

Junior School Kew

Early Learning Centre

2022 Kindergarten Handbook

Bay, Oak and Music Rooms



Carey
Baptist Grammar School



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Welcome to the Early Learning Centre

We hope this information will help you to make the start of your child's time here a successful and happy experience. We encourage you to read this booklet carefully. You will find any additional information you need on the School's website www.carey.com.au and from the start of the school year on CareyLink, the School's intranet.

When your child commences at the Early Learning Centre you join the Carey Baptist Grammar School community. We warmly encourage you to become involved and take part in the community and the many events and activities that are offered during the year.

Your child's time at Carey will be greatly enhanced through the partnerships created between your family and their educators. Our staff create a special place for your child that fosters their natural curiosity and love of learning. Our quality programs aim to maximise each child's creative and intellectual potential through guiding and supporting planned play opportunities. The curriculum offered in the Early Learning Centre responds to and respects children's interests and capabilities.

Do not hesitate to contact your child's educator or either of us, if you have any queries or concerns about your child's education.

On behalf of the Kew Early Learning Centre staff, we wish you and your child a happy and rewarding year in Carey's Early Learning Centre.

Wendy Seidler

Director, Early Learning Centre

Kylie Baxter

Head of Junior School Kew



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.

Introducing our staff



Kylie Baxter

B.Ed (primary); Grad Dip (student welfare)

Head of Junior School Kew

With an educational career spanning over twenty years, Kylie comes to Carey from Westbourne Grammar where she has been Deputy Head of the Junior School since 2012. A dynamic, committed, and forward-thinking educator, Kylie's experience in leading and managing key aspects of school operations for Westbourne's three junior campuses is extensive. At Westbourne, her position of responsibility has included the delivery of strategic and operational leadership, engagement with key stakeholders, the ongoing professional development of staff and the implementation of an innovative educational program that is in line with the school's holistic early learning to Year 12 philosophy.

Prior to joining the staff at Westbourne, Kylie was Assistant Principal at Essendon North Primary School where she worked on a number of projects including leading all teaching staff in reviewing assessment practices, subsequently developing a whole school assessment and reporting strategy. With a commitment to promoting student wellbeing across the school, she established a Student Wellbeing and Engagement Committee to deliver a whole of school social and emotional learning skills program.

We are delighted to have Kylie commence as JSK Head July 2021 and welcome her calm and thoughtful manner and her special interest in Wellbeing – so pertinent at this time.



Wendy Seidler

DipTeach (EC), BEd, GradDipChildHlth, GradDipMovement/Dance

Director of the ELC / Educational Leader

After graduating, Wendy worked in local kindergartens for a number of years teaching three- and four-year-olds. She also ran a small private school and taught Prep. Wendy has lectured in Primary Education at tertiary level, set up a play program in a hospital and worked in a family support service. Wendy has travelled, studied and worked in the USA, UK and Portugal. She has run an early intervention centre and is Founding Director of the Early Learning Centres at Carey Kew and Donvale. Following maternity leave in 1999, Wendy returned to the ELC in Kew in 2000 as both Director of the Centre and mother to Tomas, who graduated from Carey in 2017.

Administrative Support



Stella Axup

PA to Director of the Early Learning Centre

Stella joined the Carey Junior School and ELC in August 2020. Most recently, Stella worked at Deloitte Digital as Business Operations Manager. Having worked across various administrative functions and in project delivery at Deloitte Digital, Stella is well placed to support the Director of the ELC and her team. Stella is married to an Old Carey Grammarian and her father-in-law is also a former student. She has two daughters and brings wonderful energy and enthusiasm to the Junior School and Early Learning Centre and has the capacity to juggle the many demands of a vibrant school community.

Music Room (three-year-olds)



Julie Coleman

DipCommServ(ChildCare), GradCertSocSc

Early Childhood Educator

Julie comes from a large family and has always enjoyed working with children. She has worked in voluntary and paid employment with young children and adolescents. She commenced in the Staff Childcare Room in 1999. In 2007 Julie returned to the Centre in her previous role, with the addition of a new role as mother to Madison and Charlotte. In 2009 she became mother to Molly and returned in 2010 juggling motherhood and work. In 2013 Julie moved to the Music Room as co-educator working across both groups.



