FLAGPOLE

IF FIRST & SECONDARY AREAS ARE UNSAFE PROCEED TO ST GEORGE GREEK CHURCH CRN SPEIGHT/CLYDE

**INTRUDERS**

- Staff members will ask intruders/ person/parents to leave the premises if they or the children feel intimidated or threatened in any way.
A copy of the program is displayed beside the entrance door at the SAC program.

We view children as creative, curious, responsible, resilient, capable and resourceful individuals. This holistic view of the child encompasses a commitment to provide a warm, caring, safe, respectful and stimulating learning environment for all children in our diverse society.

HOW OUR PROGRAM WORKS - Example of planning cycle:

What and how we document can change from week to week. Our general framework looks something like this:

Planning: Once every fortnight, educators come together, to discuss the previous week and to generate ideas for the next planning cycle. This allows educators to reflect and evaluate, as well as exchange information and collaborate for future provision.

This also is a time for primary educators to incorporate specific experiences they think a particular child needs. We jot these ideas down on a ‘Future Provisions’ planning sheet which has the heading ‘Intentional teaching’ and child directed/initiated.

Daily program: Each educator ensures they include the learning that occurred within the experience as well as a link to the My Time, Our Place Framework. A written reflection/evaluation is documented at the back of the PROGRAM PLAN.

Observations/learning stories of children: - Educators observe a child or groups of children. The observations include jottings, individual detailed observations, individual/small group learning stories, samples of work, photos, what children said, difficulties in the experience, what worked or didn’t work etc.

Reflection through learning stories: - Educators might record a one-off experience, or some may have lasted over several weeks. These ‘stories’ are detailed and reflect on the learning that has been observed. They include ‘Learning Opportunities’ and ‘Link to the OUTCOMES to My Time, Our Place Framework

In summary—planning with intentions

All planning does not and does not always come from the children; educators have long-term goals, short-term aims and on-the-spot intentions for the group and for each child.

Educators build on children’s prior learning and their current interests and provoke new ideas and projects that will challenge and extend children’s existing understandings about the world.

One of an educator’s key roles is ‘noticing’—noticing what each child can do, what they are nearly able to do and areas where they may struggle, so that help is provided in a sensitive and timely manner.

Having ‘noticed’, educators need to ‘recognise’ the learning that is taking place and ‘respond’ on the basis of their professional knowledge and experience.
Educators regularly evaluate activities and the program informally and at staff meetings. Parents and staff will work collaboratively towards continuous improvement via service evaluation including suggestions from feedback books, informal discussion with families and sticky notes placed on the learning tree.

The children are involved in choosing items to preserve so that they can analyse their work themselves. Children are able to discuss their ideas, look over their experiences i.e. photos, talk about/respond to learning story entries of personal experiences and develop self-awareness of their ideas, where these have come from, and how they have developed through various experiences.

**VARIOUS METHODS OF LINKING CHILDREN LEARNING TO THE FRAMEWORKS/OUTCOMES**

Educators use various documents for recording children’s learning – written or computer generated narratives, children art work, photographs, diagrams, visual recording such as PowerPoint presentations written by children themselves. (children’s voice) allowing evaluation by the child.

These various methods are used as a record of children’s process of learning:

- what the child has learned and how they have gone about learning
- how they think, question, analyse, synthesise, produce, create, and
- how they interact intellectually, emotionally and socially with others.
- All entries in children’s learning stories are clearly linked to outcomes to the My Time, Our Place Framework and the service’s philosophy.

Learning stories, PowerPoint presentations and children’s art work etc. enable children to participate in their own work and for the educators to keep track of each child’s progress, following children’s strengths skills, abilities, unique interests and ideas.

Families are encouraged to follow their children’s progress by reviewing children’s drawings, photographs, writings and contribute their own thoughts, ideas and family stories (family voice). It promotes a shared approach in making decisions, allowing educators to focus on each child and develop an intimate and enduring relationship with them.

Children are observed when they are playing alone, in small groups, in large groups and at various times of the session.

Learning experiences, daily routines and resources are based on the children’s strengths and interests, and through following their interests the children are able to extend their own learning through inquisitive investigation and creativity. As a result of using educational programs that allow children’s interests to be explored they will be continually engaged and challenged. All the educational programs encourage the children’s physical, language, social and emotional development. Their creative development is encouraged by using various forms of art medium and free exploration of the environment. Both frameworks have a specific emphasis on play-based learning and recognise the importance of communication, language, social and emotional development. The learning outcomes for both Frameworks acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning.
USE OF DIGITAL EQUIPMENT – REFLECTION DIARY

The daily diary is the program in action and will be displayed on the computer and digital frame in the room providing you a photographic snap shot of the day in action and what children have been discovering. The reflections are an overview of the weekly events, individual learning and group projects and are often used by children to reflect their own learning.

BELONGING, BEING BECOMING
The view of children’s lives as characterised by belonging, being and becoming that underpins the Early Years Learning Framework is fundamental to the My Time, Our Place – Framework for School Age Care in Australia.

BELONGING – knowing where and with whom you belong – is integral to human existence.

In school age care, and throughout life, relationships are crucial to a sense of belonging. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children’s interdependence with others and the basis of relationships in defining identities. Belonging is central to being and becoming in that it shapes who children are and who they can become.

Childhood is a time to be, to seek and make meaning of the world. BEING recognises the significance of the here and now in children’s lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life.

