

Carey
Donvale

Early Learning Centre

2021 Parent Information Handbook



Carey
Baptist Grammar School



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Welcome to Carey

Junior School Donvale Campus

Significant learning starts with a significant relationship.

Having an Early Learning Centre (ELC) incorporated into a school is exciting. As educators, we are always keenly interested in children of any age, but to be able to have a close educational relationship with preschoolers brings special joys. Often we have seen younger brothers and sisters of our school-aged students accompanying their families at pick-up and drop-off times. They are all so much a part of the Carey community and it is a delight for the School to be able to take a more formalised role in their young lives.

Particular opportunities arise as a result of the early school connection and its natural place as part of a comprehensive system of education. Starting Early Learning marks the beginning of lifelong skills which will equip a child, not just in making an easy transition to school, but also in introducing them to attributes and attitudes which will serve them as learners for life.

Our quality programs aim to maximise each child's creative and intellectual potential through play and exploration. The curriculum offered in the Early Learning Centre at Donvale responds to and respects children's interests and capabilities, and enables them to create important connections. We are aware that ELC students are able to develop quality relationships with both their teachers and their peers, and the socialisation process of the Early Learning experience enhances each child's social, emotional, and moral development.

The caring, nurturing and supportive environment of the Donvale ELC will assist in guiding your child through this critical stage of their development, helping them to understand themselves and their world.

We hope the information provided in this handbook supports your understanding and expectations of the ELC. Additional information can be found on Carey's [website](#) and from the commencement of the school year on [CareyLink](#), the School's intranet facility. The School will supply each family with personal login details to access this information during the enrolment process.

Finally, we wish you all a warm welcome to the Carey Donvale Early Learning Centre and the Carey school community.

Mr Steve Wilson
Head of Donvale



Carey's Mission Statement


We are an inclusive community that celebrates diversity and nurtures the unique talents and growth of each student and member of staff.

Our vision for Carey in the 21st century is that it will continue to be recognised as a leading Christian, co-educational learning community committed to providing the best possible educational opportunities for its students.

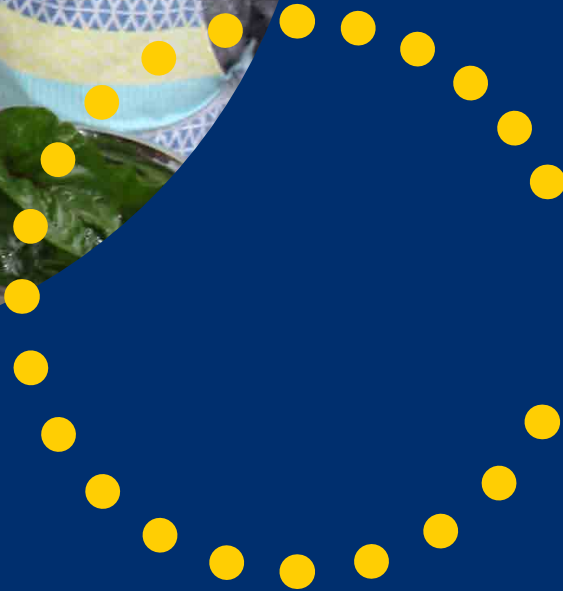
Learning at Carey will take place in a challenging but safe educational community in which all members are encouraged to enjoy learning, respect each other and love life.

At Carey, students will be encouraged to develop an appreciation of Christian commitment and values. They will be challenged to develop the personal and intellectual skills and strategies for service to, and leadership of, a constantly changing society.

Academic rigour will be fundamental in all learning, underpinned by a secure, supportive environment that will enable students to become lifelong learners. Carey will also promote global harmony and sustainability to facilitate an intercultural and international understanding and mobility of its students. Members of the School community will develop an awareness of, and respect for, social, economic and cultural differences while gaining an understanding of national and international issues.



Co-educational schools prepare students for the world by giving them the chance to practise their social skills within a diverse group.



Carey's Charter

What is Carey?

Carey is a leading Christian, co-educational independent school community committed to learning, wellbeing, service and spirituality.

What does Carey do?

Carey works in partnership with families to develop wise, independent and motivated young people who will engage with and lead in their local, national and global communities.

Carey values:

Integrity ...	care, honesty, morality, respect
Service ...	altruism, generosity, passion, sustainability
Spirituality ...	communal, contemporary, holistic, inclusive
Teamwork ...	collaboration, communication, initiative, leadership
Thinking ...	creativity, inquisitiveness, intellect, reflection
Wellbeing ...	courage, happiness, health, resilience

How does Carey distinguish itself?

Learning	At Carey, learning is dynamic, empowering and lifelong. All decisions are taken to improve student learning.
Excellence	At Carey, we strive for excellence across the three Carey pillars: curricular, co-curricular and wellbeing.
Staff	At Carey, our staff are expected to be expert in their fields, collegiate and passionate. They are supported to be the best they can be.
Co-education	At Carey, we nurture a balanced co-educational environment to prepare our students to lead, learn and serve with confidence, capacity and compassion.
Service	At Carey, we actively pursue social justice which is reflective of our Christian ethos.
Innovation	At Carey, we improve through courageous innovation, while respecting our traditions.
Partnerships	At Carey, we build strong relationships based on respect, trust and collaboration.



Carey Donvale Term Dates 2021

TERM 1 Friday 29 January to Thursday 1 April

Public Holidays	Labour Day: Monday 8 March
	Good Friday: Friday 2 April
	Easter Monday: Monday 5 April
Term 1 Holidays	Friday 2 April to Monday 19 April

TERM 2 Tuesday 20 April to Friday 18 June

Public Holidays	Anzac Day Holiday: Sunday 25 April
	Queen's Birthday: Monday 14 June
Term 2 Holidays	Saturday 19 June to Monday 12 July (three-week school holiday for Carey)

TERM 3 Tuesday 13 July to Friday 10 September

Term 3 Holidays	Saturday 11 September to Sunday 3 October
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TERM 4 Monday 4 October to Tuesday 7 December

Mid-term break	Monday 1 November
Public Holiday	Melbourne Cup Day: Tuesday 2 November
Term 4 Holidays	Wednesday 8 December 2021 to Sunday 30 January 2022

Carey Donvale ELC Staff

Carey is a positive and engaged community made up of our students, families, staff, alumni and friends whose connections extend far beyond the classroom.



Mr Steve Wilson

Head of Junior School Donvale



Mrs Margaret Adams

Deputy of Junior School Donvale



Mrs Deb McAlister

Administration
Telephone: 8877 8500



Mrs Jacqui Whitehouse

Administration
Telephone: 8877 8500



Mrs Lisa Preradovic

First Aider
Hours: Mon–Fri 8.00am–4.00pm



Mrs Anne Fahey

Director of ELC Donvale
ELC Teacher four-year-old group



Mrs Rachel Islip

ELC Teacher three-year-old group



Mrs Poh-Chen Chua

ELC Assistant four-year-old group



Mrs Susie Bauer-John

ELC Assistant four-year-old group
ELC Assistant three-year-old group



Mr Adrian Cresswell
Physical Education
Teacher



Mrs Jeanette Jennings
ELC Art Teacher
Four-year-old group



Mrs Felicity Bramley
ELC Art Teacher
Three-year-old group



Ms Siobhan Roulston
Librarian



Mrs Anne-Maree McRae
Library Technician



Ms Tania Schlemitz-Justin
ELC Music Teacher/
Co-ordinator
Four-year-old group



Mrs Kirsten Miller
ELC Music Teacher
Three-year-old group

Carey Positive Learner Attributes



THINKING

Reflection



I reflect on my experiences and strengths, looking for opportunities to grow in my learning.

Imagination



I use my imagination to form new ideas, visualise and explore possibilities.



Curiosity

I wonder and ask thoughtful questions.

RELATIONSHIP

Communication



I understand and express myself confidently in a variety of ways.

Connectedness



I always try to build authentic relationships and I demonstrate integrity, empathy, a strong sense of fairness, justice and respect.

Collaboration



I recognise and respect others' viewpoints and I contribute in a positive way to the work of a team.