Bec Curtis

BEd(Hons), BArts, BEarlyChlhdEd

Early Childhood Educator/Assistant – part-time

Bec Curtis came to the ELC as a new graduate with a Bachelor of Education (Early Childhood) from Flinders University in South Australia in 2012. She has a wealth of knowledge and a passion for understanding young children, their attachment and communication. She has a warm, caring and calm disposition and values the building of relationships with children and their families. She has grown up with a large extended family and enjoys playing basketball. In her spare time, she enjoys discovering all that Melbourne has to offer. In 2015 she split her role as part-time educator of Music Room children and remains co-educator in the Bay Room. In 2019 Bec took family leave, as she and her husband welcomed their daughter Evie into the world. Bec returned to teaching in the Music Room, part-time in 2020.



Alex Thompson

CertIIIChildServ

Early Learning Centre Assistant

Alex joined the ELC as the General Assistant in 2015 as a replacement for a staff member on leave. Her enthusiasm, new skills and knowledge in early childhood, her genuine commitment to quality education and her ability to juggle the many demands of the diverse role have made her a wonderful asset to the team. Alex has a long history with Carey as the wife of an Old Carey Grammarian and with two daughters who are at the School, having begun their journey in the ELC. Alex's passion for early childhood education is so strong that she is now studying her Diploma in Early Childhood Education part-time.

Oak Room (four-year-olds)



Robyn Croucher

MSpecEd, BEd, DipEd

Early Childhood Educator

Robyn has taught in country and metropolitan Victoria in local preschools. She was the founding teacher at Carey Donvale where she taught for four years prior to having her own family. She brings a wealth of experience as well as a passion for early childhood education and a joy for teaching. We welcomed her to the Music Room in 2010 and to the Oak Room in 2013.

In 2019, Robyn was the Acting Director of the ELC and led the team through the Victorian government Early Learning rating assessment process, achieving the highest possible rating.



Sheila Harkness

CertIIIChildServ, CertIVComServ, DipChildServ(EarlyChlhdEdC), BArts(Com)(Hons)

Early Childhood Educator Assistant

Sheila joined the Early Learning Centre team in 2013. Prior to having her children, she worked in the business sector as a personal assistant. Sheila has worked in early childhood since 2005. She enjoys seeing young children grow and develop during their early years and is passionate about positively contributing to their growth. Sheila has two children and has completed further study in early childhood to gain her diploma.



Megan Birt

BEd, BT (EC)

Early Childhood Educator – part-time

After graduating in 2000, Megan was working with three- to five-year-olds in Sydney. Megan has a passion for working with pre-school children and working in a team. She is always inspired by the children and has been challenged professionally by the work of the centres and educators of Reggio Emilia. In 2006 we welcomed Megan as a teacher of the Bay Room. In 2009 Megan moved to the Oak Room and in 2014 returned to Carey after family leave to work in the Music Room. We are delighted to have Megan return in 2020 to work as the part-time educator in the Oak Room.

Bay Room (four-year-olds)



Deborah Kondratowicz

DipEarlyChlhdEd

Early Childhood Educator

In 2007 Deb joined the Early Learning Centre team as the teacher of the Oak Room children. She is a highly experienced and committed professional with a wealth of knowledge, having been the Director/Head teacher at several local kindergartens in the southern suburbs for many years. Deb has worked with both three- and four-year-olds and particularly enjoys working with the children in their year before formal schooling commences. In 2009 Deb moved to the Bay Room to work with the part-time four-year-old children. In 2012 we introduced the rotational model and Deb has been the teacher of this program, already being an expert with the format.