During the school age years children develop their interests and explore possibilities. School age care settings give children time and place to collaborate with educators to organise activities and opportunities meaningful to them. Children’s identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances.

BECOMING acknowledges children's ongoing learning and development. It emphasises learning to participate fully and actively in society.

My Time, Our Place will complement and linked to the Early Years Learning Framework (EYLF) & provide Australia school age care sector with National recognition for playing a valuable role in children lives. The Framework acknowledges the importance of play and leisure in children’s learning and development and that their learning is not limited to any particular time or place.

Our program is based on an emergent & play based curriculum guided by the School Age Care (SAC) Framework “My Time, Our Place” including the principles, practices and outcomes from this framework. Learning experiences, daily routines and resources are based on the children’s strengths and interests, and through following their interests the children are able to
extend their own learning through inquisitive investigation and creativity. As a result of using educational programs that allow children's interests to be explored they will be continually engaged and challenged. All the educational programs encourage the children's physical, language, social and emotional development.

Their creative development is encouraged by using various forms of art medium and free exploration of the environment. Both frameworks have a specific emphasis on play-based learning and recognise the importance of communication, language, social and emotional development. The learning outcomes for both Frameworks acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning.

www.acecqa.gov.au
Department of Education and Early Childhood Development (Victoria)
Website: www.education.vic.gov.au/licensedchildservices/
http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Pages/FrameSchAgeCare.aspx

OUTCOMES:
The Framework identifies the following five learning and development outcomes

<table>
<thead>
<tr>
<th>Outcome 1: Children have a strong sense of identity (IDENTITY)</th>
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<tbody>
<tr>
<td>Id.1 Children feel safe secure and supported</td>
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<tr>
<td>Id.2 Children develop their autonomy, inter-dependence, resilience and sense of agency</td>
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<tr>
<td>Id.3 Children develop knowledgeable &amp; confident self identities</td>
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<tr>
<td>Id.4 Children learn to interact in relation to others with care, empathy &amp; respect</td>
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<tr>
<th>Outcome 2: Children are connected with and contribute to their world (COMMUNITY) Connection &amp; Contribution</th>
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<tbody>
<tr>
<td>CC.1 Children develop a sense of belonging to groups &amp; communities and an understanding of the reciprocal rights &amp; responsibilities necessary for active community participation</td>
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<tr>
<td>CC.2 Children respond to diversity with respect</td>
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<tr>
<td>CC.3 Children become aware of fairness</td>
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<td>CC.4 Children become socially responsible and show respect for the environment</td>
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<tr>
<th>Outcome 3: Children have a strong sense of WELLBEING</th>
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<tr>
<td>W.1 Children become strong in their social &amp; emotional wellbeing</td>
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<tr>
<td>W.2 Children take increasing responsibility for their own health &amp; physical wellbeing</td>
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<th>Outcome 4: Children are confident and involved learners (LEARNING)</th>
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<tr>
<td>L.1 Children develop dispositions for learning such as: curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination &amp; reflexivity</td>
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<tr>
<td>L.2 Children use a range of skills &amp; processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</td>
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<tr>
<td>L.3 Children transfer &amp; adapt what they have learned from one context to another</td>
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<tr>
<td>L.4 Children resource their own learning through connecting with place technologies, natural &amp; processed materials</td>
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</table>

<table>
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<tr>
<th>Outcome 5: Children are effective COMMUNICATORS</th>
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<tr>
<td>C.1 Children interact verbally &amp; nonverbally with others for a range of purposes</td>
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<tr>
<td>C.2 Children engage with a range of texts and gain meaning from these texts</td>
</tr>
<tr>
<td>C.3 Children collaborate with others, express ideas and make meaning using a range of media and communication technologies</td>
</tr>
</tbody>
</table>

Sourced from: Newsletter 10: Documenting learning 2
PDF for download, click here.
Emergent curriculum
The service develops programs that are based on child interest, development and family input. Educators will use learning / family stories to record these interests that will then be reflected in our program-always available for viewing/ comment at the information desk.

**NATIONAL QUALITY STANDARDS AND RATING FRAMEWORKS**

The National Quality Standards Frameworks will facilitate educators to provide the best possible level of childhood education and care by being clear about the factors that best support a child’s development. The new National Quality Standards is divided into seven areas that contribute to the quality of childhood education and care.

These areas are:
1. Education program and practice
2. Children’s health and safety
3. Physical environment
4. Staffing arrangements (including the number of staff looking after children)
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

The Standards means, the service will be rated against the National Quality Standards and Ratings Framework. This rating system will help educators to provide the best possible early childhood education and care. It will also provide clear information to families about the level of quality’s our service is providing.

The National Quality Standard is divided into 7 Quality Areas, 18 standards and 58 elements.

**NATIONAL QUALITY STANDARDS (NQS)**—The service will be rated against the seven National Quality Standards & Ratings Framework. This rating system will help to provide the best possible education & care for families.

The Framework provides a broad direction for school age care educators in settings to facilitate children’s play, leisure and learning. It guides educators in their program decision-making and assists in planning, implementing and evaluating quality in school age care settings. Whilst play features prominently in the framework there is also acknowledgement that not all children want to engage in free play during their leisure time and opportunities for children to be extended through trying new experiences and activities are integral to any quality program

**The National Quality Framework**
The National Quality Framework aims to raise quality and drive continuous improvement and consistency in education and care services through:

The national legislative framework is established through an applied laws system and consists of:
- The Education and Care Services National Law 2010 (The Act) and
- the Education and Care Services National Regulations 2012 (The Regs)

**A National Quality Standard and a national quality rating and assessment process**
A Regulatory Authority in each state and territory will be primarily responsible for administering the National Quality Framework, including approving, monitoring and quality assessing services. In Victoria, we have been moved to the ‘Department of Education and Early Childhood Department’ (DEECD).