SELF MANAGEMENT

Knowledge



I search for facts and ideas which help me understand important issues across subjects.



Courage

I approach uncertainty and am prepared to explore new opportunities, ideas and strategies.



Resilience

I am able to persevere, sustain effort and bounce back when experiencing setbacks.

the 100 Languages

By Loris Malaguzzi, Founder of the Reggio Emilia Approach

No Way.
The Hundred Is there.
The Child
Is made of one hundred.
The child has
A hundred languages
A hundred hands
A hundred thoughts
A hundred ways of thinking
Of playing, of speaking.
A hundred always a hundred
Ways of listening
Of marvelling, of loving
A hundred joys
For singing and understanding
A hundred worlds
To discover
A hundred worlds
To invent
A hundred worlds
To dream.
The child has
A hundred languages
(and a hundred hundred hundred more)
But they steal ninety-nine.
The school and the culture
Separate the head from the body.
They tell the child:
To think without hands
To do without head
To listen and not to speak
To understand without joy
To love and to marvel.
Only at Easter and Christmas.
They tell the child:
To discover the world already there
And of the hundred
They steal ninety-nine.
They tell the child:
That work and play
Reality and fantasy

Science and imagination
Sky and earth
Reason and dream
Are things
That do not belong together.
And thus they tell the child
That the hundred is not there.
The child says:
No way. The hundred is there.



The 100 languages of children are often expressed through drawings, sculpting, dramatic play, writing and painting. These languages are symbolic and are open to the endless potentials in children. This belief is based around the potential of a child's ability to wonder. It is the belief that there are multiple ways of seeing and multiple ways of being.

Carey ELC Philosophy

The beginning of the journey

We are committed to developing wise, independent and motivated young people.

How we view the child

Each child in our Early Learning Centres is valued for who they are. They are seen as unique and competent with an intrinsic motivation to learn and a reverence for wonder and discovery in their world.

We celebrate and acknowledge the diversity of our families. The differences in background, development, personality and ability that every child brings are welcomed. We start with what is present, not what is absent. Each child's strengths are recognised and nurtured to build a positive sense of self.

Relationships

It is important to us that the youngest members of our community feel secure, nurtured, supported and engaged in their learning and play. We build a sense of community and open communication is valued. Key to this is forming and maintaining strong relationships between the child, educators and parents. These strong relationships with families foster partnership, trust and consistency in our approach. Positive communication skills are explicitly modelled and taught to support healthy relationships between children through our play-based program.

Developing a wise, independent student through play

Children construct their learning with others through a play-based curriculum that maximises opportunities for them to learn about themselves, others and the

world around them in order to create meaning. Complex thinking occurs naturally during play, and thinking is vital to learning. When young children are made aware of their thinking they become more curious; they question the world around them to deepen their understanding.

Our approach is holistic. Opportunities to touch, manipulate and experiment with materials; to create; to take turns; and to negotiate are part of the daily experience in our Early Learning Centres.

Supported by educators, children become more resilient as they learn to negotiate, bounce back from setbacks and see things from another's viewpoint.

In our Early Learning Centres, we set the foundations for developing principled learners. The notion of right and wrong, empathy and supporting others through 'doing' are explored through storytelling, role-play and active projects.

Emerging literacy and numeracy skills are strengthened in preparation for school.

Learning through the environment

The Early Learning Centre are structured to provide a pathway that supports children to progress according to their developmental needs.

We work collaboratively with the children to ensure the physical environment supports their learning. We provide a beautiful, stimulating environment that encourages a sense of awe and wonder that nurtures children's

spirituality both indoors and outdoors. Foundations are built to create a sense of respect, appreciation of and responsibility for our natural environment. Our Indigenous heritage and its connection to the land is recognised and celebrated.

Making learning visible

Children's learning is made visible and celebrated through documentation using photos and transcripts. These records of the learning process as well as the outcomes enable children, staff and parents to reflect on the children's experiences. They provide the basis for communication and evaluation between staff and the school community.

Expertise

Expert educators collaborate to provide targeted learning experiences that build on the children's interests and allow them to thrive as they move through the Early Learning Centre.

All decisions are made to improve children's learning.

The National Early Years Learning Framework provides a guide for planning and reflective practice. Further information is available on their [website](#).

We have a strong commitment to ongoing professional learning. Our educators constantly renew and reflect on their teaching practice.

Early Learning in a school setting

Our Early Learning Centre children enjoy a rich environment within a co-educational school community. Proximity to other sections of the School allows future years of schooling to be anticipated with enthusiasm. Children's access to specialist educators, in areas such as music and art, provide opportunities that support the development of the whole child.

Collaboration

We have collaborated with members of our community to build this philosophical statement in 2014 and reviewed it in 2018. We will review it again in 2022.



Carey ELC Documentation

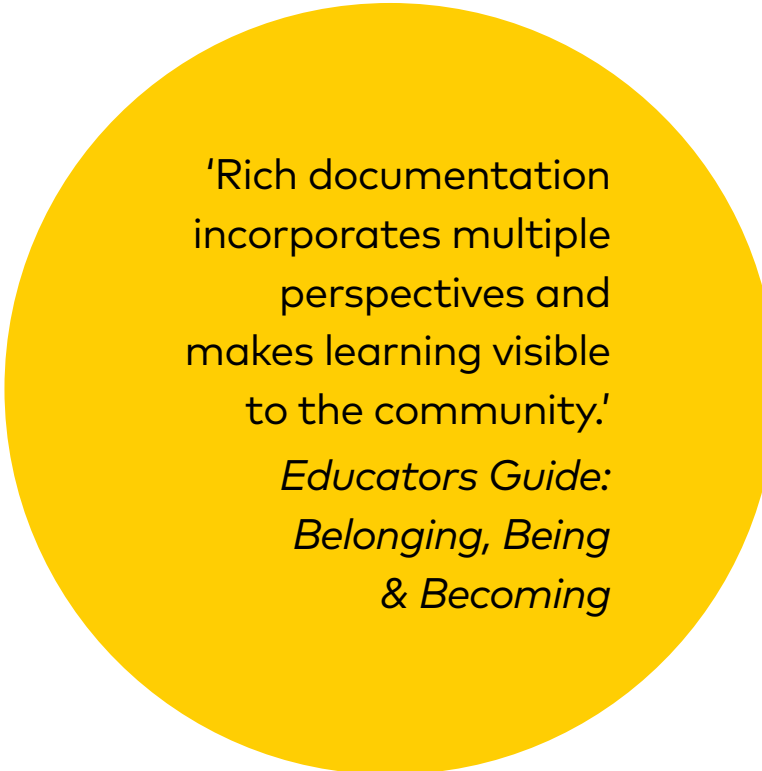
'Documented plans, records of children's assessments and evaluations can be effective ways to support and extend children's thinking, learning and development.' – [ACECQA](#)

Documentation is a process of capturing children's voices, ideas, thinking and understanding about themselves, others and their world. It is very useful for gathering and analysing information as evidence about what children know, understand and can do, as described in 'The Early Years Learning Framework for Australia' (EYLF) practice of 'assessment for learning'. It provides a record of the learning experiences in the ELC over time and imparts educators with a deeper understanding of each child's development and thinking. The rich collection of information shows each child's learning, describes their progress and identifies their strengths, skills and understandings. Additionally, it provides children, teachers and parents with an opportunity to review and plan further experiences.

There are many methods which educators use to document learning. It is often a series of photographs, drawings and written notes taken from observations and stories of children's learning. It could be a visual display of children's work and the written dialogue that the child shares about it. Documentation can reflect individual and collaborative works, contributions from families and it may be shared through videotaping or audio recordings. Over time, the documentation will contain a range of evidence of children's learning and, from this evidence, assessments can be made about their learning.

Much of this documentation will be included in each child's individual learning journal. These journals are ongoing documents that are developed over the two

years in the ELC. They can be accessed by the children, parents and teachers, as they will be permanently kept in the ELC classroom. These journals will hold collections of children's conversations, photographs, reflections and work. They are personal and confidential and, at the end of each child's ELC journey, a document that the child and family can keep forever.



