

JUNIOR AND SENIOR KINDER PARENT HANDBOOK



LEIBLER
YAVNEH
COLLEGE



WELCOME

We welcome you and your child to Leibler Yavneh College and the Abeles Liberman Early Learning Centre. The College is under the auspices of the Mizrahi Organisation embracing the philosophy of Modern Orthodox Judaism and Zionism.

Our learning programs offer an integrated approach fostering an understanding and appreciation of Jewish observance and values, Hebrew language and General Studies.

Each child participates in a total spectrum of learning experiences within a warm and caring environment. Through individual and group program planning, each child is nurtured in all areas of development: educational, spiritual, social, cultural and emotional. The Abeles Liberman Preschool

Early Learning Centre provides up to 104 places for Pre-school children between three and five years old, in four separate Kindergarten rooms.

There are two Junior Kindergarten rooms for children aged 3 and 4 years of age and two Senior Kindergarten rooms for children aged 4 and 5 years. Our Early Learning Centre is the gateway to our Primary and Secondary schools.

We look forward to you and your family joining the Yavneh Family and your child thriving at our Early Learning Centre. We hope that this Parent Handbook will be a valuable guide for our Yavneh families and that this will become the beginning of a long and happy association.

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PHILOSOPHY

The Early Learning Centre embraces the College's philosophy of Modern Orthodoxy, Religious-Zionism and a commitment to excellence in both General and Jewish Studies. Our program and our interactions reflect the core values of Torah, Avodah and Gemilut Chasadim (behaving in a moral and ethical manner) and are applied appropriately according to the developmental stages of the children.

The Early Learning Centre offers a warm, welcoming, safe and secure environment that fosters the holistic development of all of its children and strives to instil in them a sense of belonging: within their individual rooms and in the wider community.

The Early Learning Centre embodies the tenets and principles of the National Early Years Learning Framework and promotes children's learning over five outcomes:

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

We believe in the rights of each child and in respecting children as individuals. We therefore encourage and support the inclusion of all children regardless of gender, ability, family structure or cultural background within our centre. We also believe in having high expectations of children and in providing them with opportunities for risk taking and supporting the development of their independence and self-help skills.

Concurrently we believe in children's rights to be children and in the value of play as the basis for learning and development. We therefore adopt a child centred play based program that is based on observations of the children's individual strengths, skills and interest and provides them with space, opportunity and time to

explore, investigate and create. Within this program we also promote a love and respect for the natural environment and embed the principles of sustainability in our daily practice. This is further strengthened by the Jewish value of Tikkun Olam (respecting and repairing our world) which is instilled in the children and reflected in our curriculum.

We value the heritage of all of the children within the Early Learning Centre and strive to provide an environment that reflects the customs and traditions of all its families. This is achieved by strongly promoting a love of Jewish culture and Hebrew language throughout the centre. We also respect and acknowledge the fact that we are proud Australians and acknowledge the heritage of our land and its original owners.

We believe that parents are the child's first and most important teachers. We therefore consider partnerships with families integral to our practice and encourage input and participation from families in every aspect of our program.

We believe in the wellbeing of our educators and in their ongoing development as professionals. We require that they critically reflect on their own pedagogy to ensure that they continue to operate at a high level and are up to date with current practices. We support and encourage staff to bring their own strengths and interests into the curriculum to create an environment in which they feel valued and included. This is evident in our specialist program where educators take responsibility for certain aspects of planning including literacy experiences, cooking experiences, PMP, art experiences and Jewish Studies.

This philosophy is a living document that aspires to represent all of our stakeholders including children, families, educators, management and community.



GOALS

The following aims are encouraged at an appropriate developmental level for each child:

- the development of a warm and friendly school environment which by example encourages the practice of Jewish values and the development of an Orthodox way of life
- the pursuit of academic excellence in Jewish and General Studies, enabling each child to achieve their maximum potential
- fostering a love of learning in both Jewish and General Studies
- equipping students to be proud of their Judaism, Jewish heritage and practice in a modern secular world
- fostering in students a personal, emotional and intellectual commitment to increasing their level of Jewish knowledge and practice

The overall goal of the Centre is to instil in each child an educated approach to life in the context of Modern Orthodox Judaism and Zionism, whilst also providing quality child care at all times.

- We aim to provide a flexible service that meets the needs of parents.
- We aim to provide a flexible program geared to the developmental stages and interests of our children. We recognise that each child is a valuable and important individual and each child is nurtured within a caring and stimulating environment.
- We seek to develop the potential of children with respect for the wishes of their parents.
- We recognise that each child is a valuable and important individual and deserves respect and loving care.
- We recognise that for many children the centre becomes their second home, facilitating their understanding about life and relationships.
- We foster the relationship between parents and staff by encouraging open communication to facilitate the highest quality transition from home to the Early Learning Centre environment.
- We aim to meet each child's needs by consulting with parents regarding their child's interests. Activities are then planned based on this information together with developmental observations recorded by staff.

CHILDREN

Our long term goal for each individual child centres around the nurturing of each and every individual to reach his or her potential.

At the Early Learning Centre we:

- Develop a genuine love of learning
- Encourage children to feel free to learn and be happy
- Care for and support others
- Have our own needs and rights recognised and have the freedom to follow our own interests and ideas whilst also respecting the rights of others
- Develop an ability to cope with problems that arise everyday
- Express ourselves, cope with feelings and exercise self discipline appropriate to our individual developmental level
- Develop independence
- Have self-confidence to take risks and to persevere with tasks
- See ourselves as part of a group and part of the local community
- Develop self-esteem and self-respect - a belief and confidence in ourselves and our abilities
- Develop physically, intellectually and emotionally
- Develop independence and responsibility for our actions, thoughts and feelings
- Value and care for all living things and their environment
- Have a conviction that we have the power to change things and that we can make a difference

All these goals contribute to the development of the children's social and emotional needs, increasing each child's school readiness and facilitating a wonderful start on the journey of formal education when our children commence Prep in Primary School.

PARENTS

Provide the care and support services required in order to raise their children in a contemporary society and in the context of Modern Orthodox Jewish values.

Support and work together with the ELC on common Jewish values and in the interests and care of their children - our students.

Each parent at the Early Learning Centre will:

Feel valued as an integral part of the Early Learning Centre and the program

Feel welcome at the Early Learning Centre at any time

Contribute to the Early Learning Centre by attending educational and social events, and participate in the ongoing Accreditation Advisory Review Committee, parent surveys and feedback sessions

Participate and enrich the program in ways with which they are comfortable sharing their knowledge and skills with children and staff

Be encouraged to be active in all aspect of daily life at the Early Learning Centre

EDUCATORS

Staff in the Early Learning Centre will:

- Assist children in understanding how to engage with a range of teachers, parents and peers
- Assist and value each child's developmental, social, emotional and learning needs
- Communicate respectfully, openly and honestly with each other at all times
- Communicate respectfully, openly and honestly with each other with regard to alternative cultures and beliefs
- Work as a team in an atmosphere of co-operation and concern for others' rights, views and feelings
- Be fulfilled and happy in their work
- Develop to their full potential as individuals and professionals
- Be self-reflective in order to critically evaluate their own performance and gain deeper self awareness
- Feel free to interact with and evaluate other staff based on genuine and open communication
- Provide a model to children that is caring, genuine and supportive
- Create relationships with families and others based on mutual respect and support
- Work with other professionals as necessary and appropriate
- Assist families, children and other staff as appropriate.