**A new national body “Australian Children’s Education and Care Quality Authority” (ACECQA)**
ACECQA will oversee the National Quality Framework and ensure the consistent and effective implementation of the new system.
The following is information on the learning areas of the Before and After Care

When I am building with blocks, I am learning about shapes and sizes. I am learning how to follow a design that I have in my head. When I work with friends I have to cooperate and explain my ideas and plans. I am counting, grouping, sorting, classifying, and problem solving and matching. When I am working fitting small pieces together I am concentrating and developing my fine motor skills. This is good practice - I will need to use these small muscles for holding a pencil when I learn to write. When I finish, make, or master something I feel good about myself.

When I am playing in the dramatic play area I try on various roles to help me process and understand my world. I am developing my social skills and ability to play with others, while using my imagination and being creative. I am exploring concepts and relationships by acting them out.

In the art area I am expressing myself and being creative. I am using my small muscles and am developing eye-hand coordination. I am seeing cause and effect and the different properties of my materials. I am exploring all different types of media. All of my creations are unique and special – like me!

I am able to learn many concepts and things I didn’t know with books! I am also able to stretch my imagination, creativity, and language development. Books show me that there are universal symbols that represent words – this will help me to learn to read and write. Books take me to new places!

I learn many things in the science and natural environment area! I learn labeling, classifying, comparing, weighing, measuring and the properties of things. I am also formulating questions about what is happening, and what will happen next. The science area helps me to understand the world around me.

With number activities I am experiencing mathematical concepts hands-on. I count, sort, classify, match, measure, compare, group, judge amounts and proportions, and learn about shapes, sizes, and quantities. I learn 1-to-1 correspondence, problem-solving, and about spatial relationships. I do this when I am playing board games, cooking, wood work, making kites.

When I pack up, I help take care of before and aftercare I feel important and it also helps to teach me responsibility and independence. I like to know that I can help!

When I am pushing, pulling, jumping, running, throwing, and climbing I am developing my muscles and coordination. I am learning about controlling my body, spatial concepts, and working on my balance and eye-hand coordination.

When I am cooking, I am measuring, comparing, counting, classifying, and experiencing how properties of things change. I am role-playing, learning more about my world and about different cultures.

Music lets me be creative and express myself. I am developing an appreciation for the arts, and my ability to be musical. I am learning listening skills and how to differentiate sounds. I am using the part of my brain that also does math. It is also fun to move my body and express myself through music!
**Sand and water** play is very calming. It teaches me about science concepts like the properties of things in my world, and how they change and respond when manipulated. I use my small muscles when I pour, sift, scoop, and dig. I am also measuring, counting, and comparing. As I talk with my friends, I am expanding my language development.

When I am at the **wood workbench** I feel very grown up! I am learning how to create something I have visualized in my head. I am working on my fine motor skills and eye-hand coordination. I have to use math skills, such as shape, size, contrast, comparing, spatial relationships, and problem-solving. I also get to be creative!

The **writing area** lets me experience and explore the written word. I am able to see how the written word is a part of my world. When I play “office” I am practicing my letters and writing skills.

Participating in **group time** teaches me that I am part of a larger community. I am also learning some things I will need to be able to do when I get to school – sit without bothering others, listen, wait my turn, and how to follow directions. Many educational concepts are introduced at this time.

**Time outdoors** is very important to me! It’s a release for me - I am able to run and jump and scream and get all of my energy out! The fresh air is good for me. I am also developing my large muscles, balance, and coordination while I play.

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**National Quality Framework Quality Area 5: relationships with children**

**INCLUSION OF ALL CHILDREN**

We are committed to the acceptance of children with additional needs within the program. Please speak with the Supervisor to organise a tour of the program and to discuss the support arrangements for your child before they start to ensure that the needs of your child can be met within the program. The service may seek further assistance and resources to support inclusion through the Inclusion Support Subsidy (ISS), Flexible Support.

The program may seek assistance in the means of an additional staff member to individually care for the child to ensure the child’s wellbeing and safety through Inclusion Support Agency and funding from kindergarten Union (KU). For more information go to [www.deewr.gov.au](http://www.deewr.gov.au)
HOMEWORK

Program educators will attempt to provide a quiet, safe area for children to undertake homework tasks. However, they will not take responsibility for completion of homework; this is the responsibility of the parent and child. The Educators can assist children with homework tasks as part of the daily program of experiences where time and resources permit.

RESOURCES AND EQUIPMENT

Children have access to a range of equipment and materials that are developmentally suitable, safe and well maintained. All equipment and toys will be kept in thoroughly safe, clean and hygienic condition and in good repair at all times, and stored in a safe manner. All equipment and toys purchased for the program meet Australian Standards and will be appropriate to the developmental stages, interests and culture of the children.

TELEVISION AND ELECTRONIC GAMES

Our programs attempt to operate as an extension of home and children’s leisure time. The service endeavours to reflect children’s interests, therefore activities such as watching movies and television and playing electronic games will be offered in a balanced program of activities.