Anna Lee

BEarlyChlhdEd

Early Childhood Educator/Assistant

Anna joined the ELC in 2014 and was initially a private English tutor before completing her Bachelor of Early Childhood Education at the University of Melbourne. Anna previously worked in the Royal Children's Hospital ELC as a Room Leader. Anna is fluent in Korean and has a young daughter and son. She is an enthusiastic, calm and motivated professional. She is flexible and open to challenge and is a great asset to the Bay Room.



Kay Thompson

DipTeach, DipEarlyChlhd

Early Childhood Educator

Kay is our qualified reliever in the Bay and Jungle Rooms as well as our lunch reliever. Apart from Kay's own adult children, she has a wealth of experience working with three- and four-year-olds. She has also been on parent committees of management and her experience and expertise, both as a parent and an early childhood educator, are highly valued in the Centre.

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.



Literacy and numeracy in the ELC

Research shows children begin to develop literacy and numeracy understandings from birth. As such, the role that parents and early childhood settings play in supporting children to develop strong foundational understandings is very important.

Research also shows that linking literacy, numeracy and play is one of the most effective ways to make learning meaningful and enjoyable for children of this age. With this in mind, in the Early Learning Centre a rich literacy and numeracy environment is created, specifically designed to develop and explore important skills and concepts.

Carefully planned learning through play opportunities are provided such as: cutting, pasting, painting, drawing, building, play doh and other fine motor activities. These support the development of dexterity in the children's fingers and hands, which enables them to hold books, turn pages and eventually write. Making marks, drawing and painting, using different implements and tools and learning that these marks communicate a message, are all prerequisites for learning to write.

We engage children in rich conversations in large group, small group, and one-to-one settings. Parents have an important part to play in further developing their child's vocabulary by spotting opportunities to talk with them and making up stories with them.

Numerous enjoyable stories, poems, and information books are part of the daily literacy and numeracy menu. We encourage repeated reading of favourite books as it builds familiarity, increasing the likelihood that

children will attempt to read those books on their own. Children are also regularly exposed to songs and rhymes, as this is a vital stage in the development of becoming an independent reader. Children are also encouraged to engage with materials that promote identification of the letters of the alphabet. We intentionally teach letter names that have personal meaning to the children, for example, 'Look, Jennifer's and Joey's names both start with the same letter.'

Building capacity in number sense is done through games and activities that include naming numbers, using number words and counting. Reading, telling stories, singing songs and reciting poems that include numbers and counting stimulate interest in Mathematics. Playing board games that call on players to count spaces on the board, objects used in the game and to recognise printed numerals or their representations (such as dots on dice) are fundamental skills for mathematical development. Lots of opportunities for hands-on experiences are provided to develop mathematical concepts such as full, empty, behind, in front, on top, underneath and to recognise patterns, numbers, 2D shapes and 3D objects. Hypothesising and asking questions promote problem solving and challenges the children's mathematical thinking and reasoning.

Children are also provided with numerous opportunities to develop core muscles and gross motor skills through climbing, running, balancing and hopping. These motor muscles are important and necessary to manage everyday functions such as sitting upright, attending to and maintaining table top posture.



Beginning of The Year

The way a child begins their year has great implications for the year ahead. To help your child make a happy and smooth transition from home to Carey's Early Learning Centre, we run a staggered intake program, meaning that not all the children in each group start on the same day. This allows the children and staff to get to know each other. You are welcome to spend part of each initial session with your child. You will be notified by letter of your child's start date in Term 4.

Even if your child has attended kindergarten or childcare elsewhere, the transition to a new setting is both emotionally and physically challenging. Most children are very tired at the end of the day – it is often wise to reduce extra-curricular activities during Term 1 to help compensate for this.

Entrance to the Early Learning Centre

During the period of COVID-19 we have created different entrances for each room to keep social distancing:

- Oak Room – use the main entrance at the rear of Farrer House.
- Bay and Music Rooms – enter via the front deck.

ELC Extended Care AM

Before Care is available between 7.45am and 8.30am in the Central space. Please email alex.thompson@carey.com.au by 5.00pm the night before if you require the service. A flat rate will be billed to your school account.

