

SUTHERLAND STREET CHILDCARE AND  
KINDERGARTEN



Staff Handbook  
2010-2011

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# Sutherland Street Childcare and Kindergarten Staff Handbook 2010-11

Sutherland Street Childcare and Kindergarten is owned by a Registered Company -Kekeco Childcare Pty. Ltd. ACN 126 538 154 as Trustee for Kilmore Kids Trust ABN 80 396 479 233 trading as:

- Sutherland Street Childcare & Kindergarten, Kilmore,
- Dudley Street Childcare and Kindergarten, Wallan and
- Sutherland Street Out of School Hours Care at Kilmore Primary School.

All of our Centres operate under separate Licences issued by the Victorian Department of Education and Early Childhood Development (DEECD) to Kekeco Childcare Pty. Ltd. ACN 126 538 154 in accordance with the Children's Service Act 1996\* and the Children's Service Regulations 2009\*

Sutherland Street Childcare and Kindergarten is an approved Childcare Centre as defined by the Commonwealth Government Department of Education, Employment and Workplace Relations, and is therefore able to receive Childcare Benefit payments on behalf of families attending our centre.

\* Copies of these documents are available for inspection at the front office at 65 Sutherland Street, Kilmore, 61-63 Dudley Street Wallan and at the Assembly Hall at Kilmore Primary School during times when the service operates.

6<sup>th</sup> Revision KEKECO CHILDCARE PTY. LTD. 1st November 2010

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## Section 1

### Our Philosophy

Kekeco Childcare staff are a team of dedicated early childhood educators, entrusted with the health and wellbeing of each child within the highest quality "learning through play" environment, whilst working in partnership with families and the community. This philosophy is underpinned by the beliefs below:

### Our Beliefs

As early childhood educators we believe that:

1. Each child has a right to live a full and productive life in a nurturing environment which builds confidence, friendship, security and happiness irrespective of their family circumstances and background.
2. All children are given an equal opportunity but have differing talents and need to be supported within a safe, caring and nurturing educational environment.
3. Adequate aims and objectives are incorporated for each individual child's needs.
4. Our fun learning environment provides open ended experiences, allowing children to be in control of their creative expressions.
5. We believe that multiculturalism is an awareness and acceptance of other backgrounds evolving under the umbrella of Australian culture.
6. An awareness of healthy eating forms part of our Curriculum. The children are exposed to a wide variety of nutritionally balanced meals which take into account allergies and intolerances.
7. Our Inclusion Policy engages in the positive approach that all children have equal access to our learning environment.
8. All children are accepted regardless of gender or race.
9. The individual needs of the children are integrated into the program.
10. The staff have access to a variety of specialised services and resources.
11. We also believe that the education of our staff is important and all staff are encouraged to further their education. By having regular (monthly) staff meetings and jointly attending training sessions such as First Aid, Food Handling and Anaphylaxis courses, ensures that all staff have current information from authorised authorities.
12. We are committed to the implementation of the national Early Years Learning Framework (EYLF) and we will use our best endeavours to include aspects of this in everything we do within the Centre.

Established 2009

Reviewed, amended and agreed to by staff at Sutherland Street 18th August 2010

## Section 2. Operation of the Centre

Sutherland Street Childcare and Kindergarten is open:-

- Monday to Friday, between the hours of 6:30am and 6:30pm.
- The Centre operates 52 weeks a year, but we are closed for all Victorian Government Gazetted Public Holidays that apply to regional Victoria.

Childcare Fees are payable to the Centre on the following Public Holidays:

*Australia Day	*Labour Day	*Good Friday
*Anzac Day	*Queens Birthday	*Melbourne Cup Day
*Christmas Day	*Boxing Day	*New Years Day

### 2.1 Regulations and Legislation.

Staff entering a childcare environment for the first time often misunderstand the level of professional development required to become a professional early childhood educator.

For many years people who could not get a job anywhere else, felt that they could "look after children". There was little understanding of the complexity of the role of carer in a long day care centre.