CHILDREN WITH MOBILE PHONES

- It is recognised that some children have mobile phones, however children should not use mobile phones whilst at the program.
- All mobile phones are to be handed in to the Supervisor/educators upon arrival at the centre for storage in a secure location and will be returned to the child when they are signed out.
- All mobile phones must be clearly labelled with the child’s name to ensure the correct phone is returned when the child is signed out.
- If a child needs to use a phone during the course of their attendance at the centre they must ask the Coordinator for the use of the service’s landline and make the necessary call.
- **If parents need to contact children during the course of the session it is necessary that they do so via the service’s land line.**

The purpose of the above is to:

- Manage the risk of children contacting or being contacted by external, inappropriate or unauthorised persons.
- Assist with child protection risk management.
- Minimise the risk of theft of mobile phones.
- Ensure the privacy of other children and staff is not breached through the use of mobile phone internet, cameras, videos and other MMS devices.
The service acknowledges that celebrations and festivals assist children to learn about other people and cultures. To facilitate this, the program will endeavor to include a variety of celebrations and festivities throughout the year within the children's program. The program will include a range of experiences representing everyday life, and celebrations will not focus on one specific festival or aspect of the culture. Children are, however, encouraged to celebrate festivities related to their culture or lifestyle. Parents/guardians are encouraged to provide ideas into the program and help select materials for the provision of culturally relevant experiences.

Communicate, Communicate, Communicate - What is the best way to communicate with you? Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child. 

Ways we will be communicating the events of the service: We have a number of ways we communicate with you as a family. Our commitment to environmental education and sustainable practices ensure we make the most of electronic options. These include newsletters and “note to families” that are emailed to all families as needed – as well as a copy on the family information desk.

Confidentiality and Discretion
Information received through written and spoken communication with families will be treated with discretion. At any time if you require a private discussion with our staff/educators, please inform us. This can happen face to face or by phone.

Active After-school Communities
The Active After-school Communities program is a structured physical activity program delivered nationally to children enrolled in Australian primary Schools and Childcare Benefit (CCB) approved After School Care programs. This free program is designed to engage traditionally non-active children in structured physical activities and build pathways between local community, organisations and sporting clubs.

The service has been part of this program from early in 2008. We provide children with sports activities twice a week. Please speak to the Supervisor for further information about this program.
Extra Curricular Activities
In circumstances where your child/ren are required to attend extra curriculum activities either before attending or leaving from After School Care, parents, guardians are required to complete an “Extra-Curricular Permission Form”.

Wales Street Primary Before and After School Age Care (SAC) recognises that extracurricular activities provide opportunities for children to engage in enriching extension programs which support their growth and development. Wales Street Primary SAC understands from time to time extracurricular activities may be provided within the school grounds and that some families may wish to access these for their children who attend SAC. It is therefore essential to implement practices which support the needs of children and families without compromising the capacity to provide quality education and care and safety for all children attending the service.

The family shall be responsible for informing the Nominated Supervisor of any extra curricula activities that the child may be enrolled in whilst enrolled and registered to attend the SAC Service. This will be done by completing the Extra Activity Permission Variation Form and returned to the Supervisor before the child will be allowed to leave the service to attend an Extra Curricular activity. The coaches on duty will be required to offer duty of care to your child while they are in the care of those adults and not the SAC staff (see extracurricular policy)

Educators will not be available to escort children to these activities or collect them at the end of the activities due to staffing ratios. Parents should consider this when enrolling children in these activities.

QUALITY IMPROVEMENT PLAN (QIP)

The National Quality Framework requires all staff/educators to improve the services in the areas that impact on the child’s development and safety using support documents to guide educators/staff to improve the service outcomes and to provide quality care for children. Staff/educators are continuously working on a Quality Improvement Plan to meet the Frameworks and Standards which is part of the assessment process. The QIP is available at the program for any families to view. For more information on the National Quality Frameworks (NQF) go to www.acecqa.gov.au

THE MANAGEMENT STRUCTURE

The program is responsible to the School Council (Approved Service) who has overall responsibility for the development of the School Age Care Policies and Procedures. The Nominated Supervisor reports monthly to the Sub-Committee which consists of Certified Supervisors, SAC employees and parent/guardians in the SAC Sub-Committee of Management. Parents/guardians of the school community are encouraged to attend these meetings and have a say about how the service is operated. Our committee meets every month on a Friday morning at 8.00 am. The Committee, Principal and the Supervisor are responsible for monitoring the management and finances of the program.
Our programs encourage all children to participate in outdoor play and recreational activities on a daily basis.

Outdoor equipment provided is appropriate to the developmental levels of the children it is catering for.

Children have access to materials and equipment that can be used in a range of ways to provide challenge and problem solving experiences along with physical development. Both passive and active experiences are provided outdoors and experiences are focused both on individuals and groups. However, energetic play is encouraged whilst outdoors.

The outdoor plan not only focuses on physical development but also on all other areas of child development.