**'Rich documentation
incorporates multiple
perspectives and
makes learning visible
to the community.'**
*Educators Guide:
Belonging, Being
& Becoming*

Carey Donvale Bush Kinder

'The Flat' – Mullum Mullum Creek Linear Park

'If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in.' – Rachel Carson

Purpose and aims of the Carey ELC Bush Kinder program

- To introduce the ELC children to our natural bush environment at The Flat.
- To build children's curiosity, care and connections with nature through discovery, wonder and exploration.

Benefits of visiting The Flat and learning in the outdoors

This natural outdoor 'classroom' is a valuable learning space where all areas of the Victorian and Australian Curriculum can be integrated and practised.

The five Early Years Learning and Development Outcomes are reflected in the teaching practices of every educator when children are engaged in our bush kinder setting:

- Outcome 1: Children have a strong sense of identity
- Outcome 2: Children are connected with and contribute to their world
- Outcome 3: Children have a strong sense of wellbeing
- Outcome 4: Children are confident and involved learners
- Outcome 5: Children are effective communicators



Where is The Flat? Who owns the land?

Mullum Mullum Creek Linear Reserve shares a school boundary with Carey Donvale and is an unfenced flat area of natural bush and grass land. Carey Donvale owns this land and the School jointly manages this space with the Manningham Council.

Frequency and duration of visits to The Flat

Frequency: how often we will visit The Flat?

- Generally, visits to The Flat will be once a week, during Terms 2 and 3. However, if a specific area of study is a focus, then multiple visits per week may occur. This may continue into Term 4, *weather permitting*.

Duration: how long will we stay at 'The Flat'?

- Commence with short walks to 'The Flat' so the children become familiar with the area.
- Progressing weekly visits up to one hour at a time.
- Building up to more extended periods with three-hour visits. During these visits children will often eat their snack or lunch and take their drink bottles.

Who will attend these visits? visits?

Ratios of educators to the number of children

- All educators will attend visits to The Flat with the children and regulatory ratios will be maintained at all times. (i.e. one educator for every 11 children)
- For these visits to proceed, a requirement of two parents and/or guardian volunteers must be met.

Parent participation

Two parent/guardian volunteers are required to attend each visit to The Flat and be involved in the bush kinder program to support the children's learning. Parents are requested to bring their mobile phones only to be used in the case of an emergency. Parents will be encouraged to engage and participate in the children's activities and learning during the visit to the bush kinder site. Additionally, parents will be asked to support the educators in supervising the children in the group.

Note: As a legal requirement, Carey requests that a Working With Children Check receipt/card must be supplied to the ELC staff to view prior to parent and guardian involvement in this activity.



Toilets

During longer sessions, educators will bring small groups of children back to the ELC for toileting as required and then immediately return and rejoin the main group back at The Flat.

Weather Policy

Educators are guided by the weather forecast on the day to determine whether visits go ahead as planned or alternatively need to be cancelled. Parent/guardian volunteers rostered for the day will be notified by phone if the proposed visit is cancelled.

Clothing requirements

Children need to be dressed appropriately ready for physical activity and sensory exploration as they may get muddy and wet! Children must wear long gumboots, a hat (beanie) and a waterproof raincoat. Waterproof pants are advisable. Please also dress children in warm layers under their raincoat.

Learning resources, supplies and safety equipment for each visit

Learning resources taken for each visit will be dependent on the plans for the day. Examples of materials that may be taken to support learning include pens, paper, magnifying glasses, books, iPads and cameras.

First aid supplies are always taken each visit, along with mobile phones and the School walkie-talkies to keep in contact with the School's reception. Other items and supplies will include children's personal medication, Action Plans and spare clothes/hand sanitisers etc.

Bush Kinder Benefit Risk Assessment

The current Bush Kinder Benefit Risk Assessment is available for viewing at the ELC or can be accessed electronically on CareyLink.

How the group is kept safe?

Educators talk with the children about keeping themselves safe in this public outdoor environment prior to the commencement of the program. This will include dog safety and snake safety discussions and an awareness of being in a public space.

All participants wear high visibility safety vests with printed Carey school branding that identify each participant's involvement in bush kinder and connection to the School, and allows high visibility for educators and parent volunteers of children's locations at all times. Educators will mark out the learning area with orange cones. Educators will have a whistle to signal to the children if their attention is urgently needed.

The School requests that parent/guardian helpers familiarise themselves with the learning area boundary to ensure safety of children during the bush kinder program.

Communication with families and School

All staff carry mobile phones and can be contacted by the School. Class lists and family contact numbers for each child are taken on each visit in case of an emergency and if urgent communication is required.

The following telephone numbers are the ELC's recommended contacts if a parent/guardian wishes to reach ELC staff urgently on the day of a bush kinder visit:

Carey Donvale reception: 8877 8500

OR **Carey ELC mobile:** 0403 061 943

ELC policies considered for the bush kinder program

[Child Safe Environment Policy](#)

[Curriculum Development Policy](#)

[Occupational Health and Safety Policy](#)

[Water Safety Policy](#)

[ELC Water Play Policy Donvale](#)

[Staffing Policy](#)

[Supervision of Children Policy](#)

[Environmental Sustainability Policy](#)

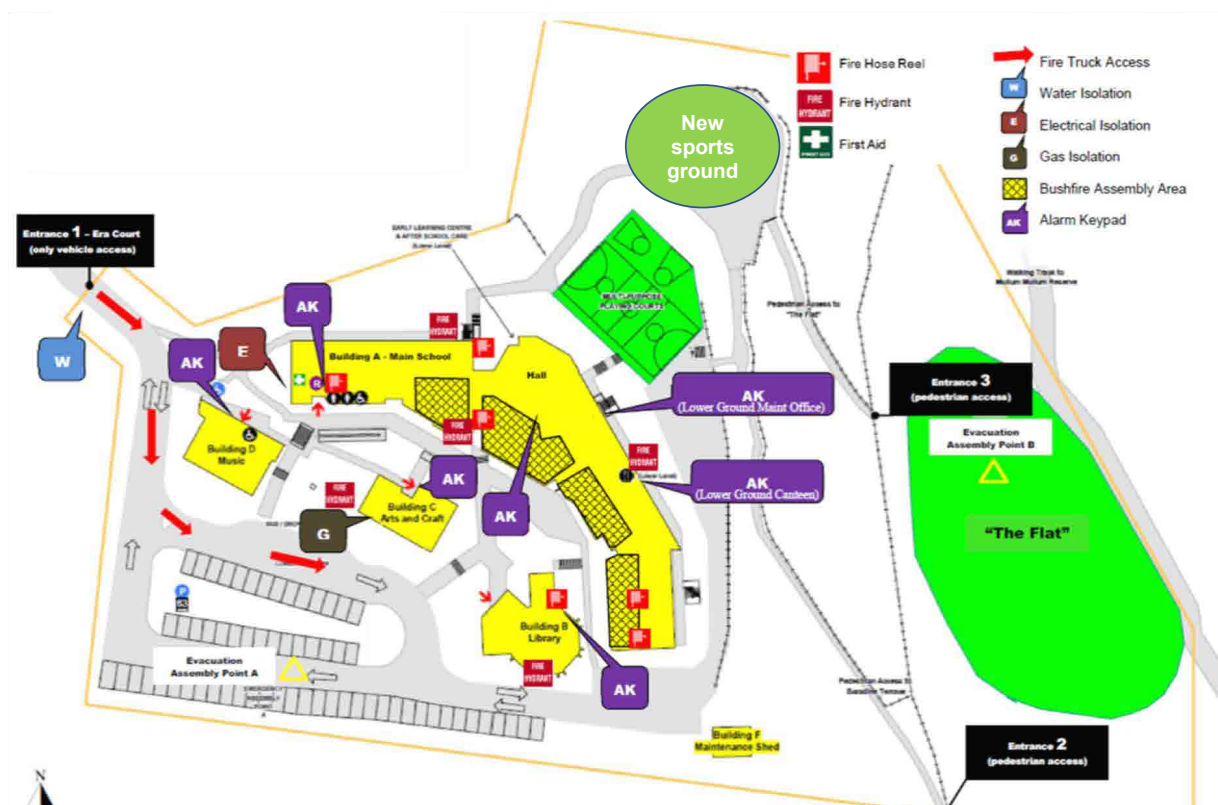


Evacuation maps

There may be the unlikely situation where the bush kinder participants are required to evacuate to a safe location for the safety and wellbeing of the group. Parents are asked to familiarise themselves with the designated safe areas and assembly points as detailed in the emergency maps.