Staff wishing to work in our centre must understand that everything that we do within the centre is governed by:

- Children's Services Act 1996,
- Children's Services Regulations 2009 as well as other federal and state acts and regulations, Working with Children Act 2005;
- Education and Training Reform Act 2006;
- Family Tax Act as well as other Acts and Regulations.

As a business we report to and can be audited at anytime by:

- State Department of Education and Early Childhood Development,
- Federal Department of Education, Employment and Workplace Relations.
- independent Food Safety Auditors, Council Food Safety Inspectors as well as other organisations such as Worksafe

We are also audited by the National Childcare Accreditation Council on a 2 yearly basis

Caring for small children is a serious career and one which you should not take lightly at anytime. Staff, who do not understand their obligations as a carer of small children in our centres, should address this issue as a matter of urgency.

The number of staff in each room is governed by the Children's Services Regulations 2009.

This centre is transitioning to the 2009 Regulatory Ratios.

At present we operate with—

If the children are aged under 3 years—

1 staff member for every 5 children or fraction of that number; and

1 qualified staff member for every 15 children or fraction of that number;

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If the children are aged 3 years or more—

(i) 1 staff member for every 15 children or fraction of that number; and

(ii) 1 qualified staff member for every 30 children or fraction of that number.

## Section 3 Staff

Sutherland Street staff are employed under the Children's Services Award 2010, Educational Services (Teachers) Award 2010 (Kindergarten Teacher only) and the National Employment Standard (NES). The following pages summarise some of the areas covered in these Award documents, however you should read the relevant Awards that relate to your position at Sutherland Street.

Our staff are employed for various roles within the centre depending upon their qualifications and the requirements of the business and the children who attend the centre from time to time.

It is a very high priority to management, that we maintain consistency of staff within the rooms. Staff are regularly assessed against the requirements of the children within specific rooms and whether they are able to provide an educational, stimulating and enjoyable experience to the children and other staff within the room. It is essential that staff communicate well with each other about the programs, observations and general day to day operation of the room.

In all cases, the Room Leader is the person responsible for the planning and programming for their room. Subordinate staff should understand that they answer to the Room Leader for all things within their room. The Room Leader should be the first point of contact for families to discuss their child's development - subordinate staff should refer parents to the Room Leaders if they are asked for information by families.

### 3.1 Types of Employment

Some staff at Sutherland Street are either employed as Casual staff, who are usually "on call" when other staff are not able to attend the centre. Casual staff are not paid Annual Leave, Personal or Carers Leave nor do they accumulate Long Service Leave however they are paid a loading on top of the usual wage to accommodate this uncertainty of employment. We do make superannuation contributions once a casual staff member has earned more than \$450.00 in any one month.

Most other staff at the centre are designated as Permanent Part Time (PPT) staff, these staff have permanent rosters, and usually permanent roles within the centre. PPT staff accumulate Annual Leave, Personal and Carers Leave and Long Service Leave. Hours work for PPT staff can vary from 13hours a week to 37.5 hours a week depending on rosters, work and family commitments. Leave entitlements are covered in more detail in the relevant Award.

### 3.2 Staff Classifications

#### 3.2.1 Children's Services Employee Level 1

Staff are paid at different levels dependent upon their level of training, skill and years of service within the industry, outlined below are some of the areas covered in each Level.

#### Children's Services Employee Level 1

Is an employee who has no formal qualifications, but is able to perform supervised work within the centre. This employee will work under **direct supervision** (by the Room Leader) in a team environment, and will receive guidance and direction at all times. This employee will receive structured and regular on-the-job training to perform the duties expected at this level.

#### **An employee at this level will not be left alone with a group of children at any time.**

An employee at this level is being introduced to the working environment and maybe a young trainee or an older person who has had no childcare experience in the past and is undertaking the following indicative duties:

- learning and implementing the Centre's Policies and Procedures;
- learning how to establish relationships and interacting with the children;
- learning the basic skills required to work in this environment with children;
- giving each child individual attention and comfort as required; and
- basic duties including food preparation, cleaning of rooms, or gardening.