Costs for Before Care will be advised at the commencement of Term 1. Billings will be made through the School's Accounts Department.

ELC Extended Care PM

Carey offers an After Care Program for kindergarten children which is delivered by the company OSHClub. After School Care is available from 3.15pm to 6.00pm.

Children are collected by OSHClub staff from the ELC at the end of the day and are taken to the Cluny Building (next to Cluny Green). The program provides the children with a variety of activities, including crafts, cooking, dance, sport and plenty of fun and games.

All students attending must be registered:

- Bookings are made directly with OSHClub. Parents enrol their children and manage their own accounts and bookings themselves through the OSHClub website, www.oshclub.com.au
- Students can be enrolled on a permanent basis or, if casual bookings are required, by contacting the program co-ordinator on 0423 777 331.
- Unregistered children are unable to attend so it is a good idea to register your child for the program at the commencement of the year.
- More information can be obtained on CareyLink and online at www.oshclub.com.au

ELC Hours

The ELC kindergarten is open from 8.30am until 3.00pm.

- Both the three and four year old programs commence at 9.00am.
- Children can enter the ELC rooms at 8.30am.
- All groups conclude at 3.00pm. We ask that you please respect this finishing time as staff generally have other School commitments after the kindergarten day ends.

Dress Requirements

Children in the Early Learning Centre are not required to wear a school uniform, but you can purchase an optional Carey ELC polo and polar fleece. These are available for purchase from **Bob Stewart, 205 High Street, Kew: 9853 8429.**

All children in the ELC must wear a hat from September to April (see our Sun Protection Policy for more information). Carey legionnaire sun hats are preferred and available in small sizes suitable for children. These are also available at Bob Stewart.

What to wear to ELC:

- Clothing for kindergarten children should be comfortable and allow maximum freedom of movement.
- All clothing should be clearly named.
- Part of the learning experience is in gaining self-help skills. This can be aided by easy to manage clothes – elastic waists, buckles, press studs, zips and Velcro help.
- In the interests of your child's safety, long dresses, clogs, crocs, thongs and slip-on/slide shoes are not allowed.
- All children must wear a hat between 1 September and 30 April, which should be left at the Centre.
- Gumboots are required in all kindergarten rooms and are to be left at the Centre.

Birthday Invitations

If you are **not** inviting the whole group, please post birthday invitations to the child's home or email. Otherwise, invitations may be given out at the Centre.

Birthdays

Birthdays are an important event and we enjoy sharing them together. If you wish to supply birthday treats for the group, we require a commercially prepared individual cupcake or small iced biscuit for each child in the group – please discuss this with your child's teacher.

- Some successful celebration ideas have been chocolate frogs, icy poles and small doughnuts.
- Food needs to be commercially packaged with ingredients listed and use-by date to support our nut minimisation policy.

Children's Photographs

During the year the Centre arranges for a professional photographer to take photos of your child – this is a service to you as parents. The ELC staff also take lots of photos of the children during the year as part of the process of documenting the children's learning.

Parent Participation

Parent participation is welcomed at the ELC when permitted based on COVID-19 restrictions. It is a valuable opportunity to see how your child spends part or all of their day, and to get to know other children in the group. We encourage one adult only to participate per session as this is a special occasion for the child and we ask you to respect this.

- All parent and family helpers are required to have a current VIT or Working With Children Check to volunteer in the Centre. Prior to the day you are volunteering, please present your Working With Children Check card to Stella Axup at Junior School Reception.
- Parents or helpers must also participate in a one off session 'Helping in the ELC'.

Toys

Children frequently wish to show the staff and their friends a special toy. Please keep in mind that toys should not be brought to the Centre, as keeping track of them takes up valuable time and is a big responsibility. Books, records and CDs, however, are happily accepted after discussion with the room staff.

Policies and Regulations

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.

Policies and Procedures

All policies and procedures for the Carey ELC and Carey Baptist Grammar School can be found on CareyLink under Admin and Info – we encourage you to review these. A hard copy can also be found in the Carey parent library ELC room.