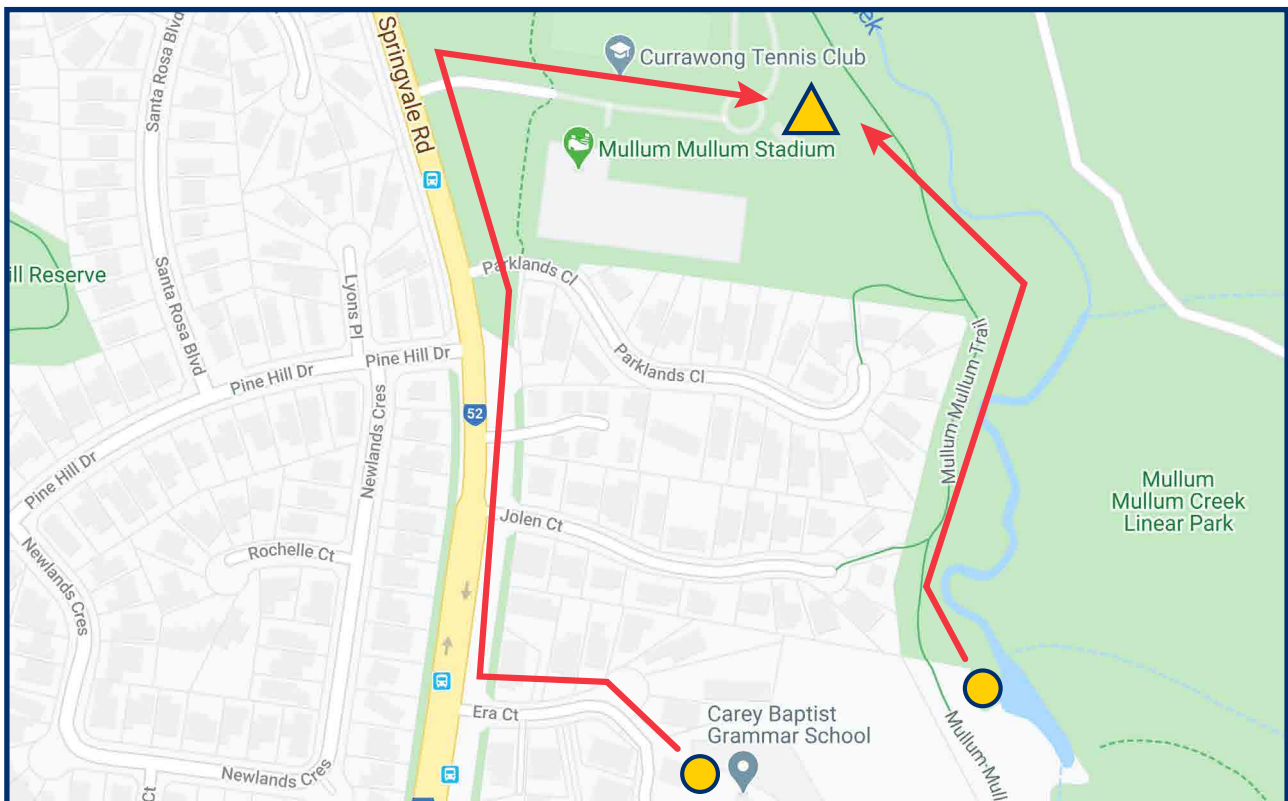
Carey Donvale Campus

Evacuation and bushfire assembly areas



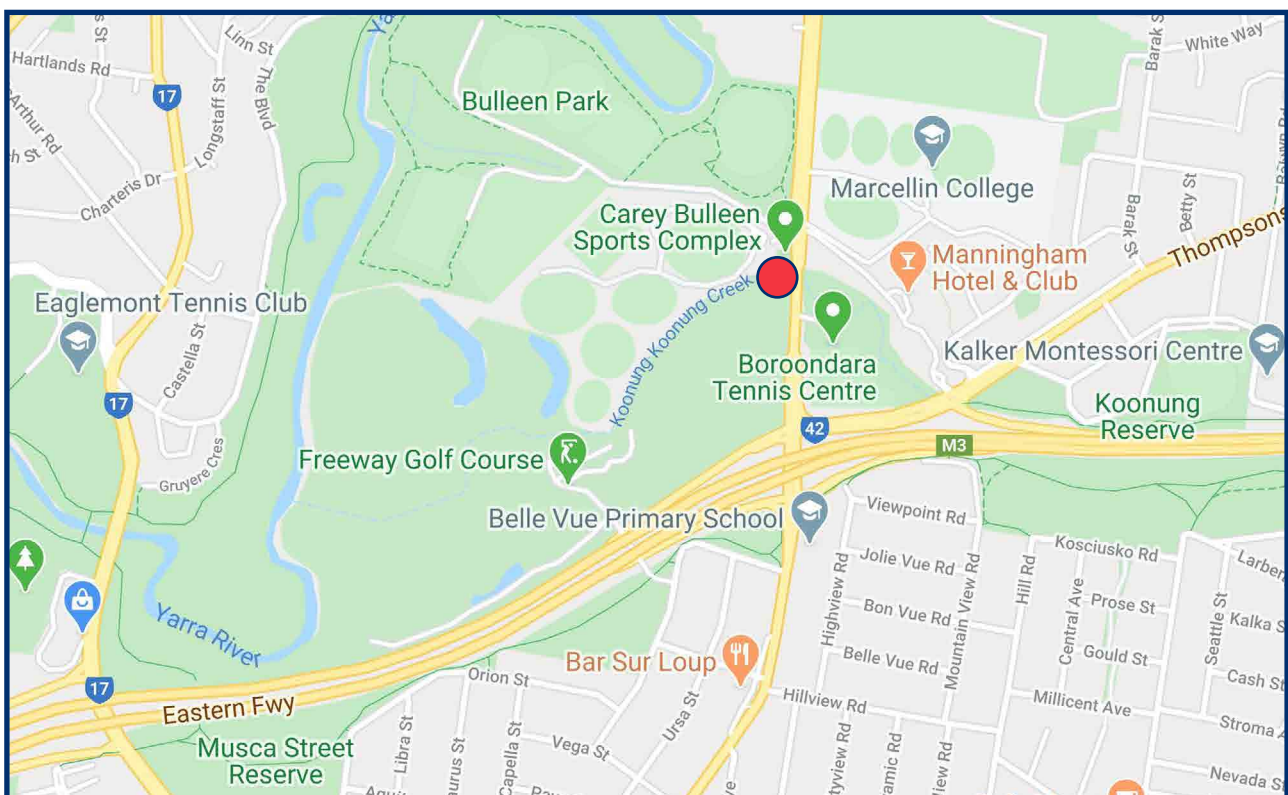
Alternative offsite evacuation assembly area 1

Currawong Tennis Club car park: Melways map 34 H7



Alternative offsite evacuation assembly area 2

Carey Bulleen Sports Complex: Melways map 32 C10





Carey Donvale ELC

General Information

This section of the Handbook contains information to assist families in the understanding of current Carey Donvale ELC organisational procedures.

Department of Education and Training: Regulations

All Early Childhood services in Victoria for children under five are required by law to be registered with the Department. You will find information relating to these government regulations displayed in the ELC foyer.

All children attending a four-year-old kindergarten service, whether a government-run or a private kindergarten service such as Carey, are government funded. The funding is allocated per child and paid directly to the School. Sometimes, a child may require a second year of Early Learning before they are ready for school. In such instances, there are specific government criteria that determine whether or not a child qualifies for a second year of government funded Early Learning. Please discuss any concerns you have with the ELC staff.

Organisations receiving Early Learning funding from the government are required by the Victorian Department of Education and Early Childhood Development to undertake two data collections each year.