ORIENTATION PROCESS

The major aim of the first few weeks at the Early Learning Centre is to provide our children with a warm, welcoming and secure environment outside the home. Our children need time to establish new relationships with adults and children and become familiar with routines, new equipment and experiences.

It may be natural for some children to feel uneasy when separating from primary carers and transitioning to a large group of children. When it is time to leave, parents are asked to try to do so promptly, telling their child that they will be back. Parents are asked not to slip away without saying goodbye as this may encourage insecurity and anxiety.

Staff will help with strategies for settling children into the Centre beyond the settling in period if necessary. An individualised transition program can be developed between parents, staff and the Head of the Early Learning Centre, if needed.

It may be beneficial for:

- The child to arrive at the same time each day
- The parent to have a routine for leaving clearly verbalised, and to say goodbye and leave promptly
- The parent to leave enough time each day for daily check in with staff. This enables parents to report any significant changes or events happening at home which may affect their child while at the kindergarten. Likewise staff will report to parents any events about the day when they collect their child.
- The parent to provide a transition toy from home

Our orientation process aims to settle the children into the Early Learning Centre environment as quickly as possible. This is achieved through a general orientation process which encourages full attendance within a short period of time.

Benefits of a staggered start [Junior Kindergarten]

- Children have time to get to know staff in a small group setting and therefore build confidence in the group
- Relationships/ friendships with other children who may or may not be known to the child are developed
- Children develop familiarity with their environment
- Shorter hours initially limit the children's activities ensuring that the first days are enjoyable ones
- There is more time available for teachers to relate and talk to parents

ATTENDANCE

ATTENDANCE RECORDS

On arrival and departure, parents must sign their child in/out of our new attendance app, called 'Xplor'. It is essential that children are signed in and out each day, as in the event of an emergency such as a fire, the app is the primary source of children who have arrived and left for the day. Once children have signed out of the centre they are unable to return until the next session.

Notice would be appreciated if children are going to be absent due to holidays, and parents should ring the Centre if children are not coming in due to illness or occasional absences.

HOURS OF OPERATION

EARLY LEARNING CENTRE HOURS

Full-time Kindergarten Hours

Monday – Thursday 8.30am – 4.00pm

Friday 8.30am – 3.00/3.30pm

Family Grouping (Long Day Care Hours)

Monday – Friday 7.30am – 8.30am

Monday – Thursday 4.00pm – 6.00pm

Children who have not been collected by 4.00pm will be cared for in the Family Grouping program. If parents are delayed they are asked to notify the Early Learning Centre staff of their expected time of arrival enabling staff to reassure their child.

The Early Learning Centre is open for 48 weeks of the calendar year with the holiday program operating between the four school terms. Parents are asked to note that the Early Learning Centre is closed for the Pesach/Passover break.

DAYS OF OPERATION

The Early Learning Centre is closed for all Jewish Holydays and on occasions early dismissal times apply prior to Jewish Holydays and on certain Public Holidays when the ELC is open.

The Early Learning Centre continues to operate during school holiday periods, but the program is more relaxed, and some regular staff may be replaced with casual staff over this time.

The Early Learning Centre generally re-opens in mid January each year.

- Parents are advised each school holiday period about staffing arrangements and the provision of the Jewish Studies programs during these times.

Jewish Holydays vary from year to year and parents will be notified in December of the opening and closing dates of the following year via the College Calendar.

SETTLING YOUR CHILD INTO THE EARLY LEARNING CENTRE

ARRIVAL

When you bring your child to the centre, please bring her or him into the classroom and make sure staff are aware of your child's arrival.

Never leave a child alone in an area where staff may not be aware of your child's presence.

Children's lockers / hooks are located inside each room and bags should be put away.

In the Junior rooms fruit for the day should be placed in the designated area in each room. Specific requirements related to medication are outlined in this booklet. Staff are keen to hear any information about your child's night or changes at home which may affect their behaviour, health, food or sleep requirements for the day or over a longer period of time. Even if staff appear busy, please communicate this information to them.

DEPARTURE

Some children and parents may experience difficulties separating from each other. This may be particularly relevant in the first few weeks of a child commencing at the Early Learning Centre and can occur for children who have not been in care previously as well as for children who have been in a different setting. This is quite normal.

Please ask staff for assistance if the morning settling period is difficult for you or your child. Staff are trained to reassure and comfort your child and direct their interest to the activities provided.

Always let your child know when you are leaving even if this is a painful process. If a parent quietly leaves without the child knowing, the child's trust of the parent and their sense of security may be diminished. The next time the child will be even more reluctant to let you out of their sight. Once children realise that you always return to collect them, any separation anxiety should decrease. Staff will always reassure children that you are coming back to collect them later.

We encourage parents to ring the Centre to see if their child has settled if they have any concerns. In rare cases where a child does not settle, staff will contact parents to let them know, and determine what should be done that best meets the needs of you and your child at the time.

WHAT TO BRING / WHAT TO WEAR

Clothing and Bedding at the Early Learning Centre

- Boys should wear a Kova and Tzitzit. Please clearly name all items of clothing with your child's name.
- We recommend pants with elasticised waists, as overalls and jeans with stiff metal buttons are difficult for children to manage. We encourage independence in toileting routines. It is a key developmental outcome for your child to be confident and self reliant in this area.
- A complete change of named clothing should be provided in a bag for use in the case of any toileting or water accidents. Leibler Yavneh College is a Sun Smart School and sunhats are compulsory during Terms 1 and 4. These hats will be provided by our ELC.
- An individual locker is provided for each child to place their bag, lunch box, drink bottle and sun hat.
- Children should additionally bring a fitted cot sized sheet, pillow and a blanket in a named bag. These items will be sent home each Friday for washing and should be returned each Monday for the coming week.
- Children may bring a soft toy or any other item for rest time. We do not encourage the use of dummies or bottles of milk for reasons of personal hygiene.

BIRTHDAYS

Birthdays are celebrated at our Kinder. Parents, grandparents and special friends are invited to join the celebrations on that day. Parents are welcome to bring one item of party food to share with the class such as a cake, ice cream or icy poles. Please ensure that these items are in accordance with the Kosher Australia Food Bulletin guidelines.

Some parents have raised the issue of healthy eating alternatives and parents may in fact choose to bring an appropriate small gift for each child as a healthy alternative to sweet food items.

COLLECTION

Picking Up

When you collect your child, please come into play areas and ensure staff are aware of your child's departure.

We like parents to come in and see what children are doing and talk with staff about their child's day. Children are eager to show you anything they may have created and are delighted when parents spend some time with them in their environment. Parent Notice Boards in each area also provide valuable information for parents. Parents need to check their child's locker for completed activities ready to go home. Children place great importance on their creations and look forward to parents' favourable reactions (even if it only looks like scribble on a page to you). To initiate conversation, ask your child to tell you about their artwork - how they made it or the colours in it. Try to avoid asking children "what is it?" Children will be proud to see their work up at home if only for a short time. Discreet disposal of accumulated artwork is recommended! Ask the educators in your child's room for information on your child's artistic development.