Environmentally Responsible Program Planning

Children’s environmental awareness is encouraged through everyday experiences, and specific activities. Recyclable materials are used at all available opportunities including the use of natural materials where possible. The staff and children keep the SAC area clean of all rubbish and dispose of all items in an environmentally appropriate manner.
ROUTINES AT BEFORE CARE

Our Before Care program operates in a relaxed, informal atmosphere where children participate in quiet activities, play with various games or have free time.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am</td>
<td>Opening</td>
</tr>
<tr>
<td>7:00 – 8:45</td>
<td>Children arrive at the program, wash and dry their hands and make their own healthy breakfast and wash their own dishes</td>
</tr>
<tr>
<td>7:00 – 7:45</td>
<td>Children participate in a variety of activities of their choice</td>
</tr>
<tr>
<td>7:45 – 8:30</td>
<td>Children finish activities &amp; commence packing up resources/materials/ breakfast utensils</td>
</tr>
<tr>
<td>8:45</td>
<td>Children are dismissed from Before Care provided there is a teacher who is on yard duty.</td>
</tr>
</tbody>
</table>

BREAKFAST
Choices include: Cereal, Porridge, and Toast with a range of toppings and a glass of milk. If your child/ren are lactose intolerant or have any allergies please inform staff so that we will able to cater for their needs.

ARRIVAL PROCEDURE FOR BEFORE CARE
The service officially opens at 7.00 am

For insurance and operational purpose parent/guardian/children are not permitted to enter the premises until the program has opened. To do so would be a breach of licensing agreements. It is a legal requirement that each child is signed in by their parent or legal guardian or authorised person. Children are not to be dropped off from a car or walk from home and arrive at the program in the morning unaccompanied. Parents are required to sign in their child/ren on arrival.

ROUTINES AT AFTER SCHOOL CARE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.30</td>
<td>Supervisor checks messages, emails and prepares for the afternoon</td>
</tr>
<tr>
<td>3.00 pm</td>
<td>Kitchen Staff arrives and prepares afternoon tea and set up daily activities</td>
</tr>
<tr>
<td>3:30</td>
<td>Children arrive</td>
</tr>
<tr>
<td>3.30 – 4.00</td>
<td>Children have their name marked off the attendance roll as soon as they arrive at the aftercare program. Bags are put away and children have free play</td>
</tr>
<tr>
<td>4.00 Onwards</td>
<td>Children wash their hands and are offered a variety of nutritional snacks,</td>
</tr>
<tr>
<td>4.15 – 5.30</td>
<td>Planned activities begin &amp; children have the option to participate or initiate their own supervised play</td>
</tr>
<tr>
<td>5.30 – 6.00</td>
<td>All children &amp; staff assist with the pack up of materials, resources, sports equipment</td>
</tr>
<tr>
<td>6.00pm</td>
<td>Program closes</td>
</tr>
</tbody>
</table>

CHILDREN NOT ARRIVING AT THE PROGRAM AFTER 3.45 PM

It is the responsibility of each child attending After Care to make his/her way between the classroom and the program.

If children who are booked into after school care have not arrived within 15 minutes of expected arrival, the following will take place:

- Child is announced to sign in at service via the school’s loud speaker
- Child’s absence from school confirmed at the Main Office and with classroom teacher
- The parent(s) is contacted and confirmation of booking sought
- Staff look for the missing child who should be at the program at various points of the school, including the front gates

Children must be collected by 6.00 pm SHARP.
Parents/guardians who are unavoidably detained and unable to collect their child at 6.00 pm must telephone the program to advice of their lateness and expected time of arrival. If a parent/guardian is unable to collect their child before closing time, they should arrange for another authorised responsible adult to collect the child and advise the service of this arrangement.
All staff that are employed have the relevant Australian Children’s Services qualifications in accordance with the Education & Care Services National Law.

All staff is trained in all aspects of food preparation, food handling and preparing foods for children with additional dietary requirements and first aid including anaphylaxis and asthma management.

Students/Volunteers
Students and volunteers are not counted as staff members and are at no time allowed to supervise children alone. All students and volunteers are required to hold a valid Working with Children Check prior to starting at the service. A comprehensive induction process is also undertaken for students and volunteers and must work within the service’s policies and procedures. Written permission from the parents/guardians must be obtained prior to any student compiling any information on children that is required as part of the study placement component.

Children will only be identified by their first name in any written documentation by students and parents can view the information at any time during the student’s placement at this service.

Relief Staff
The service employs additional Diploma trained early childhood educators to be utilised for staff absences due to sick leave and annual leave. This ensures continuity and consistency of care for the children.

Casual and Agency staff are also employed from agencies, when this occurs we do try to ensure the casual staffs are familiar with the service and the children.

Additional External Support (NOAH’S ARC)
The service also has access to a wide variety of external support for children, families and staff. The Children’s Service Unit at the local council employs an Inclusion Support Facilitator under the Inclusion and Professional Support Program (IPSP) who is available to support and work in partnership with the service staff and families in accessing funding for an additional staff member, training, and additional resources when caring for children with additional needs. The Inclusion Support person in consultation with the service staff develops an Assisted Inclusion Readiness (AIR) plan to support the child’s integration at the service on enrolment and ongoing.
This is reviewed and evaluated on a regular basis and is designed as an integration tool for the program and not just the individual child.

In order to ensure all children are protected from harm while in care, the Department of Justice in Victoria has introduced new legislation governing anyone who works with children. Every educator or volunteer who works in the School Age Care has a current Working with Children Check. (WWC)

This is held by all staff in the form of a card (a lot like a driver’s license) and is valid for five years. Unlike a police record check, the WWC Check is unique in that it is monitored on an ongoing basis.

**CODE OF CONDUCT AND ETHICS**

The service will uphold the highest standards in ethical conduct in accordance with the Early Childhood Australia Code of Ethics (2010) and The United Nations Convention on the Rights of the Child (1989) and the service’s philosophy and policies.

The service keeps secure and accessible records for each child relating to personal details as provided on enrolment forms. It is the responsibility of parents/guardians to ensure that this information is kept current.