If your child is attending another registered early childhood service and is receiving funding for this, you must let the ELC staff know as soon as possible. There is funding allocated for each four-year-old child and it is not possible to claim funding from two centres.

The beginning of the year

To help your child make a happy and smooth transition from home to Carey Donvale's Early Learning Centre,

a staggered intake program is organised at the commencement of the new school year. Therefore, not all children in the group start on the same day. The staggered intake program provides time for each child and the educators to get to know one another in smaller groups. Past experience and success in taking this approach supports children to settle and develop secure relationships with peers and educators in a short time. Parents are welcome to attend part or all of the initial sessions with their child during this transition period. Regardless of a child having attended kindergarten or childcare elsewhere, the transition to a new setting can be both emotionally and physically demanding. Most ELC-aged children are tired at the end of each ELC day during this orientation stage and therefore it is often recommended to reduce extra-curricular activities during Term 1.

ELC Carey Donvale Centre hours

Both the three- and four-year-old programs commence at 9.00am Monday to Friday. If you have children in the Junior School who need to be at school earlier, we welcome their younger ELC brothers and/or sisters between 8.30am and 9.00am to the Centre.

Three-year-old program

9.00am to 3.00pm Wednesdays and Fridays

Four-year-old program

9.00am to 3.00pm Mondays, Tuesdays and Thursdays

Policies and Procedures

All policies and procedures for the Carey Donvale ELC and Carey Baptist Grammar School can be found on [CareyLink](#) – we encourage you to review these. A hard copy can also be found in the Carey Donvale ELC room.

Enrolment signatures

Carey Early Learning Family Information and Consent Document forms require several signatures in line with the Department of Education and Training Early Childhood Regulations. These forms are posted to all families in November prior to your child's commencement year at the ELC. Please complete these forms along with all required signatures before they are returned to the School.

Sign-in/out book

Under the Children's Services Centre regulations, a **parent or guardian who brings** the child to our Centre **and collects** them, records the time of arrival and departure. There will be a sign-in/out book on the sign-in table located in the ELC foyer. Please write the exact times of arrival and departure of your child. All adults who will be collecting your child need to be named clearly on the **enrolment form** before children can be released from the ELC.

Settling children into the ELC

For many children, coming to the ELC may be their first separated experience from their parents or grandparents. Prior attendance at a previous childcare or family day care centre does not always guarantee a smooth transition. All children require support in making adjustments to a new environment, educators and a routine. Carey staff recognise these difficulties and the importance of providing a supportive environment for students and parents.

Parents can help to settle their child in by practising the following:

- On arrival, help your child to choose a learning experience of interest inside the playroom. Join in with the experiences set out in the room for a short time and let your child know that you will be leaving after the activity shared together.
- Initially, only leave your child for short periods of time (staggered intake).
- Be confident about leaving your child at ELC (if parents are feeling uptight and anxious, children can sense this and it can easily influence the way the child feels in a negative way).
- Take time to bring your child to ELC (if a parent is rushing and drops their child off and leaves quickly, this can influence the way the child feels about being left at ELC).
- When ready to go, it is important to say 'goodbye' to your child and reassure them that you will be back at the end of the day.

Some children require time to make adjustments for transition into ELC. Parents are encouraged to take their time with this process, allowing their children the opportunity to settle into their new environment with their teacher and peers.

Gate code and gate safety

The code for the gate near the entrance of the school is 9842. Please be sure to close all gates securely after you enter or leave to ensure the safety of all children.

Disabled carpark

The disabled carpark has been reserved for parents or grandparents allocated with a disabled sticker, who are either dropping off or collecting children, or participants (after notification to the Head of School) who are unable to walk far due to injury, illness, or surgery. Parents are reminded that this parking bay is not to be used as a quick drop-off or pick-up station at any time during the day, unless consent has been provided by the Head of School.

Dismissal procedure

ELC sessions generally conclude with semi-structured 'construction' group play. Over time, the children learn that this activity is a prompt for the end of the day and happily engage in play while they wait for their parents/guardians to collect them. Educators request that parents wait for their child in the ELC foyer. Once educators have sighted a parent waiting to collect their child they will dismiss that child being mindful of everyone's safety at all times. This is a calm and safe dismissal process and allows each child to individually say goodbye to their peers and teachers before they leave. Children are expected to pack away their play equipment prior to their departure.

Clothing

Learning through play is encouraged in the ELC, enabling the children to explore and interact with a range of experiences, activities, and products which can be both tactile and messy.

Parents are encouraged to send their children to the ELC in clothing which provides comfort, durability and can be easy for children to self-manage; clothing with belts, buckles, difficult buttons and overalls can be problematic for children during toileting exercises and dangerous for Early Learning when children climb. Pants which can be pulled up and down are recommended.

Children are asked to bring in their bag:

- **A change of clothing including socks, shoes, singlet, underwear**
- **A sunhat (legionnaire) which is required to be worn from September to April**
- **A school bag (named)**
- **Gumboots, warm hat and coat in winter.**

All items of clothing must be clearly labelled with the child's name.

Thongs, long dresses and slippery-soled shoes (party shoes, 'croc' clogs) are NOT SAFE or suitable for ELC as they can be dangerous when children climb or run.

Carey uniform

It is optional for parents to buy the Carey school bag and legionnaire type sun hat. If parents do purchase these items they can then be retained for Prep and subsequent years of schooling. Other optional uniform purchases for ELC students is the ELC polo and fleece jumper also from Bob Stewart.

The Carey crested bags and school hats are available from the school supplier, Bob Stewart, 207 High Street, Kew, 9853 8429; or email mail@bobstewart.com.au

Bush kinder clothing

In Terms 2 and 3 ELC children participate in the bush kinder program. Each child requires long gumboots, a beanie, a waterproof jacket and waterproof pants. Children need to dress warmly under these outerwear garments.

ELC absentee

In the event of child absentee or late attendance, please notify the School at your earliest convenience with the following information:

- **Your child's name/ELC group**
- **Reason for absenteeism**
- **How long your child will be absent (if known)**
- **The name of the person notifying the School**

The school can be notified by:

- **Carey App:** Install through App Store or Google Play Store – search for 'Carey Baptist Grammar School' then tap 'install'. 'Agree' to permissions of the App. It may ask for you to enter your CareyLink password). Wait for the download to finish. Enter your notification to the school.
- **Email:** donvaleabsences@carey.com.au
- **Absentee phone line:** 8877 8559

If your child will be absent for an extended period please notify the school in writing and address this notification to the The Director of the ELC (Mrs Anne Fahey) anne.fahey@carey.com.au, and The Head of Carey Donvale (Mr Steve Wilson) steve.wilson@carey.com.au

Additionally, please forward this information to the Carey Donvale school office.

Queries and concerns

If you have any concerns or queries about the ELC, the curriculum or your child, please make a time to talk to your child's teacher. It is important to talk about your concerns for the benefit of your child.

Unless a matter needs to be addressed immediately and because we want to avoid interrupting the ELC programs, it is requested that your queries and concerns be raised during an arranged appointment with your child's teacher.



Carey library bag

As part of our ELC program children attend weekly Library sessions. The children have an opportunity to listen to a story and borrow library books. Carey library satchels are provided by the School.

Lunchtime and snacktime

In support of Carey's health and wellbeing philosophy, Carey Donvale promotes a healthy eating program, supported by the [Department of Education and Early Childhood](#). This program promotes the consumption and enjoyment of healthy foods and the inclusion of fruits and vegetables within healthy lunchboxes.

Throughout their ELC day, all children will be required to bring a healthy food snack for morning tea and a healthy lunch and drink (preferably water). Children are required to bring a drink bottle filled with water, which will be available to them throughout the entire day.

Parents are encouraged to supply food which is simple, healthy and individually packed for snack time and lunch time. Please ensure that all food is provided in containers easily accessible and clearly named for your child.

Suggested food choices include cut-up fruit and vegetables, cheese, biscuits, healthy grain bread, rolls and wraps and yoghurt. Parents are discouraged from including chocolate, lollies and cakes within children's lunchboxes.