Parents should check bags daily for important notices about upcoming events, excursions, forms that need filling out and need to be returned to the Early Learning Centre, or about important information that may affect you or your child. Most of our communication is sent electronically and there are always hard copies of notices in the rooms.

Please check your child's locker and bag before leaving the Centre. If any items are missing, check the lost property basket located in the foyer at the Early Learning Centre. It is much easier to locate a lost item on the day, than at a later date.

Children love their parents to see what they are doing and love to finish whatever activity they may be engaged in. If you arrive and a child is reluctant to leave, they may want to complete an activity or want you to stay and see what they have been doing.

If you are in a hurry to leave the Centre, please let caregivers know when you arrive to collect your child, so they can then support rather than hinder your departure. Please note each child needs to be signed out by an

adult who has been listed as authorized by the parents. Parents may be unable to collect children themselves and we will endeavour to communicate with you through lunch box notes, phone calls, newsletters, etc to let you know how your child is going and what they have been doing. Communication is a shared responsibility and parents can also write a note or call staff if they need more information about their child's day.

COLLECTION OF CHILDREN

Normal Collection

The Centre should always be notified if any one collecting a child is not the parent, guardian or someone who regularly collects the child.

The person must be either listed on the enrolment form as permitted to collect a child or the parent must telephone to notify the Centre that someone else is collecting the child.

In all cases of normal, late and non-collection of children, a person who is unfamiliar to the Centre, collecting a child for the first time, may be asked to produce identification. Parents can assist the Centre by providing the name and address, and brief description of the person and an approximate time of collection, prior to the arrival of the person collecting the child. Parents should also advise the person collecting the child that they will be required to produce identification and sign the attendance book.

Legally, the Centre cannot stop a parent from collecting a child unless there is a restraining order, custody order or an intervention order from the courts restricting or prohibiting them from doing so. The teacher should be notified by parents if a Court Order exists and provided with a copy of such, for Centre files.

If parents of a child are in the process of separating, the Centre should be notified as to the separation (and the agreed temporary arrangements for child access, including who will be collecting the child). The Centre can then attempt to notify parent/s if collection of children is outside these arrangements and ensure that parents are aware of any behavioural or emotional reactions of the child observed at the Centre.

Late Collection (After 6.00pm / 3.00pm Fridays during winter and 3.30pm Fridays during summer)

Parents must ring and notify the Centre if they anticipate or expect to collect a child after 6.00pm.

Staff will then know not to implement non-collection procedures and can re-assure the child that everything is alright. Children cope well if they have advanced warning that they may be collected late, and staff over-time can be organised if required.

Parents will be charged a late fee according to the late fee policy.

One of the staff members remaining with the child will counter sign the time of departure in the attendance book, and also note the child's name, the time and date of the late collection for the office.

Staff will remain on the premises with the child up until 6.30pm. If a parent indicates that they will be unable to collect a child before 6.30pm then the parent must make alternative collection arrangements and notify the Head of Early Learning Centre or non collection procedures will be implemented.

If parents have not contacted the Centre that they will be late collecting a child, non-collection procedures will be implemented.

Non-Collection

The Centre must provide procedures to be followed for extremely rare cases where a child has not been collected and the Early Learning Centre has not been notified by parents about a late collection.

The staff member nominated as 'A Responsible Person' will be responsible for implementing noncollection procedures.

The following procedures were designed with the best interest of the child in mind. It is frightening for children and staff to remain on the premises for an indeterminate time until someone arrives to collect a child.

Policy - Non Collection Of Children

In the event that the parent is late and cannot be contacted, the following procedure will be implemented. Parents are requested to keep both their own and emergency contact numbers up to date.

After closing time, staff will attempt to contact parents.

- 1 If parents cannot be contacted staff will attempt to contact one of the emergency contacts nominated by parents on the enrolment form.
 - 2 If contact is established, the person will be asked to collect the child immediately. Staff should check identification details, ensure that the person collecting the child is authorized to do so and completes the attendance book.
 - 3 If contact cannot be made with an emergency contact by 6.30pm, staff will contact the Head of Early Learning Centre.
 - 4 The Head of Early Learning Centre will come to the Centre and review the situation and again attempt to contact a parent or emergency contact.
 - 5 The Head of Early Learning Centre will then implement the choice as selected on the form completed by parents when the child was enrolled.
 - a Contact a Community member who is familiar to the child to collect and take the child home. (A note with a telephone number to call will be left on the front Gate of the Early Learning Centre).
- OR
- b Advise two staff members to remain on premises with the child, until the parent is located. The Head of Early Learning Centre will continue trying to contact the parents or emergency contacts.
 - 6 If contact has not been made by next morning, the Department of Human Services will be notified.

* Parents will be liable for costs associated with the care of a child in these circumstances.



THE EARLY LEARNING CENTRE PROGRAM

Children at the Centre are provided with a varied and stimulating activity program, aimed at further developing their social, emotional, intellectual and physical growth in an enjoyable and challenging manner.

The Early Learning Centre program incorporates both a Core and an Emergent Curriculum. The Core Curriculum centres around our Jewish studies and Hebrew language program. The Emergent curriculum is based on children's individual interests. This information is taken from careful monitoring and observation of the children's actions and conversations during their play, kindergarten activities and routines.

At the Early Learning Centre we have commenced planning and evaluating our children's progress in accordance with the national curriculum frameworks which focus on Belonging, Being and Becoming. Programs are planned and based on the individual observations of each child and on the interests expressed by the children. Activities will always be appropriate to the age and developmental level of the children for whom they are being planned. In the weeks preceding a Chag (festival) the integrated program focuses on building the children's knowledge and understanding through art activities, dramatisation of stories and songs.

The program fosters the development of skills through indoor and outdoor play. Outdoor activities play a pivotal role in our developmental program as do traditional indoor activities eg. construction and creative activities, imaginative play and other learning opportunities. Quiet play spaces are enjoyed both inside and outside in our leafy outdoor environment.

Parent comments, ideas and suggestions are always welcome.

Jewish Studies Focus

The flow of the Jewish calendar forms the basis for the Jewish Studies program. Each Chag (Festival) is taught, celebrated and integrated into the Jewish Studies and General Studies programs.

Songs, art activities and discussions, along with dramatic play opportunities and structured learning groups enable the children to fully participate in the joys of each

festival. For example, at Pesach the children will have their own Seder, gradually building from year to year and increasing their knowledge of the songs and practices of the Chag.

Each day basic Tefillot (prayers) are sung – Modeh Ani, Shema Yisrael – and simple Brachot (blessings) are also taught. The Tefillot become more extensive as the children progress through the year levels. This important learning gives the children a sense of pleasurable participation in Yahadut (Judaism) activities in their Kinder. On Erev Shabbat (Friday) a special Kabbalat Shabbat celebration is held in all Kindergartens. The Shabbat table is prepared with white tablecloths, flowers, two challot, grape juice and Shabbat candles. A 'family' is chosen every week consisting of an Abba (father), Imma (mother) and Yeladim (children). Songs are sung and the Parashat Hashavua (the weekly reading of the Torah) is told to the children. The atmosphere is always happy and joyous. Parents are asked to send their child with a small amount of money for Tzedakah (charity). This forms an integral part of the Erev Shabbat festivities and simultaneously develops the concept of Tzedakah at an early age.