**CONFIDENTIALITY & PRIVACY**

- Educators are required to maintain strict confidentiality and not disclose to any unauthorised person any confidential and private information regarding educators, children or families.
- Completed enrolment forms are kept in a secure location. Information provided will not be used outside of SAC programs unless legally required to do so.
- Information which is required for the daily operation of the program, the well-being of children and may be exchanged between staff members in the normal course of work and will be treated confidentially.
- Educators will not remove children’s records from the premises.
- The program will obtain parent/guardian permission before disclosing a child’s personal and sensitive information to a professional attending our program for the specific purpose of providing a program for your child. This may include KU Inclusion support staff, doctors and counselors.
Information Privacy Policy
We believe your privacy is important. We have put in place a Information Confidentiality/Privacy Policy which illustrates how we will collect, use, disclose, manage and transfer personal information including health information. (Refer to the Information privacy Policy)

Custody and Access
Natural parents as stated on the enrolment form have legal access to their child at all times unless a legally binding Parenting Order relating to the child states otherwise. Families must ensure that there is a copy of any relevant legally binding Parenting Orders relating to the child will be kept with the child’s records at the service.

Where there is a family dispute and no legal parenting order is in place any authorised person that comes to the service to collect the child that is not documented as an authorised pick up on the sign out sheet for that day or as documented on the child’s enrolment form will not be able to remove the child. In this event the parent who is the primary carer and with whom the child resides will be telephoned by the Supervisor and informed of the situation. Verbal authorisation from the person documented to pick the child up that day will need to be gained. In the event that this person cannot be contacted the other emergency contacts will be called for clarification.

CHILD CARE ASSISTANCE

Claiming Child Care Benefit & Child Care Rebate – all customers
To claim Child Care Benefit (CCB) or Child Care Rebate (CCR) you need to be assessed and approved for CCB and nominate your payment methods before you can receive child care payments from DHS. It’s not enough to have a Customer Reference Number (CRN), as this could be issued for your Parenting Payment or “Family Tax Benefit claim and doesn’t mean you are eligible for CCB and CCR. You have to ask DHS to be assessed for CCB (if you have not done so before). The Department of Human Services issues Customer Reference Numbers (CRNs) for you and your child/ren. You must provide the CRN and the date of birth of the parent who is claiming CCB and the CRN and the date of birth of your child/ren to the service. With this information, the service is able to report your child’s attendance information through the financial year and, depending on the payment method you choose, receive Fee Reduction payments on your behalf.

Wales Street Primary School Age Care is an Approved Service for the Child Care Management System “CCMS”. This enables all families to access Child Care Benefits, which can be obtained from the DHS– to assist with their fees either as a reduced fee reduction or lump sum. The percentage depends on the combined income level of each family. This rebate can be applied to the fortnightly invoice or can be claimed in a lump sum at the end of the financial year.

To receive your child care benefit please call 13 61 50 and have your Customer Reference Number (CRN) activated for childcare benefit. Under the Child Care Management System (CCMS) you must have your CRN activated to receive your childcare rebate.

Families have 28 days to claim for Childcare benefit, DEEWR will not back date-reduced fees after this time and full price must be paid. Families who want fee reductions will be charged full fees until they have contacted the DHS to claim the CCB and CCR

CCB is now managed online through the National Child Care Management System (CCMS). Wales Street Primary SAC records enrolment and attendance information and reports this to the Department of Education, Employment and Workplace Relations (DEEWR) via the internet. Payments are calculated and CCB and CCR are paid on behalf of the children enrolled.

CCMS provides the government with a better understanding of actual usage of child care places, and ensures that calculations are made on each child’s actual usage of care. The service reports childcare usage on a weekly basis to DEEWR. CCB and CCR will only be granted to families when they comply with government guidelines, i.e. children MUST be signed into the program at Before School Care; and out of the program for After School Care. Initials / signatures and times are to be shown on appropriate documents (Attendance Roll). This is audited both internally and externally, non-compliance will result in NO CCB & CCR.
If you do not have a CRN you can apply over the telephone by calling 13 61 50 from 8am – 8pm or download the application form at: www.humanservices.gov.au This is to assist with fees either as a reduced fee reduction or lump sum. Families need to contact the DHS in writing, by visiting any Department of Human Service office, or by phoning 13 61 50 when any changes occur in your family circumstances.

**ABSENCES (CCB)**

Under CCMS, Child Care Benefit is paid for up to 42 days absences for each child per financial year—CCB is paid even when a child is absent from child care and a fee is still charged for those sessions of care that the child did not attend. The Act specified the 2 types of absences for which CCB can be paid—initial 42 absence days and additional absences days. A non-cancellation is recorded to DEEWR as an absence day unless families cancel before 2.30 pm. All absences beyond the first 42 days will only be paid for as “additional absences” if evidence is provided that the absence occurred under permitted circumstances i.e. Illness (with a medical certificate), child’s non-immunisation when there is an outbreak of infectious disease, school closure (not strikes), pupil free days, local emergencies, sickness or parent/sibling (with medical certificate) and exceptional circumstances. Additional absences do not include public holidays.

**Payment options available for families**

**Option 1:** CCR paid weekly/fortnightly to your service as a fee reduction thereby reducing the gap fee, after attendance records have been submitted by your service.