Essential Daily Items and Tasks

Each Child Will Need to Bring:

- Kinder bag (clearly named) – please ensure it is big enough to fit a lunch box, drink bottle and jacket.
- Roll-on sunscreen (named) to be left at the Centre.
- Sun hat (named) to be left at Centre.
- A piece of fresh fruit (or dried fruit, bread sticks or savoury biscuits etc) each day for morning tea (to be shared by the group). Please note that due to health recommendations, nuts, carrots, marshmallows, popcorn (due to high risk as a choking hazard) or any food requiring refrigeration are not allowed.
- Lunch – wrapper-free where possible.
- Separate drink/water bottle daily, to be filled up at home.
- Children will also have access to lunch orders from School canteen. These are ordered through FlexiSchools. You can find more information about this on CareyLink.

Spare Clothing

It is also essential that children in all groups have a full change of clothes (including underwear, outerwear and socks) permanently in a plastic bag in the bottom of the kinder bags in case of playground soiling or toilet accidents.

All items are to be clearly named.

Waste-free lunches and snacks

The ELC supports 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. Here are some suggestions:

- We recommend using bento 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.
- We encourage, but do not insist, that each child should completely finish their lunch, as children's appetites fluctuate markedly from day to day. We do, however, encourage children to eat a healthy lunch with minimal treat foods.
- Morning tea should be in a separate container with fresh fruit and some biscuits for example.

Please read our ELC Environmental Sustainability Policy for more information.

Nut and Egg Minimised Environment

The ELC has been a nut-minimised zone for many years now. We have children attending the Centre who are anaphylactic, that is they have a very severe reaction to egg, nuts or nut products, which could result in death.

This means no nut or egg sandwiches, dips, nuts, whole eggs or other nut or egg products. We appreciate your support in this matter.

The School's Anaphylaxis Policy, based on recommendations from DHS, Royal Children's Hospital, ELAA and Anaphylaxis Australia Inc, can be obtained by accessing CareyLink or looking in our policy folder at the entrance of the Centre.

Quiet Time

While children are not required to sleep, a period of 'down time' is provided daily for children to recharge their batteries, develop some relaxation skills and be alone with their thoughts.

All children need to have the following to support this down time. Each child will need to bring a clearly named pillowcase with:

- a small cushion (optional)
- a cuddly toy (optional)
- a large cot-sized fitted sheet
- a large cot-sized rug, blanket or sleeping bag.

Please read our ELC Relaxation and Sleep Policy for more information.

Sun Smart Policy – September to April

- All children are to bring their own roll-on sunscreen, named and left at the Centre. Children should come to the Centre with sunscreen already applied.
- Staff will apply additional sunscreen in two-hour intervals with parent permission.
- Based on information from the Cancer Council of Victoria, we require the children, when outside, to wear sunhats from 1 September to 30 April.
- Please leave a named hat at the Centre so it cannot be forgotten.
- Please be aware that singlets tops or 'skimpy' tops are not suitable attire for sun prevention. Children dressed in this type of clothing will be given t-shirts to wear whilst outside.

Please read our Sun Protection Policy for more information.



Communication

This information booklet has been prepared to assist you in understanding organisational procedures. If you have any concerns or queries about the Early Learning Centre, the program or your child, please feel free to make a time to talk to the staff or the Director, Wendy. It is important to talk about your concerns for the benefit of your child.

Electronic communication

Most of the general communication from the School is now electronic. It is important that you have provided the School with an email address and that you read the Carey Junior School newsletter and ELC communication to keep up to date with information relating to the program and school events. Important information is also published on Daily Messages, which are emailed to staff every morning and parents every afternoon.