Leibler Yavneh College has a unique Jewish Studies program. There is a strong focus on Hebrew language and a Hebrew language/Jewish studies program is conducted each day in each class room. Leibler Yavneh College prides itself on its commitment to Hebrew language and Jewish Studies programs, developing a learning and love for Ivrit, the Torah and State of Israel.

GUIDELINES AND POLICIES

STAFF CHANGES

Children form relationships with staff and at times closer bonds with particular staff members. They may experience a sense of loss and insecurity for a short time when certain staff members are not present. It is often the first time children experience and learn that people and children they know and like come into and leave their lives. From time to time due to illness and annual leave, staff must be replaced with casual staff who are unfamiliar to the children. This may lead to feelings of insecurity and a desire to be with those they know well - the parents. The Early Learning Centre endeavours to replace absent staff with caregivers who are familiar to the children, wherever possible.

EXCURSIONS / INCURSIONS

The Early Learning Centre coordinates a range of incursions and excursions. Parents are required to complete permission forms for each off campus excursion. Details of venues, mode of transport and times of departure and return are always included for parents.

The ELC develops a risk management plan before each excursion.

Children are not able to attend any excursion without the written authorisation and consent of their parents.

A number of incursions are also organised for our children, augmenting our diverse cultural, social, experiential and learning programs.

PARENT INVOLVEMENT

We hope parents will become involved in our Early Learning Centre program as much as possible. We are a community, and as such do not just care for the children, but support the whole family.

There will be opportunities to contribute by participating in the program, on committees, excursions, social and information evenings. We have had parents come to play a musical instrument, do cooking activities, take a dance class, singing, reading stories - all talents and skills are welcome. Parents are invited to attend all information evenings, concerts and open mornings.

We acknowledge that parents have many responsibilities and lead very busy lives. Each parent is provided with opportunities to participate in whatever activity they choose and whenever they can. The most important contribution from parents is the sharing of information about their child with staff. This helps us care for each child in a way that is supportive of familiar parenting styles and home experiences. We will keep parents informed through regular newsletters and information boards, informal discussion and notes. Parents are encouraged to write in our Communication Books located in each Kindergarten room.

CLOTHING

Children should be dressed in clothing that is appropriate for day care. Clothing should be comfortable, weather appropriate and allow children the freedom to carry out the many activities and routines that are offered during the day as independently as possible.

Messy activities are part of their development and smocks are provided for these activities. Smocks do not guarantee that children will not get dirty so parents should dress children accordingly.

Outdoor play is an important part of the program and it is essential that coats for cool weather. The centre will provide hats for the Summer months. (The Sun Policy is available at parents' request).

Footwear should be safe and suitable for indoor and

outdoor play (no thongs) and where possible, should be easily removable by Educators or children.

All items of clothing should be labelled.

The Centre will not take responsibility for lost clothing which that has not been named. There is a lost property basket and any items which have not been claimed within a month will become part of crèche spare clothes or donated to charity.

Parents are asked to provide adequate supply of spare clothing in their child's bag. Extra clothing will be needed if your child is in the midst of toilet training.

The Centre keeps a supply of clothing for emergencies and if used, parents should launder them and return them as soon as possible.

ALLERGY POLICY

The College allergy policy aims to prevent possible individual allergic reactions and to minimise the concerns of children, parents and staff. The policy does not guarantee that children will never experience an allergy related event at the Early Learning Centre. However, the implementation of the policy aims to decrease the risks for children with allergies and reflects the values of the College regarding respect for individuals.

Procedure

Specific measures include but are not limited to:

- Hand washing before and after meals
- Parents of children with life threatening allergies must provide the College with a written medical treatment protocol for the child along with emergency medication, clearly named and kept in the child's classroom
- All allergic conditions are appropriately displayed at the Early Learning Centre to ensure staff knowledge and further minimise risk factors
- Appropriate training is provided for staff members as required

The following foods must not be brought into the Early Learning Centre as part of the Allergy Policy:

- Nuts of any type including peanuts and peanut related products
- Products that contain traces of nuts such as chocolates and snack items
- Sesame seed, including sesame seed bagels

FOOD POLICY

The standard of Kashrut in the Early Learning Centre is consistent with the guidelines in the Kosher Australian Food Bulletin. We therefore request that parents respect the following kosher guidelines:

- Children are requested not to bring meat into the Early Learning Centre.
- All food items including snacks are to be nut-free, kosher, in accordance with the guidelines in the Australian Food Bulletin.

As children's development of independence is facilitated through self help skills we suggest that lunches be brought to the Early Learning Centre in easy to open and clearly named containers. For reasons of safety and to support environmental sustainability no plastic bags please.

Parents are asked to provide fresh or dried fruit or vegetables for morning and afternoon snack time. The Early Learning Centre will provide a water or milk drink at snack times.

Parents are asked to give consideration to healthy eating habits when preparing lunches for their children. The development and encouragement of good nutrition and care of teeth is important at this age. We ask that no lollies, chocolates, cakes, sweet biscuits, fruit juice, sweetened drinks, or chips be brought to the Early Learning Centre. The only exception to this is on special occasions such as birthdays, Rosh Chodesh, and Festivals.

GUIDELINES AND POLICIES

POLICY AVAILABILITY

Copies of the ELC's operational policies are available on request at the ELC office. Policies are reviewed regularly in accordance with current regulations. Parent input into policy decisions is welcome at our parent convener meetings.

STUDENT WITHDRAWAL POLICY

We remind parents that they are required to provide the College with a full term's notice if it is intended or believed that a child be withdrawn. The penalty for failing to do so is one term's fee. Notice should be given in writing and addressed to the Head of ELC, Charlene Orwin and College Principal, Ms Cherylyn Skewes.

GRIEVANCE AND DISPUTE POLICY

If you have any grievance about the care and the safety of your child, or the management of the centre, please raise these concerns firstly with the room leader in your child's room, the Head of the Early Learning Centre or, if necessary, the College Principal.

Efforts will be made to resolve the dispute cooperatively and quickly by encouraging the relevant parties to meet and discuss the issues themselves. If parents have followed this course of action and are not satisfied that the issue has been resolved they may contact the Department of Education and Early Childhood Development and speak to a Children's Services Advisor on 8765 5787.

Procedure

- Please feel free to discuss any matters of concern with the staff in your child's room
- The Head of the Early Learning Centre is available on (03) 8317 2510
- The College Principal is available at the Nagle Avenue campus on (03) 9528 4911, ext 6
- The Department of Education and Early Childhood Development, Children's Services Advisor is available on 8765 5787

Detailed policies are available in the ELC office.

COMPLAINTS POLICY

The College is committed to:

- The resolution, where possible, of complaints to the mutual satisfaction of those involved
- Fairness and equity in dealing with disputes, complaints and complainants
- Compliance with all legislative and statutory requirements
- Keeping confidential where practicable the information provided by any person involved with the complaint

Procedure

- Complainants will be encouraged to put their complaints in writing in order to make the terms and basis of any complaint as clear as possible
- Those involved with a complaint will have the opportunity to present their point of view
- Complaints about the Early Learning Centre will be investigated as soon as practicable
- All complaints will be treated seriously and investigated regardless of whether they are being investigated by an external organisation such as the Department of Education and Early Childhood Development
- A record of complaints will be maintained and a report provided to the College Principal and Head of Early Learning Centre on the number and nature of any complaints received

TOILET TRAINING POLICY

The purpose of the Early Learning Centre is to promote independence, confidence and a high level of self help skills in our early childhood environment. To this end, we encourage independence in toileting routines as it is a key developmental outcome for each child.