**Option 2:** CCR paid weekly/fortnightly to your family bank account after attendance records have been submitted by your service

**Option 3:** CCR paid quarterly to the family bank account

**Option 4:** CCR paid annually to the family bank account

**FEE REDUCTIONS PAID TO THE SAC SERVICE**

Families choosing Option 1 may receive their CCR payment as a fee reduction in the same way that many families now chose to reduce their total child care fees with CCB. This results in the family paying a smaller out of pocket or gap fee.

**CCB IS PAID TO CHILD CARE SERVICES DURING THE YEAR**

Many families choose to have their CCB/CCR paid to their child care centre as this reduces their out-of-pocket expenses (also called a gap fee). The centre reports details of the children’s attendance during the year and the Family Assistance Office (FAO) calculates the amount of CCB/CCR paid to the centre on your behalf. The flow of money during the financial year is shown below:

**CCB/CCR IS ADJUSTED DIRECTLY WITH FAMILIES AFTER RECONCILIATION**

Child care services make every effort to report all attendances for the financial year before the FAO starts its reconciliation process. Sometimes a service may have to make adjustments to fix any mistakes they find in attendance records for the previous year. If your service reports attendance for the previous financial year after your reconciliation has been completed, the DHS will adjust the CCB/CCR with you. The birth date and also the Customer Reference Number of the parent who claims the CCB rebate needs to be provided to us or the percentage rebate will not be applied to your invoice.

CRN's and dates of birth are required by DEEWR to match an enrolment record to a family's CCB eligibility details. Please inform Supervisor if you wish to claim the 2nd/3rd child CCB rebate. This is if you have younger children who also attend approved child care such as a long day care centre, family day care and kindergarten. DEEWR Enrolment Id is shown on families Fee Statements.

The Australian Government helps families to pay for child care with two payments:

CCB/CCR cannot be paid to a service on your behalf once the DHS has completed its reconciliation process. This may be a top-up if you did not receive enough CCB/CCR or you may have to repay CCB/CCR that you should not have received. CCB/CCR top-ups don’t always result in a payment to your bank account. The DHS may use the amount of a top-up to reduce an overpayment to your family. The DHS sends letters to a family to explain top-ups and overpayments. You may also need to adjust the gap fee payment with your centre.
**15% BUFFER**
For most families, the DHS will keep back a small amount of the weekly/fortnightly CCR payment until the correct entitlement is calculated at the end of the financial year. This is to help families avoid getting a debt because of changes in their entitlement through the year. A CCR amount will be calculated each week/fortnight and then 15% will be withheld to create a buffer. At the end of the financial year, when families lodge their tax return(s) and the DHS reconciles CCB and CCR payments against actual entitlement, any remaining CCR will be paid direct to the family.

**WHO DOES THE BUFFER APPLY TO**
All families with a calculated rate of more than zero will have the 15% buffer applied to their CCR payments. The 15% buffer will also apply to some families with a zero rate. If the CCB rate is calculated at zero because of the family’s estimated income, the 15% buffer will not be applied. If the family chooses zero rate CCB to suit their financial situation, this could change during the year and the 15% buffer will be applied to their CCR payments.

**ZERO RATE CUSTOMERS**
Families who are assessed at a zero rate for CCB & do not receive CCB but are eligible for CCR can elect to receive CCR as a fee reduction that will reduce their fees until they reach the annual limit / cap of 7500 per child each year. Families having the 15% buffer applied to the CCR and who have elected to receive CCR as a fee reduction, this annual limit is reduced by 15% to $6375. Services will receive CCR fee reduction amounts (for families making that choice) up to this limit.

When the annual limit is reached, the CCB fee reductions will continue but there will be no more CCR fee reductions paid until the next financial year begins.

The DHS provides an online service for families where they can view all child care payments and this will help them to understand how their CCB and CCR payments affect their gap fee.

There is one group of families who will receive the full amount, without the 15% withholding: they are families with a legislated rate of zero, due to the estimated family income. Families choosing a zero rate will have 15% withheld from their CCR.

The 15% buffer will apply to some families with a zero rate. If the CCB rate is adjusted to zero at the family’s request, the 15% buffer will be applied. Families can discuss this with Family Assistance Office.

**REDUCED FEE CUSTOMERS**
When you apply for CCB and/or CCR as a Fee Reduction, the DHS asks you for an estimate of your family’s income for the current financial year and if this estimate is acceptable it is used to assess your CCB rate for the current year. CCB/CCR payments during the year are an estimate based on your family income estimate. Around May each year the DHS will ask you to update your income estimate for the next financial year.

From late July onwards, as families lodge their income tax returns, the DHS gets details of actual income from the Australian Taxation Office (ATO) for the completed financial year. The income reported in your family’s tax return will determine the amount of CCB/CCR you should have been paid for that year.

If you and/or your partner do not need to lodge a tax return you should tell the DHS. You should not need to do this if you or your partner received a Government Pension, Benefit or Allowance for the full financial year, as you may be eligible for the maximum rate of CCB and the FAO does not need to obtain your income details from the ATO.

The DHS compares the amount of CCB/CCR Fee Reductions paid to your child care service on your behalf during the year to the amount you are entitled to receive based on your family’s actual income. If you were paid less than you were entitled to because you over estimated your income, the DHS may provide you with an additional payment, called a top-up. If you were paid too much, you will have to repay the overpaid amount to the DHS. This whole process is called reconciliation.