Please be mindful that chocolate products may contain traces of nuts resulting in potential anaphylaxis for those students at risk. The ELC ask that these food types be avoided.

We also ask that you acknowledge our **nut-minimisation guidelines** which supports students with anaphylaxis and discourages the inclusion of foods which may contain nut products. Peanut butter, Nutella, hazelnut spread, sesame seed biscuits and hummus in particular are known for having nut-based ingredients.

Whilst it is not possible to eliminate all traces of allergens, your co-operation in minimising higher risk food substances from the ELC will assist in the management of student allergies.

Food which contains nuts or has not been eaten by the student will be returned home at the end of the day, enabling families to assess food consumption or food choices.

Children will also have access to lunch orders from the canteen during the week. Parents are encouraged to consider healthy food options when ordering food for their child – preferably no lollies, icy poles or fizzy drinks.

Waste-free lunches and snacks

The ELC support the general sustainable and recycling practices across the entire program to help lower the amount of rubbish that ends up in landfill. Additionally, the staff implement intentional teaching about sustainable practices, recycling and caring for the

environment, animals and the planet. We encourage you to support this initiative by preparing waste-free lunches for your child. We recommend using segmented lunch boxes and snack boxes for your child and avoid using pre-packaged foods. Cold packs are recommended for use throughout the year to meet food hygiene and temperature standards.

In addition to these ongoing sustainable and recycling practices, the ELC participate in the Plastic-Free July initiative where children learn about what the misuse of plastics can do to our precious environment, animals and oceans.

Parent/guardian participation

We value parent involvement within our program, allowing for parents and grandparents to share in their child's ELC experience. Parent participation can provide a valuable opportunity to observe the interactions and progress of your child, and to become involved in the varied activities on offer, such as assisting with cooking experiences, sewing, dancing, bush kinder visits and art.

Our parent volunteer program will commence two weeks into Term 1. This allows for a settling-in period for children and teaching staff, whereby relationships can be strengthened and the impact of family separation can be minimised.

Parent involvement is limited to one participant each session, allowing for the experience to be maximised by both the student and the parent involved. Parent volunteers are invited to register their interest on the parent roster provided, between the hours of 9.00am and 11.00am.

The parent volunteer roster is located on the sign-in table in the ELC foyer for parents wishing to indicate their interest. On the day of participation parents must sign in and out of the ELC attendance book. Please ask staff for assistance.

Parent Volunteers – Working with Children Check

From January 2019, parents volunteering their time at a school or early learning centre must have a volunteer [Working With Children Check](#). This is free for volunteers and can be organised online (see website link below). For any questions regarding the arrangement of this card, please contact Donvale Reception on 8877 8500.

Parent Representatives

Our Carey Donvale Parents Association (CDPA) is made up of a committee of parent representatives. They are responsible for organising social and fundraising events, providing community support and developing connections within the Carey school community, such as assisting families with new births, special birthday events, bereavement and general ELC support and networking.

We invite parents (two from each Echidna and Cockatoo groups), to volunteer as CDPA Early Learning Centre representatives. There will be an opportunity

for further discussions about this role at the Parent Information Evening or at the Orientation Program in Term 4.

Other parents are welcome to attend the CDPA meetings, held regularly (usually monthly) on Tuesday mornings at the School. Please contact Donvale Reception on 8877 8500 for further details.

Birthdays

We invite the opportunity to celebrate each child's birthday at the Early Learning Centre. Parents wishing to celebrate their child's birthday in the ELC are welcome to participate in a small celebration for their child. The celebration is shared in the group through a game or song. We ask that parents and guardians do not bring any gifts for the children on this occasion. Handmade gifts and cards are encouraged to be made by the children during the day prior to the celebration to give to the child celebrating their birthday.

Communication with families

Family Notice Pockets

Each child/family will be allocated a notice pocket at the commencement of the school year. These pockets are displayed in the Carey Donvale ELC foyer. Notices and correspondence from ELC staff and the School will be placed in these pockets on a regular basis to communicate upcoming events, fundraisers etc. The pockets can also be used to leave notes/messages for other parents. Please check your notice pocket regularly.

Program reflection

ELC teaching staff are allocated weekly scheduled planning time for curriculum development, learning reflections, student record amendments and parent/staff feedback. Parents requesting extended teacher feedback are encouraged to schedule an appointment. There will be an opportunity for parents to discuss student progress with teaching staff during mid-year interviews.

Electronic communication

The majority of Carey's communication with families is electronic. It is important that you have provided the School with an email address and that you read the Carey Donvale Junior School newsletter and ELC communication to keep up to date with information relating to the program and school events. Important communications also come through Daily Messages by email and on CareyLink; our learning management system, Canvas; and the Carey app.

Canvas

Carey uses [Canvas](#) as our online Learning Management System. On Canvas you will find important information, activities and resources specific to your child's learning in the Donvale ELC.

Once you are logged in to Canvas, click on Early Learning Centre (ELC) Donvale on your Dashboard.

There are many guides available online and on CareyLink to assist you in setting up and navigating Canvas. The Carey [ICT Help Directory](#) on CareyLink has a wealth of information. Click on the Canvas category on the right-hand side to filter the help guides. You can also visit the [Canvas community guides](#) for more information on the Canvas basics and how to get started.

Carey App

The Carey App brings together several key information channels including Daily Messages, the Carey calendar, absentee notification, key contacts, timetable (Middle and Senior School) and Sports fixtures (Middle and Senior Schools). You can download the Carey app for both Apple and Android on the App Store and Google Play Store respectively – search for 'Carey Baptist Grammar School' and select Install. We recommend allowing notifications from the Carey App.

CareyLink

The School's intranet is [CareyLink](#), where you will find all of our policies, staff information, updates from Carey Donvale and Daily Messages, among many other useful resources. Daily Messages will be emailed to you at 4.30pm each week day, but you can also find them on the home page of CareyLink. Navigate to School Sections in the top menu and select ELC Donvale for information about the Centre.



Rest time/quiet time

All children are encouraged to have a rest time each day, and all children will need a sleeping bag for rest time. An order form is available from Anne Fahey for a suitable sleeping bag that is lightweight and easily stored at the Early Learning Centre. These must be paid for with the order so that this can be processed.

We also advise including a small favourite teddy or soft toy to help the children relax and get into the routine of rest times.

All sleeping bag items will be returned home at the end of each school term for washing.

Sharing time/toys from home

'Sharing time' provides an opportunity for children to discuss any interests, holiday experiences or special occasions with the other students in their group. We encourage and promote this sharing time by inviting students to bring favoured items from home such as holiday photographs, beach shells, garden items etc to share and discuss.

Toys from home are strongly discouraged. Toys which may be precious, valuable or fragile can cause the student distress in the event that items may be broken or become lost. We request that families support their child in keeping precious toys at home.

Excursions

In Term 4, ELC students may be taken on an excursion. Edendale Farm in Eltham has been our destination for the past few years. Parents will be notified and provided with more detailed information several weeks prior to the event. Parents are usually invited to assist on the day.

Movement around campus

As part of Carey Donvale's ELC program, the children will attend specialist classes outside the Early Learning Centre room. These classes are held in the classrooms of the respective specialist teachers (Art, Music, Library and PMP). PE sessions (Term 4) will be held in the playground and the PMP program is conducted in the School Hall. There may also be occasional impromptu excursions or incidental learning experiences presenting themselves outside of the ELC, where we will want to give the children an opportunity to participate. These various outings may involve walking to The Flat or moving around other areas of the school and will include the Ready Set Go transition to Prep sessions held in the Prep classrooms in Term 4. The children will leave the ELC as a group and walk to the specialist classroom with two of our ELC staff members. In the event of the absence of a staff member, relief staff will assume these responsibilities. At the conclusion of these classes or activities the children will walk back to the ELC accompanied by the staff.

Parent resources

There are many resources that are available to support parents with their children's learning and development.

The Carey Donvale Library has several parent resources to support parents with their parenting concerns and to build their knowledge further for the wellbeing and development of their children. We encourage parents to visit the library and borrow resources available.

Educators will also support this with links to the latest research and informative articles on child development and learning with their weekly emails to families.