We facilitate good hygiene practices by encouraging use of the toilet and regular hand washing.

It is anticipated that children attending the Junior and Senior Kindergartens be confident in a level of toilet training to the following extent:

- The child is able to acknowledge the need to visit the toilet
- The child is able to verbalise the need to visit the toilet if assistance is required
- The child is able to pull his / her pants up and down

If your child has an additional need in this area please raise your concerns with the Head of the Early Learning Centre.

CARE IN THE SUN

The Early Learning Centre provides 30+ Sunscreen for children. If your child is allergic to normal sunscreen lotions, parents will need to notify staff and supply a suitable alternative.

Sunscreen is applied to exposed parts of the body, from the beginning of September until the end of April as recommended by the Anti Cancer Council. Staff will ensure that sun hats supplied by parents are worn at all times when children are outside in the sun and staff model sun safe practices by also wearing hats outside.

We reduce the amount of time spent outdoors in extremely hot weather and restrict outdoor play to times when ultra violet rays are less potent. Extra liquids are encouraged in hot weather and water is available to children at all times.

The program provides opportunities to discuss sun safety and regularly updates its sun protection policy as new information becomes available.

CHILDREN WITH SPECIAL NEEDS

If Educators feel your child is not coping in certain areas and showing signs of needing some early intervention, we will always consult with parents. In the event of an external professional advising that extra assistance is required, Yavneh Crèche will assist families in applying for Government Funding. The family would be asked to provide Yavneh Crèche with the difference if there is a shortfall between the Government funding and the necessary funding required to reach the highest potential for the child.

ACCIDENTS AND MEDICAL EMERGENCIES

Experienced and skilled staff try to ensure that accidents are prevented and staff members with current First Aid certificates are on duty at all times at the Centre.

Any accident or illness is recorded in the Accident, illness or medication file located in each Early Learning Centre room. This file lists the date, time of the accident/illness, child's name, description of the illness/symptoms or how the accident occurred/injuries were received, treatment administered by staff, and signatures of staff who attended to the child/ informed parents and the signature of the parent verifying they were notified. The Centre will contact the parent as soon as possible, if an accident occurs.

A teacher with a first aid certificate will be responsible for assessing an injury or illness. Where the extent of an injury/illness is serious or cannot be easily determined Hatzolah and an Ambulance will be immediately called. If a parent is not present when the ambulance arrives a familiar staff member will accompany the child to the hospital and remain with the child until a parent or relative arrives.

If an accident occurs where an injury is not serious, is easily determined but requires medical attention the parents will be called. If unavailable an emergency contact will be called to take the child to a doctor. A familiar staff member will remain with the child until a parent or relative arrives. The Head of Early Learning Centre will be notified immediately of any accident

CHILD SAFETY / CHILD PROTECTION

The College is both proactive and vigilant in ensuring that our Child Protection policies are of the highest standard. In partnership with Child Wise at the Elsternwick Campus and the Early Childhood Association of Australia at the Balaclava Road Campus, we have embarked on a comprehensive accreditation process involving all our staff, students and parents.

Our physical buildings have been renovated to ensure exemplary child centred practice with visibility to all rooms possible at all times.

Our Early Learning Centre staff have participated in extensive professional development throughout the year. Child safety and protection is a core element at each staff meeting and staff are briefed on their roles and responsibilities in ensuring children are cared for in a safe and welcoming environment. Parent and staff sessions are scheduled regularly and seek to sensitise our key stakeholders to our child safe policies, structures and protocols.

Parents are asked to refer to our relevant Early Learning Centre 'Child Protection Policy' and 'Child Safe Environment Policy' as well as our Elsternwick College 'Child Protection Policy', 'Mandatory Reporting Policy', 'Kandersteg Declaration' and 'Conducting An Investigation Into Allegation Of Abuse' on our College website.

Staff and parents should be assured that all employees and volunteers at the College must have either a current Working with Children Check, Police Check or VIT registration. A College register is maintained, recording all current WWC, Police Checks and VIT documentation.

Thorough questionnaires and screening occur for all new staff. A comprehensive child safe recruitment process occurs for all employees.

Parents, staff and students are reminded that this is a continuous journey and partnership with organisations including Child Wise, Tzedek and the Jewish Taskforce Against Family Violence is ongoing.

MANDATORY REPORTING / CHILD ABUSE

It is our legal responsibility to report indications of child abuse if we have a reasonable suspicion. This would be discussed with the College Principal, the Head of the ELC, and the Centre Coordinator and followed up with the appropriate authorities. Guidelines for dealing with suspected abuse are following in accordance with Child Service regulations. Concerns would be documented and confidentiality maintained. (The College's Child Protection and Mandatory Reporting Policies are placed on the College Website for reference.)

To make a notification of suspected child abuse, contact would be made to the Local Child Protection Victoria Office.

ILLNESS AND INJURY

The wellbeing of children and Educators is our utmost priority. Although we understand that an ill child may present difficulties for working parents, we ask that you consider the health of your child and others at the centre. Please refrain from sending your child if he/she is ill.

If children become unwell while at the centre, contact will be made with a parent to collect their child. In the event of an accidental injury a parent will be contacted and if deemed necessary, outside medical treatment will be sought. A record is kept of all such events and parents will be notified on their arrival.

There is a 24 hour exclusion period for fever of 37.8°C or above, vomit and diarrhea. This exclusion must be adhered to unless a doctor's note is presented stating otherwise.

The centre has a Health and Safety Policy which is available on request.

SECURITY

A full-time, armed guard is employed at the Mizrahi / Early Learning Centre campus together with an internal monitoring system. Children's safety and wellbeing is of paramount importance to the College.

EVACUATIONS

Emergency evacuation plans and procedures are located in the office and in each child's room. Plans indicate evacuation routes, assembly areas, location of exits and firefighting equipment. An evacuation drill is carried out on a regular basis. Copies of our emergency evacuation policies are available on request.

EMERGENCY EVACUATION PROCEDURES

Emergency evacuation plans and procedures are located in children's rooms and the Head of Early Learning Centre office. Plans indicate evacuation routes, assembly areas, location of exits and fire-fighting equipment.

Evacuation practices are carried out each term. Each Kindergarten Room practices the evacuation procedures both independently and as a whole Centre.

A copy of the Emergency Procedures is available through the Head of Early Learning Centre.

Parents will be notified of the date for an evacuation off the property and permission is given on Local Excursion forms completed by parents each year.

The safety of children and staff is of utmost importance especially in an emergency. Regular practice of evacuations ensures all staff and children are familiar with procedures and reduce panic and fear in the event of a real emergency.

If an emergency occurs requiring evacuation and we are unable to return to the Early Learning Centre within a reasonable time frame, parents will be contacted and asked to collect children from the alternate venue.