- **The Carey app** brings together key information channels including daily messages, calendar, absentee notification and key contacts. The app is available for iOS and Android devices. To download the app, go to the App Store or the Google Play Store and search for 'Carey Baptist Grammar School'.
- **CareyLink** is the administrative platform of the school. You can access class contact list, old newsletters, daily messages and dates
- **Canvas** is the educational learning platform, it supports sharing the curriculum plan and a range of resources to families as well as weekly reflections of your child. There are many guides available online 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.
 - The Canvas community guides on the Canvas website for more information on the Canvas basics and how to get started.
- Important **emails** are also sent to parents from the school.

- **Consent2Go** is a platform used to keep track of any medical requirements, permissions for camps and excursions, and student data. Parents are required to keep this information up to date including uploading any medication plans.

Learning Journals

Each child will have a Learning Journal that demonstrates their learning and growth during their time in the Centre. These are housed in each room and you are welcome to browse at your leisure. During the year you will be asked to contribute to them, and you are also welcome to borrow them during the year to share with family and friends at home.

Interviews

During the week, each lead educator will have regular non-contact time. This time is for writing individual records and also meeting with parents and other professionals. Please check with them when is the best time to catch up.

- If you wish to see a teacher for a long discussion, please arrange a time after sessions when there will be no interruptions.
- Three formal review times are set aside during the year for staff and families to review each child's progress.
- Emails will be sent to parents advising them how to book their Parent/Teacher interview times online.



Staying Healthy in the ELC

Exclusion of children who are ill

The reason for excluding sick children is to:

- minimise the risk of cross infection and protect other children and staff in the service
- safeguard the welfare of the child as sick children require intensive adult support.

Educators will not accept a child into the Centre if they are not well enough to take part in the normal activities or they require special attention, due to illness.

Please advise the Centre (by 9.30am if possible) if your child is absent and the reason why, by calling 9816 1381 or emailing jskabsenteeline@carey.com.au or submitting absence on the Carey app. Please note that it is not sufficient to email room staff.

Please refer to the Health Department Exclusion Sheet included in this information booklet, which gives the exclusion time recommended by the Health Department and followed by our Centre.

Quick guide

Children cannot attend or remain at the service if they:

- have a temperature 37.5C or over or have experienced a high temperature of 37.5C or over in the last 24 hours
- experience an episode of diarrhoea or vomiting at the Centre or within the previous 48-hour period
- have a contagious rash
- are unwell in themselves and are not able to participate in the program fully or require constant one-to-one attention
- have a green runny nose which they are not able to blow and clean hygienically by themselves
- have an infectious disease as per the schedule
- have commenced antibiotics in the last 24 hours.

After an illness:

- children can return to the Centre 48 hours after the last episode of vomiting or diarrhoea
- children can return to the Centre 24 hours after commencing antibiotics so that antibiotics have a chance to have an effect
- children cannot commence with paracetamol administration requests unless for a specific purpose, for example teething pain, pain at immunisation site etc.
- if they had an infectious illness, the Director or School nurse may ask the family to provide a medical certificate.

Medication

The National Law and Regulations require that, for medication to be given at school, the child's guardian must give written permission (there will be a medication booklet in each room) and the medications must be in their original containers bearing the original label. These are placed in the refrigerator or special cupboard in the kitchen in a marked container for safe keeping.

Please read our ELC Medication Policy for more information.

Current Asthma Action Plan

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.

Please note:

- 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.

Anaphylaxis

Anaphylaxis is a severe allergic condition which involves the respiratory or cardiovascular system. Exposure to a specific allergen can then result in a severe life-threatening reaction. Children with anaphylaxis can react to a range of triggers, including:

- eggs
- milk
- peanuts
- tree nuts
- fish

- shellfish
- wheat
- soy
- insect venom, such as from bees, wasps and Jack Jumper ants.

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 plan will provide ELC staff with the necessary information to manage your child whilst they are at Carey
- 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 understands the significance of anaphylaxis and supports children with this condition through the provision of an 'unassigned' (back-up) adrenaline autoinjector. 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.

Accident/Illness/Trauma Book

The National Law and Regulations requires the Centre to have and maintain a book for recording any accident, illness or trauma. Each room in the Early Learning Centre has its own book. For reasons of privacy, the book is kept in the particular room and parents are requested to sign and date their notification 'event' relating to their child.