Carey Community Forum events throughout the year also provide further opportunities for parents to access with many excellent speakers from across the Early Childhood Education and Development field. These events will be advertised on CareyLink and through the School Communication domain.





Carey Donvale ELC

Health and Wellbeing

This section of the 'ELC Handbook' contains information to assist families in the understanding of current Carey Donvale ELC health and wellbeing procedures.

SunSmart

SunSmart awareness is promoted at Carey, whereby all students participating in outside activities are required to wear a hat from September to the completion of April. Students will also be required to play in shaded areas and have sunscreen applied 20 minutes prior to outside play.

We request that parents complete the **Sunscreen Consent** located in the ELC Family Information and Consent documentation, permitting staff to reapply student sunscreen, prior to outside play. Children with specific sunscreen requirements are encouraged to provide preferred sunscreen, for student application throughout their ELC day.

During the summer months, we ask that parents apply sunscreen to their child at the commencement of their Carey day. Teaching staff will reapply student sunscreen as required, as per the Sun Screen Consent.

It is advisable that sleeveless and shoe string tops and dresses are not suitable to wear during this period of high UV ratings and this advice is consistent with our Sun Protection Policy.

Immunisation

We are required to keep evidence showing your child is up to date with immunisations. If the Government/Medicare Immunisation History Statement we have on file is current and no vaccines have since been due, you do not need to give us another copy of the statement.

Your child's Government/Medicare Immunisation History Statement can be accessed through your myGov account or the Express Plus Medicare smartphone app.

Sick or injured children

Children experiencing illness or extreme tiredness are often unable to participate fully in the ELC program. If your child experiences symptoms of illness at the commencement of the day ELC staff would appreciate your support by keeping your child at home.

To avoid cross-infection between students and staff members, children displaying the following symptoms should be encouraged to remain at home:

- **Fevers**
- **Nasal discharge**
(yellow or green in presentation)
- **Persistent reproductive cough**
- **Sore throats**
- **Extreme tiredness or lethargy**
- **Diarrhoea**
- **Vomiting**

If your child develops an illness or an injury throughout the day and staff consider them to be unable to participate in the program, you will be contacted promptly on the emergency numbers provided on your

enrolment form. If we are unable to contact you, your 'next in line' emergency contact will be contacted.

If you suspect that your child has an infectious disease, please keep your child at home and/or seek further medical advice. Also, notify the ELC so that we can inform other parents while at all times keeping your details confidential.

Please refer to [The Victorian Department of Health Infectious Diseases Guidelines](#) for updated information relevant to illness exclusion from the Carey Donvale ELC.

Gastroenteritis

Gastroenteritis presenting in children is a common infection of the bowel, causing diarrhoea, vomiting or both. To minimise cross-infection, parents are requested to keep their child at home until 48 hours after the last episode of vomiting or diarrhoea. For more information, see the [Royal Children's Hospital Kids Health fact sheet on gastroenteritis](#).

Head lice

Head Lice can be a common problem in schools and Early Learning Centres where infestations can be both difficult to detect and eradicate. We encourage all parents to conduct regular inspections of their child's hair and administer prompt treatment following traces of head lice. Positive sightings of infestation should be reported to ELC staff to prevent further cross-contamination with other students and staff members.

Students with head lice are not permitted to attend the ELC with traces of live infestation. For more information regarding the treatment and management of head lice, visit the [Victorian Department of Health](#).

Medication

Should a student require medication to be administered during ELC hours, parents are requested to read, complete and sign the **Medication record sheet** as supplied by ELC staff.

All medications, including prescription and non-prescription medication, required to be administered at ELC, must be presented in the original medication bottle, clearly labelled with:

- **Administration instructions**
- **The student's name**
- **The medication dosage/clear expiry date**
- **The time in which the medication is to be administered to the student, including the time of the last dosage.**

Asthma

Asthma is an allergic respiratory disorder which affects many children. In order for ELC staff to effectively manage your child whilst in our care we will require the following:

- A current Asthma Action Plan which must be completed and signed by a medical practitioner. Please request a blank Asthma Action Plan from ELC staff.
- Individual student medication including reliever medication (Ventolin) and a spacer. All children are required under health regulations to provide their own spacers and reliever medication (Ventolin) to remain at ELC for use as directed by the student action plan. Please ensure that your child's medication is labelled clearly.
- Notification of your child's condition should their asthma deteriorate or there is a change to your child's asthma status.

Carey Donvale is recognised as an **'Asthma Friendly School'** and therefore must meet the following compliance guidelines:

- All ELC staff are required to have an accredited asthma certification
- Annual asthma updates are compulsory for all Carey staff
- Emergency asthma kits are readily available around the School for emergency use.



Management of allergies

Allergies are common amongst young children and can contribute to a range of symptoms causing mild to moderate discomfort in some children. To effectively support your child's condition the ELC Director must receive a current Allergy Action Plan on the management of your child.

Children's Services Regulations require all children with allergies to complete an Allergy Action Plan which should contain a current picture of your child and be completed and signed by a general practitioner, and will clearly identify:

- Allergic triggers which may contribute to an allergic reaction
- Management of your child should the allergic condition progress.

Anaphylaxis

Anaphylaxis is a severe allergic condition which involves the respiratory or cardiovascular system. Children with anaphylaxis can react to a range of triggers, including eggs, milk, peanuts, tree nuts, fish, shellfish, wheat and soy. Some children can develop anaphylaxis to insect venom including: bees, wasps and Jack Jumper ants. Exposure to a specific allergen can then result in a severe life-threatening reaction.

If your child has been diagnosed with Anaphylaxis we will require a current Anaphylaxis Management Plan, signed by your allergy specialist or general practitioner. This Anaphylaxis Management Plan will provide ELC staff with the necessary information to manage your child whilst they are at Carey.

This action plan must also be accompanied by the child's preferred medicine including: prescribed antihistamine and an adrenaline auto-injector. Parents of children with a diagnosis of anaphylaxis are encouraged to discuss the management of their child with ELC staff.

Carey Donvale understands the significance of anaphylaxis and supports children with this condition through the provision of an 'unassigned' (back-up) adrenaline auto-injector. This extra auto-injector remains in the ELC at all times for general use in an emergency.

All Carey ELC staff hold a current Certificate in Anaphylaxis Awareness and are required to update their knowledge of anaphylaxis on an annual basis.



In closing from the ELC Director

In early childhood, play is a child's way of learning. The Carey Donvale Early Learning Centre provides an environment that encourages inquiry, investigation, interaction, observation, negotiation and wonder at the world around them.

The Carey ELC program encourages student diversity, respectfully supporting students from a range of educational and cultural backgrounds. Every effort has been made to develop a holistic program which nurtures and encourages individual student needs, fostering their social and emotional development, encompassing their academic and cognitive skills, and building their independence, resilience and life skills.

The Carey ELC community has been strengthened through our commitment to family values, parent involvement and the development of a rich learning environment, fostered through open communication between all staff and families.

On behalf of all ELC staff, I welcome your family to the Carey Donvale community and the Early Learning Centre. I look forward to sharing in a rich and rewarding learning experience with you.