HOLIDAYS, EXTRA DAYS AND FEES

HOLIDAY / ABSENTEEISM / EXTRA DAYS

Full fees are payable when children are absent from the Centre due to holidays, sickness or a general day off from kinder. Unfortunately, we are unable to offer “make-up” days or swap days. If you require extra care due to special circumstance, please contact our Head of ELC. We will try our best to accommodate your child. Advance notice is required if children are going to be absent due to holidays.

We would appreciate it if you could advise us on the day if your child is going to be away due to illness.

Extra days can be picked up via swapple.me. You can also offer your absent days and be rewarded with a \$20 coles voucher if another family picks up your day. Please note you will still be charged for your day if your child is absent. Bookings for extra days cannot be done via phone or email- only via swapple.me.

TERMINATING YOUR PLACE

One month’s notice in writing must be given when terminating your place or decreasing the amount of days required. Full fees must be paid up until the last day of crèche. When terminating care at the end of a year, full fees are payable to the end of the year unless the child has left before November 1.

CHILD CARE SUBSIDY

WHAT IS THE CHILD CARE SUBSIDY?

The Australian Government is committed to ensuring that Australian families are able to access affordable, flexible and high quality child care. The Government provides a number of subsidies and programs to help with the cost of child care, with the Child Care Subsidy being the main type of assistance that most families will use.

FEES AND PAYMENT

The Early Learning Centre operates 48 weeks per year. Junior and Senior Kindergartens operate educational programs Monday to Friday each week on the same days as the rest of the College.

During College term breaks the Centre provides a Holiday program. The kindergartens are approved long day care centres for Child Care Subsidy (CCS) purposes.

LATE FEES

Parents are required to collect their children by 6PM Monday to Thursday and by 3PM on Friday. Doors close at this time so please come five minutes before close if parents wish to talk to Educators. Late collection of children will result in a late fine being issued at a rate of \$1.00 per minute. This fee will be payable in cash to the Coordinator and is to cover overtime wages. Exceptional circumstances will be discussed.

HOW WILL THE CHILD CARE SUBSIDY BE PAID?

Child Care Subsidy will be paid directly to child care providers to pass on to families as a fee reduction so that their fees are reduced at the time they use child care. Families will pay their provider the difference between their subsidy and the fees charged. Families will not be able to elect to receive their subsidy as a lump sum at the end of the financial year. Families will need to make a claim for Child Care Subsidy when (or before) each child starts attending care.

HOLIDAY PROGRAM

Holiday program care is arranged at the beginning of the academic year by choosing two fee options.

Fee Option 1 – This fee will cover tuition, before and after care, but will exclude participation in the holiday program.

Fee Option 2 – This fee will cover tuition, before and after care and the opportunity to participate in all holiday program days per the College calendar.

BEFORE AND AFTER SCHOOL CARE

There is no additional cost for before and after school care.

MULTIPLE ENROLMENT DISCOUNTS

The discount program allows discounts for multiple concurrent enrolments as follows:

Second Child
2% discount

Third Child
10% discount

Fourth Child
20% discount

Fifth and subsequent Child
30% discount

The highest reduction is applied to the youngest child where the prerequisite children are concurrently enrolled at the College.

ADVANCE PAYMENT DISCOUNTS

The College offers the opportunity of advance payment discounts:

- Full year fees paid by cheque, cash or credit card by first day Term 1 – a 4.5% discount will be applied.

To take advantage of these discounts or to seek further information please contact Shane on 9982 5763 or email to s.grenier@yavneh.vic.edu.au

Any Child Care Subsidy owed to families following the end of year reconciliation process will be paid directly to families as a lump sum. If a family has been overpaid Child Care Subsidy during the year the family may have to repay some Child Care Subsidy (a debt).

WHERE CAN I GET FURTHER INFORMATION ON THE CHILD CARE PACKAGE?

Visit the Department of Human Services Child Care Subsidy website:

humanservices.gov.au/childcaresubsidy

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MEDICAL INFORMATION

MEDICATION BOOK

If your child requires medication please advise a teacher on your arrival and complete the details outlined in the Medication Authorisation Book - the name of the medication, dosage, time, circumstances when it is to be administered and your signature authorising us to give it to your child. Staff at the Early Learning Centre are only authorised to administer medication provided with written parent approval, except in an emergency. Staff will administer any medication to children including Panadol, only if requested to do so by the parents.

INFECTIOUS AND COMMUNICABLE DISEASES

The wellbeing and health of children and staff is of utmost priority. Although we understand that an ill child may present difficulties for working parents, we ask that parents are considerate of the health of their child and others at the Centre.

It is wise for parents to consider what alternative arrangements can be made if children become ill and have a plan in place at the commencement of placement at the Early Learning Centre. Despite the best health and hygiene practices, conscientious parents and staff skilled in identifying signs of ill health early, many diseases and infections are contagious before symptoms appear. If your child is unwell they will not cope with activities in a busy day at the Early Learning Centre.

Children should remain at home if any of the following symptoms occur in the previous 24 hour period and parents are advised to seek medical advice before children return to care:

- a) A fever or temperature of 38°C or above
- b) Diarrhoea
- c) Severe or constant coughing
- d) Infected discharge from the eyes, nose or ears
- e) Open or weeping sores

- f) Spots or rashes
- g) Breathing difficulties
- h) Vomiting
- i) Frequent scratching of the scalp/lice
- j) Complaint of pain, lethargy, distress or unexplained behaviour

We ask that parents notify the Centre if children are not attending on any day due to illness. If children become unwell while at the Centre, he/she will be separated from the group and parents will be phoned to come and collect their child (or the person nominated as an emergency contact on your behalf if parents cannot be contacted). Staff will keep your child as comfortable as possible until you arrive.

We ask parents to notify the Centre immediately, if a doctor confirms an infectious or communicable disease. The Centre will provide information sheets to parents and post a notice on the door of children's rooms if a child attending the Centre has contracted an infectious disease

Recommended minimum periods of exclusion from school, pre-school and child care centres for cases of and contact with infectious diseases

If your child has an infectious disease not stated on the 'Exclusion Table', a child may be excluded at the discretion of the Head of Early Learning Centre and the parent may be asked to produce a medical certificate before the child can recommence care.

It is recommended that children do not return to the Centre until they have been symptom free or well for two days, if they have contracted an infectious or communicable disease.

MEDICATION AND HEALTH POLICIES

The wellbeing of the children is the highest priority in the Early Learning Centre. There are many factors involved in ensuring each child's growth and development and good health is an important factor. While children are ill, the active environment of the Early Learning Centre is not the place for them. If your child is unwell he or she will not cope with the activities in a busy day at the Early Learning Centre.

Medication Protocols

- Written instructions on medication must be supported by verbal consultation between parents and staff. Parents must physically hand the medication to staff (medication should not be left in the child's bag)
- Medication that has been prescribed for a particular child must be in the original container, and the child's name must be on the bottle
- If the medication is intended for siblings, the doctor must be asked to include both names on the label
- All medication will be checked by two staff members before being administered. The qualified person delegated to give medication must sign the form. This should then be co-signed by the second staff member
- In the case of multiple medications, a separate entry must be used for each medicine to ensure that time, dose and medications do not become confused
- If there is a discrepancy with the details in the Medical Authorisation Book and the original label on the medication, parents will be phoned to verify the instructions
- Verbal authority to administer the provided medication will be necessary before a child can be given the medication
- Non-prescription medication may only be given at the parents' request and parents must complete the Medications Authorisation Book
- Parents should remember to ask staff for medication when collecting their children

ILLNESS, INJURY, ACCIDENT FIRST AID AND INSURANCE

All reasonable effort for the care and safety of every person in our charge will be taken, nevertheless, in the event of illness or accident should it be impracticable or inappropriate as a result of time constraints or in the interest of appropriate care and treatment for any person in our charge to communicate with a parent, guardian or next of kin, a College Officer will arrange for the person or people in question to receive such medical treatment that may be deemed necessary. The College will advise a parent, guardian or next of kin at the earliest opportunity.