Please read our ELC Incident Policy for more information.

Immunisations

As from 1 November 2018, early childhood education and care services are required to ensure parents and carers of children attending the service provide an up-to-date immunisation history statement twice per year. This is in addition to the original requirement, which requires families to provide this information in order to initially enrol at the service. Victoria currently has the highest vaccination rate for children under five years in Australia. Latest figures show that 95.7% of five year olds are now fully immunised in Victoria. For more information on the new regulation updates, please visit the Victorian Department of Education's No Jab No Play website.

High Temperatures

A high temperature is often the first symptom of illness or infection in young children. Children's temperatures can alter rapidly which may lead to febrile convulsions. A normal temperature in children is up to 37.5C. Above 37.5C requires the parents to be contacted and the child to be taken home. If your child wakes with a temperature, it is important that they stay home. If paracetamol is administered prior to arrival, we require that it is administered three hours prior to ensure the temperature does not return. Parents are asked to notify staff and fill out a medication form.

Hand Hygiene

Effective hand hygiene is the best way to control the spread of infection. This can be undertaken by using soap and water which removes dirt and germs, or by using alcohol-based rubs which reduce the number of germs on the hands. Effective hand drying is essential after a good wash, as damp hands pick up and transfer 1000 times more bacteria than dry hands.

Cough and sneeze etiquette

The correct way to prevent the spread of germs that are carried in droplets is by coughing or sneezing into your inner elbow. The use of a tissue is also appropriate to cover the mouth and then dispose of the tissue into a bin and wash and dry hands appropriately.

We would appreciate your support in making these good hygiene practices a habit, e.g. teaching your child to wash and dry their hands, blow their own noses and cough and sneeze into their inner elbow.

In line with government regulations, Carey and the Centre have a COVID-safe plan which is enacted as required.





Carey Term Dates 2022

TERM 1 **Friday 28 January – Friday 8 April**

Public Holidays Australia Day: Wednesday 26 January
Labour Day: Monday 14 March

TERM 2 **Wednesday 27 April – Friday 24 June**


Public Holidays Good Friday: 15 April
Easter Monday: 18 April
Anzac Day: Monday 25 April
Queen's Birthday: Monday 13 June

TERM 3 **Tuesday 12 July – Friday 9 September**

Public Holidays Grand Final Eve Holiday Friday 30 September 2022 (tbc)

TERM 4 **Monday 3 October – Tuesday 6 December**

Public Holiday Mid-term break: Monday 31 October
Melbourne Cup Day: Tuesday 1 November



**'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

Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulation 2009) Schedule 7

In this Schedule, medical certificate means a certificate of a registered medical practitioner. For further information about exclusions mentioned in this document, please contact the Department of Health's Communicable Disease Prevention and Control Unit on 1300 651 160 or visit www.health.vic.gov.au/ideas

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Amoebiasis (Entamoeba histolytica)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chickenpox	Exclude until all blisters have dried. This is usually at least five days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus Influenzae Type B (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immuno-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded
Measles*	Exclude for at least four days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility
Meningitis (bacteria — other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps*	Exclude for nine days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis* (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed five days of a course of antibiotic treatment	Contacts aged less than seven years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken five days of a course of effective antibiotic treatment
Poliomyelitis*	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded
Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

ELC first day checklist

Before you leave home for your first day in the ELC, make sure you have checked off all the things you need to bring!

- Roll on sunscreen, named
- Sun hat, legionnaire style
- Water bottle full of water, named
- Bedding send in an old pillow case
- Fitted large cot sheet
- Cot sized blanket or sleeping bag
- Soft toy or comforter to sleep with
- Full change of clothes in a zip-lock bag
- Lunch box packed full with a yummy lunch
- A separate fruit snack and savoury snack for morning tea

Please ensure all items are clearly named for hygiene and easy return if they get lost!



Carey Baptist Grammar School

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carey.com.au

Carey Baptist Grammar School Limited

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