During the reconciliation process, your actual CCB entitlement will be used to determine your actual annual CCR entitlement. Any CCR payments made during the year will be deducted from that annual entitlement and may either result in you receiving a top up of your CCR entitlement or you having received too much CCR. Any CCR top-up may be used to recover any CCB overpayments and any CCR overpayment may be recovered from a CCB top-up. CCB and CCR overpayments may also be recovered from tax refunds.
Everything you need to know about Immunisation

Why does immunisation matter for Child Care Benefit (CCB)?
A child’s immunisation records must be up to date for families to receive CCB entitlements.

How much notice will families be given before their CCB entitlement is affected?
When a child’s vaccination is four weeks late, the Department of Human Services writes to the parents and reminds them of the immunisation requirements for Child Care Benefit.

After one month, the Department of Human Services will write again if they have not received proof and explain that the child’s entitlement to Child Care Benefit may be cancelled. Families have 63 days in total to meet the requirements and to provide evidence to the Department of Human Services.

How does the Department of Human Services know when a child has been immunised?
The doctor or immunisation provider sends the details when a child is immunised to the Australian Childhood Immunisation Register (ACIR). An immunisation history statement is made available to families and also to the Department of Human Services. This statement can be used by families to help keep track of their child’s immunisations and as proof of immunisation for child care and school enrolments.
Families can call 1800 653 809 to check their child’s vaccination details have been received by ACIR.

What happens when a family does not respond to the reminder letters from the DHS?
If they receive a reminder letter and they believe the child has up to date immunisation (or an exemption) they should contact the DHS for further advice. If the family does not act by the end of the period, a CCB cancellation letter will be sent to them.

What if the family did not respond to the reminder letters and the CCB was cancelled? How does it get restored?
Once the ACIR record has been updated, the Department of Human Services will change the immunisation status to current. However, the family is still required to contact the Department of Human Services and ask for their CCB eligibility to be restored. Once CCB is cancelled, a new CCB eligibility start date is required.

USEFUL CONTACTS, EMAIL AND PHONE DIRECTORY

Child Protection Victoria - Department of Human Services: PH 9616 7086
Children’s Protection Society www.cps.org.au Ph: 9450 0900
FKA Children’s Services 9-11 Stewart St Richmond, Victoria. PH: 9428 447 www.fka.cm.au
Gowrie Victoria 36 Newry Street, North Carlton Tel 9347 9797 info@gowrie-melbourne.com.au
Victorian Co-Operative on Children’s Services for Ethnic Groups (VICSEG)- 11 Munro Street, West Coburg 3055 Tel 9 383 2533
Yarn Strong Sister Koorie Education Consultants - 4/6 Ormond Road, Moonee Ponds Tel 9 372 0784 yarnstrongsista@primus.com.au
Association for Children with a Disability (AAFCD) - PH: 1800 222 660 FAX: 9818 1999 www.aafcd.org.au
Disability Information Victoria 1300 650 865 www.disability.vic.gov.au

- City of Darebin Primary School Holiday Program 8A Newcastle St. Thornbury, 3071 Tel: 8470 8100
- My Child -Provides information to families about Australian Government early learning and care initiatives and other issues that affect children
  Go to website
- Each state and territory government is responsible for legislation under which child care services are licensed. This is administered by the relevant regulatory authority in each state and territory. Victoria
- Department of Education and Early Childhood Development. - Northern Metropolitan Region, DEECD, Children’s Services, PO Box 1332, Collingwood Vic 3066 9412 5333
  Website: www.education.vic.gov.au/licensedchildservices/ E-mail: licensed.childrens.services@edumail.vic.gov.au
Our Values: Empathy, Integrity, Cooperation, Humour, Creativity, Respect & Responsibility

- “Australian Children’s Education and Care Quality Authority” (ACECQA) [www.acecqa.gov.au](http://www.acecqa.gov.au)
  - Phone: 1300 307 415, Fax: (03) 9651 3586
  - GPO Box 4367, MELBOURNE VIC 3001
  - Ring 1300 4 ACECQA (1300 422 327)

- **Australian Childhood Immunisation Register** Phone: 1800 653 809

- **Informative Websites for Parents Raising Children Network**
  - The Australian parenting website: comprehensive, practical, expert child health and parenting information and activities covering children aged 0-8 years. [raisingchildren.net.au](http://raisingchildren.net.au/)

- **Better Health Channel** - quality consumer health information quality-assured, regularly reviewed health and wellbeing information and services. This site is sponsored by the State Government of Victoria [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

**Sources**
- Child Care Management System – Department of Human Services “Child Care Handbook”
- National Quality Framework for early Childhood Education and Care - “The new rating system”
- Detailed information about the National Quality Framework is available at: [www.acecqa.gov.au](http://www.acecqa.gov.au)

**Australian Childhood Immunisation Register (ACIR)**
- A national register administered by Medicare Australia that records details of vaccinations given to children under seven years of age who live in Australia. For further information on how to obtain your child’s immunisation history statement go to the [Frequently Asked Questions](http://www.betterhealth.vic.gov.au) Ph: 1800 653 809

**National Health and Medical Research Council (NHMRC)**
- Australia’s peak body for supporting health and medical research, developing health advice for the Australian community, health professionals and governments and for providing advice on ethical behaviour in health care and in the conduct of health and medical research.

**National Immunisation Program (NIP) Schedule**.

**Victoria Department of Human Services**
- 50 Lonsdale Street, Melbourne, Victoria Australia 3000 Ph: 1300 882 008

**Vaccines & Immunizations**
- Information about a wide range of vaccine and immunisation-related topics.

**Minimum Period of Exclusion from Primary ... - health.vic.gov.au**