It is also advised that the provision of such treatment by an external body such as the Metropolitan Ambulance Service, a hospital or Doctor, may result in a charge by the providing service. This charge is the parent's responsibility.

Parents are advised that the College does not carry individual accident insurance. Injury caused in the normal course of school activities or the damage or loss of personal belongings whilst on the school grounds or whilst undertaking school activities are not covered by the College's policy. This is each parent's individual responsibility.

IMMUNISATION POLICY

All children enrolled at the centre should be immunised according to the State of Victoria Immunisation Schedule.

In the case of an infectious disease occurring please contact the centre as soon as possible to allow us to inform other parents. A doctor's clearance certificate is required before the child returns to crèche. Notification of an infectious disease is also required in order to inform other parents at the crèche.

Details of infectious diseases and exclusion periods are attached.

Please hand in a copy of your child's MyGov/Centrelink immunisation history. Please note that a photocopy of your child's book is not acceptable. According to our 'No jab, no play' policy, a child cannot attend crèche without an up-to-date Centrelink Immunisation history form.

It is recommended that children do not return to the Centre until they have been symptom free or well for two days, if they have contracted an infectious or communicable disease.

- a) The Public Health Act 2013 requires that all children enrolled at child care facilities and Pre Schools have documental evidence of their immunisations. The immunisation policy states that if there is "No Jab No Play".
- b) A detail of the child's immunisation is required at the time of enrolment. The record must be updated when necessary and signed and dated by a doctor or the Victorian Health Department
- c) The risk of developing the following diseases is greatly diminished by immunisation: Poliomyelitis, Diphtheria, Tetanus, Whooping Cough, Rubella, Measles, Haemophilia, Influenza Type B (HIB), Mumps and Chickenpox
- d) If parents choose not to immunise their child, the child must be excluded from the Centre during any outbreak of disease prevented by immunisation
- e) Immunisation schedules are available from the Health Department, Local Councils and Health Centres
- f) If any child at the Early Learning Centre contracts an infectious disease, a notice will be displayed advising parents of the illness and the symptoms

Condition	Exclusion of Case	Exclusion of Contact
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
Candidiasis See 'Thrush'		
Chickenpox (Varicella)	Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in unimmunised children and less in immunised children.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded.
CMV		
(Cytomegalovirus infection)	Exclusion is NOT necessary.	Not excluded
Conjunctivitis	Exclude until the discharge from the eyes has stopped unless doctor has diagnosed a non infectious Conjunctivitis.	Not excluded
Cryptosporidium infection	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded
Diarrhoea (No organism identified)	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 2 negative throat swabs, the first swab not less than 24 hours after finishing a course of antibiotics followed by another swab 48 hours later.	Exclude contacts that live in the same house until cleared to return by an appropriate health authority.
German measles See 'Rubella'		
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded
Glandular fever (Mononucleosis, EBV infection)	Exclusion is NOT necessary.	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried.	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days.	Not excluded
Head lice (Pediculosis)	Exclusion is NOT necessary if effective treatment is commenced prior to the next day at child care (i.e. the child doesn't need to be sent home immediately if head lice are detected).	Not excluded

Condition	Exclusion of Case	Exclusion of Contact
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice.	Not excluded
Hepatitis B	Exclusion is NOT necessary.	Not excluded
Hepatitis C	Exclusion is NOT necessary.	Not excluded
Herpes simplex (cold sores, fever Blisters)	Exclusion is not necessary if the person is developmentally capable of maintaining hygiene practices to minimise the risk of transmission. If the person is unable to comply with these practices they should be excluded until the sores are dry. Sores should be covered by a dressing where possible.	Not excluded
Human Immunodeficiency Virus (HIV/AIDS)	Exclusion is NOT necessary. If the person is severely immunocompromised, they will be vulnerable to other people's illnesses.	Not excluded
Hydatid disease	Exclusion is NOT necessary.	Not excluded
Impetigo (school sores)	Exclude until appropriate antibiotic treatment has commenced. Any sores on exposed skin should be covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well.	Not excluded
Legionnaires' disease	Exclusion is NOT necessary.	Not excluded
Leprosy	Exclude until approval to return has been given by an appropriate health authority.	Not excluded
Measles	Exclude for 4 days after the onset of the rash.	Immunised and immune contacts are not excluded. Non-immunised contacts of a case are to be excluded from child care until 14 days after the first day of appearance of rash in the last case, unless immunised within 72 hours of first contact during the infectious period with the first case. All immune compromised children should be excluded until 14 days after the first day of appearance of rash in the last case. ¹¹
Meningitis (bacterial)	Exclude until well and has received appropriate antibiotics.	Not excluded
Meningitis (viral)	Exclude until well.	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed.	Not excluded
Molluscum contagiosum	Exclusion is NOT necessary.	Not excluded
Mumps	Exclude for nine days after onset of swelling.	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours.	Not excluded

Condition	Exclusion of Case	Exclusion of Contact
Parvovirus infection (fifth disease, erythema infectiosum, slapped cheek syndrome)	Exclusion is NOT necessary.	Not excluded
Pertussis See 'Whooping Cough'		
Respiratory Syncytial virus	Exclusion is NOT necessary.	Not excluded
Ringworm/tinea	Exclude until the day after appropriate antifungal treatment has commenced.	Not excluded
Roseola	Exclusion is NOT necessary.	Not excluded
Ross River virus	Exclusion is NOT necessary.	Not excluded
Rotavirus infection	Children are to be excluded from the centre until there has not been a loose bowel motion or vomiting for 24 hours.	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of the rash.	Not excluded
Salmonella infection	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded
Scabies	Exclude until the day after appropriate treatment has commenced.	Not excluded
Scarlet fever See 'Streptococcal sore throat'		
School sores See 'Impetigo'		
Shigella infection	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well.	Not excluded
Thrush (candidiasis)	Exclusion is NOT necessary.	Not excluded
Toxoplasmosis	Exclusion is NOT necessary.	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from an appropriate health authority.	Not excluded
Typhoid, Paratyphoid	Exclude until medical certificate is produced from appropriate health authority.	Not excluded unless considered necessary by public health authorities
Varicella See 'Chickenpox'		
Viral gastroenteritis (viral diarrhoea)	Children are to be excluded from the centre until there has not been a loose bowel motion or vomiting for 24 hours.	Not excluded
Warts	Exclusion is NOT necessary.	Not excluded

Condition	Exclusion of Case	Exclusion of Contact
Whooping cough (pertussis)	Exclude until five days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing.	Contacts that live in the same house as the case and have received less than three doses of pertussis vaccine are to be excluded from the centre until they have had 5 days of an appropriate course of antibiotics. If antibiotics have not been taken, these contacts must be excluded for 21 days after their last exposure to the case while the person was infectious.
Worms	Exclusion not necessary if treatment has occurred.	Not excluded

APPENDIX

CHATTING ABOUT THE DAY

Children may find it difficult to respond to parents when they ask 'How was your day'? Or 'What did you do today'? These questions are often too broad for children to answer properly. It can be likened to the response adults usually give when asked how they are. Often specific questions like 'who did you play with today?' 'Did you sing any songs today?' 'Did you build anything with the blocks today?' will start the ball rolling and help your child tell you about their day.