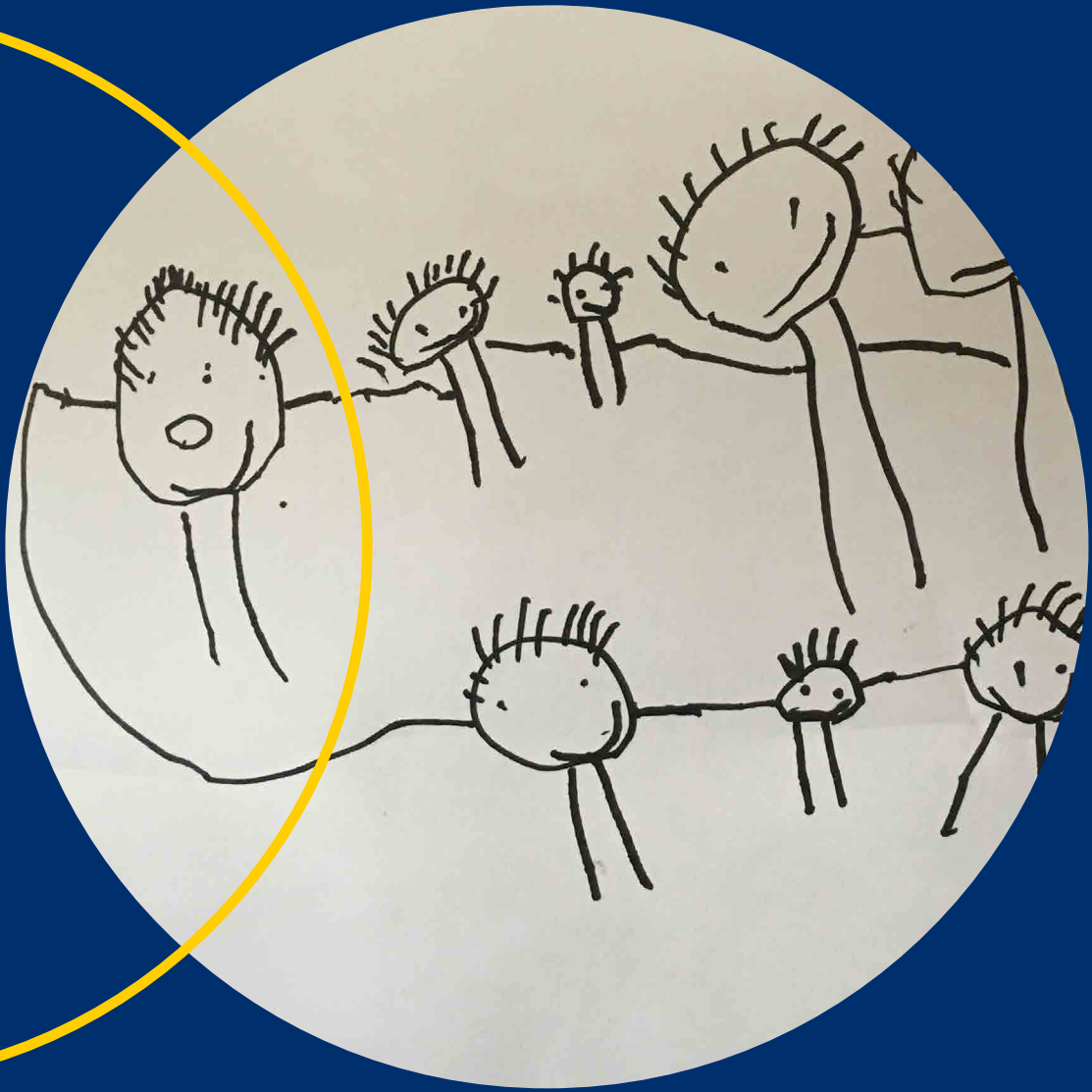
Mrs Anne Fahey

Donvale Early Learning Centre Director

'A school needs to be a place for all children, not based on the idea that they are all the same, but that they are all different.'

Loris Malaguzzi

Reggio Emilia Approach



Anne Fahey



*Carey Donvale ELC Director
ELC Teacher four-year-old group*

For the last 19 years I have had the privilege of working here at Carey Donvale as the four-year-old teacher and Director of the Carey Donvale Early Learning Centre.

My career as an Early Childhood teacher spans over 30 years working in various settings across rural Victoria and the inner city and suburbs of Melbourne. I do love teaching and working with children and place a lot of importance on building meaningful relationships with them and their families.

I studied my Bachelor of Education in Early Childhood at the University of Melbourne and have since completed many smaller study units in various specialist areas of research on young children and education. This has included spending some time working as an Early Childhood music teacher.

I have continued to be interested in many areas of Early Childhood Education and have been inspired by many theorists in the field. My teaching has been influenced by the best practices of many educational philosophers; however, I am most passionate about the Reggio Emilia philosophy. It embraces a strong and capable image of each child and cultivates and guides their emotional, intellectual, social and spiritual potentials – 'Each child brings their own gifts'. It also promotes positive, encouraging relationships with children, parents and educators. I have always felt that the essence of building a community is very important in education. In addition to this, my teaching and learning has included many influences from outdoor and nature pedagogies.

I am married and have three adult sons. They are each working and in the process of finishing off their extended tertiary studies. I love to read, enjoy music, walking and travelling and spending time with my family and extended family when we can get together.

I do feel very privileged to teach your children and look forward to getting to know you and your family.

Rachel Islip



ELC Teacher three-year-old group

I first began my teaching career in 1993 and have worked in a wide variety of Early Childhood settings since then, including early intervention, community preschools, childcare, playgroups and schools. I commenced in the ELC at Carey Donvale in 2010.

More recently I gained my VIT teaching registration enabling me to teach across the primary school. I have since enjoyed working as a reliever for CARE, Prep, Library and general classroom teaching. In 2019 I was offered the opportunity to work as the four-year-old teacher in the ELC at Carey Kew. These experiences have added to my skills and knowledge associated with the pathway that all children take as they move through the School.

I believe that play, in particular in the outdoor environment, is critical to the learning and wellbeing of all children. I worked creatively to develop the outdoor environment and the bush kinder program at Carey Donvale.

I am passionate about providing high quality education. I particularly enjoy working alongside families to support the needs and abilities of all children. I believe building strong relationships with children, families and colleagues is vital to a successful educational experience.

My husband, David, and I have two children, James and Phoebe. We enjoy spending time with friends and our large extended family. We are also actively involved in our church community, enjoy outdoor activities, and family holidays.

I welcome you to the ELC at Carey and look forward to sharing this year with you.

Susie Bauer-John



ELC Assistant four-year-old group
ELC Assistant three-year-old group

I have been working with the team of staff at the Carey Donvale ELC since 2015. I work with both the three-year-old and four-year-old groups of children and educators. I cherish the individual connections and relationships that I make with every child and family, ensuring that everyone feels valued and has a strong sense of belonging and connection to our environment, our learning spaces and each other.

My professional work began in graphic design, spanning over 20 years, and for the last eight years in Early Childhood Education and Development. Initially in my professional career, I worked with small and large graphic design studios, then ran my own graphic design business with my husband. Now my passion has shifted to working with young children and supporting them to discover, explore, play and learn about our world, sustainable practices and themselves, and helping them develop creative and flexible thinking in their learning. I also value the importance of tailoring each child's learning to maximise their curiosity and reflect the positive learning outcomes that are relevant to their individual needs. It gives me great pleasure to guide each child in their learning and development and assist them in building the foundations of caring, confident, independent, approachable and inquisitive learners now and into the future.

My qualifications include a Bachelor of Arts in graphic design, a Diploma of Early Childhood Education and Care and a Certificate III in Children's Services.

I am married, have two teenage children and a pet dog named Felix. My family supplies a constant source of inspiration and love to me every day in their individuality, care and positive attitudes to life and I cherish our family bonds. Other interests I enjoy partaking in include cooking, gardening, arts and crafts, family walks with our dog, spending time with my parents and my husband's parents, visiting galleries, visiting the beach, walks in the bush and spending time with friends. I adore family holidays with my husband and kids to reconnect and spend quality time together away from our busy work and schooling lives! It's the simple pleasures in life that I cherish the most.

Welcome to the Carey community and I look forward to meeting you and your family soon.

Poh-Chen Chua



ELC Assistant four-year-old group

It is a great privilege to work at Carey Donvale. I have been working at Carey Donvale since 2013 as an ELC Assistant. I have completed both the Certificate III in Children's Services and Diploma of Early Childhood Education and Care. I believe in the importance of Early Childhood Education and value this time in a child's life. I love working with children and working with the families in supporting their education. I am passionate in creating a healthy, safe, creative and stimulating environment for the children.

I came to Australia from Malaysia to study, and I am now married and have two teenage children. Both my children attended Carey Donvale ELC from three years old and are currently in Senior School at Carey Kew. As a family, we enjoy discovering new cultures through travelling. I love to go for walks and exploring different walking trails.

I look forward to getting to know your child and building a partnership with you throughout your child's education journey at Carey Donvale.

Donvale Campus



Contacts

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