It is a common reaction for a child not to discuss their day or share their experiences. A child may discuss events at a later time after they have had time for reflection. Please speak with staff if your child is not talking to you about their day. Often a little time spent with the child at the Centre helps open the lines of communication. Parents should remember to be aware there are many activities besides painting and drawing that children experience and learn from, and not all activities result in something to take home.

GENERAL MANAGEMENT

Behaviour guidance – A child-centred approach

We aim to help children become happy, responsible, cooperative participants in the Early Learning Centre program through positive and non-threatening behaviour guidance techniques.

Staff actively encourage children to demonstrate a positive attitude to each other and empathy for other's feelings. Staff encourage children to accept differences, appreciate the capabilities and limitations of each other and actively support individual differences.

The Centre has a behaviour guidance policy and guidelines to ensure that strategies are applied consistently by all staff for children in the Early Learning Centre. Behaviour Guidance strategies help build positive self-esteem and encourage children to learn to be responsible for their behaviour.

Behaviour guidance strategies will vary according to the goals of children's behaviour, the nature of the behaviour and the age of the child.

The Centre provides an adequate number of toys and resources and the program is designed to provide a variety of spaces and activities for small groups of children to help reduce the likelihood of conflict.

Staff develop trusting relationships with children and knowledge of each child as an individual. As applicable, children are encouraged to talk about conflict when it arises, and how they can solve problems. This helps children to begin to deal with conflict independently and appropriately.

Some examples of guidance strategies for inappropriate behaviour may include:

1. Redirection and diversion to other activities.
2. Positive role modelling by staff
3. Encouragement and positive feedback for appropriate behaviour.
4. Ignoring or giving minimal attention to inappropriate attention seeking behaviour (except when another child is hurt)
5. Giving more attention to a child who has been hurt than the child doing the hurting (without encouraging 'victims')
6. Give children choices within agreed limits, with agreed consequences if limits are exceeded.
N.B. Consequences are not used as a punishment.
7. Provide a 'table for one' with an activity to allow a child to calm down by him/herself.
8. Speaking to children firmly but calmly with the focus being on the inappropriate action rather than the child.
9. Children are taught to communicate their feelings verbally "I don't like it when you hurt me" rather than retaliate with physical aggression.

If staff are finding a child's behaviour difficult to manage over a period of time, then a meeting between the teacher, parents and Head of Early Learning Centre will be organized to try to determine the best approach to support both the child and his / her peers.

In rare cases where additional advice or support may be needed to help understand or manage particular student needs, assistance from an external professional may be sought. Often collaboration and a team approach to addressing developmental, social, or emotional needs is very effective in ensuring positive outcomes for all involved.

APPENDIX

PRIVACY STATEMENT AND POLICY

On 21st December 2001, the Privacy Act took effect and in terms of the Act the College is required to advise you of the information that it holds that is of a private nature, and how that information will be used. The following statement addresses the requirements of the act, and I ask that you contact the College should you have any queries. The appointed Privacy Officer of the College is the Financial Controller. All information collected is held at the College premises at 2 Nagle Avenue Elsternwick and/or 81 Balaclava Road Caulfield. The information is held both electronically and in paper file format.

POLICY

The College collects personal information of a general and sensitive nature about staff, students, parents, guardians, members and donors and their extended family before, after and during the course of a student's enrolment and their relationship with the College. The information is sought from you directly as well as from other parties, such as the child's previous school. The primary purpose of collecting this information is to enable the College to provide schooling for your child or children. This schooling includes satisfying the needs of the College to the students, the parents and guardians, in order to discharge its duty of care throughout the whole period in which the child or children are enrolled. In addition, the information sought is to satisfy the College's need for data analysis in order to inform of the progress of students to the student, the parents and guardians and to effectively operate and manage the College from an educational and financial perspective. The College is also required to collect data and information on students and families in order to provide statistical and other information to Government or regulatory bodies as requested by them.

Certain laws governing or relating to the operation of colleges requires that varying types of information is collected and maintained by the College. This information is for census collection, as well as funding purposes and is to satisfy the requirements of the appropriate Education Departments and Health Departments, which regulate the College and may be requested by them.

Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We require medical reports about students from time to time in order to assist with their educational advancement and/or wellbeing in the event of intervention being considered necessary. If you do not consent to us obtaining this information, you must advise us.

The College from time to time also has to disclose certain personal information and sensitive information on hand or obtained to others. This includes disclosure to other colleges, government or semi government departments, medical and paramedical practitioners, and people providing services to, and working with the College, including: general classroom and specialist teachers, specialist visiting teachers, sports coaches, senior College personnel, and senior College administrators as well as certain volunteers.

The information sought and needed for the purposes outlined above is collected by, or given to, College administrators, senior personnel, classroom or specialist teachers, visiting specialist teachers, and medical or paramedical personnel such as the school nurse or school counsellors. The information is provided by response to questionnaires or provided during the course of interviews or meetings.

Personal information collected from students is regularly disclosed to their parents and guardians. On occasions, selected information may be published in College newsletters and or magazines.

Parents may seek access to personal information collected about them and their child/children by contacting the College. However, there will be occasions when access is denied. Such occasions would include where the release would have an unreasonable impact on the privacy of others or where release may result in a breach of the College's duty of care to the student.

As you may know, the College engages in fundraising activities. The information received from you may be used to make an appeal to you. It may also be disclosed to associated organisations that assist with the College's fundraising activities, such as The Yavneh Parents Organisation or the Yavneh Foundation Ltd, so they can conduct appeals or coordinate fundraising activities for the College's benefit. The information may also be passed on to the Mizrahi Organisation and its subsidiary Melbourne Kashrut Pty Ltd so you can be provided with information to assist in the keeping of a Kosher home.

If you provide the College with the personal information of others, such as doctors or emergency contacts, you should inform them that you are disclosing that information to the College and why, and explain that they can access that information if they wish. The College does not usually disclose the information to third parties except as noted above.



WE TRUST

THAT YOU AND YOUR CHILD WILL HAVE A MEMORABLE AND EXCITING KINDER YEAR AT LEIBLER YAVNEH COLLEGE. WE LOOK FORWARD TO SHARING MANY HAPPY SCHOOL YEARS TOGETHER.



ABELES LIBERMAN PRE-SCHOOL
INCORPORATING THE GILLIAN AND COLIN MANDEL FAMILY – YAVNEH CRECHE CAMPUS
81 Balaclava Road, Caulfield 3161 T: 8317 2510

LEIBLER YAVNEH COLLEGE SLEZAK CAMPUS
2 Nagle Avenue, Elsternwick 3185 T: 9528 4911

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