A Level 1 employee shall progress to the next level after a period of one year or earlier if the employer considers, and various qualified staff agree that the employee is capable of performing the work at the next level or if the employee actually performs work at the next level.

### 3.2.2 Children's Services Employee Level 2

This is an employee who has completed at least 12 months in Level 1, or a relevant Australian Qualification Framework (AQF) Certificate II, or in the opinion of the employer has sufficient knowledge and experience to perform the work within the scope of this level.

An employee at this level has limited knowledge and experience in children's services and is expected to take limited responsibility for their own work. A Level 2 employee undertakes the following indicative duties:

- assist in the implementation of the children's program under supervision;
- assist in the implementation of daily care routines;
- develop awareness of and assist in maintenance of the health and safety of the children in care;
- give each child individual attention and comfort as required;
- understand and work according to the Centre Policies and Procedures;
- responsible for food preparation, cleaning, gardening or general maintenance under the guidance of the Assistant Director/Director; and the Room Leader and should;
- demonstrate knowledge of hygienic handling of food and equipment.

A full Job Description is provided at the back of this document - please refer to the Index.

### 3.2.3 Children's Services Employee Level 3

This is an employee who has completed AQF Certificate III in Children's Services or an equivalent qualification or, alternatively, this employee shall possess, in the opinion of the employer, sufficient knowledge or experience to perform the duties at this level. An employee appointed at this level will undertake the same duties and perform the same tasks as a CSE Level 2 employee, and will undertake the following additional indicative duties:

- assist in the preparation, implementation and evaluation of developmentally appropriate programs for individual children or groups
- be responsible for recording observations of individual children or groups for program planning purposes as directed by qualified staff;
- under direction, work with individual children with particular needs;
- assist in the direction of but not be responsible for, untrained staff;
- undertake and implement the requirements of quality assurance; and
- work in accordance with food safety regulations.

A full Job Description is provided at the back of this document - please refer to the Index.

### 3.2.4 Children's Services Employee Level 4

This is an employee who has completed a Diploma in Children's Services or equivalent as recognised by licensing authorities and is appointed as the person in charge of a group of children in the age range from birth to 12 years.

An employee appointed at this level will take on the same duties and perform the same tasks as a CSE Level 3 and undertake the following additional indicative duties:

Be responsible, in consultation with the Director for the preparation, implementation and evaluation of a developmentally appropriate program which incorporates the Early Years Learning Framework principles as well as the National Quality Framework principles for their room and individual children or groups of children in the room which this staff member is responsible. They are also responsible for;

- the direction, training and general supervision of all other employees, students and volunteers who maybe in the room at anytime.
- to the Director for the supervision of students on placement;
- providing a safe environment both staff and children;
- ensuring that records are maintained accurately for each child in their care;

- developing, implementing and evaluating daily care routines and programs;
- ensuring the centre or service's policies and procedures are adhered to; and
- liaising with families.

A full Job Description is provided at the back of this document - please refer to the Index.

### 3.2.5 Children's Services Employee Level 6 - Director

A Director is an employee who holds a relevant Degree or a 3 or 4 year Early Childhood Education qualification, or an AQF Advanced Diploma, or a Diploma in Children's Services, or a Diploma in Out-of-Hours Care; or is otherwise a person possessing such experience, or holding such qualifications deemed by the employer or the relevant legislation to be appropriate or required for the position;

- and
- is appointed as the Director of a Service and is responsible for the overall management and administration of the service with the following additional indicative duties:
  - supervision of the implementation of developmentally appropriate programs for children;
  - recruitment of staff in accordance with relevant regulations;
  - maintaining day-to-day accounts and handling all administrative matters;
  - ensuring that the centre or service adheres to all relevant Regulations and statutory requirements;
  - ensuring that the centre or service meets or exceeds quality assurance requirements;
  - liaising with families and outside agencies;
  - formulating and evaluating annual budgets;
  - liaising with management committees or proprietors as appropriate;
  - providing professional leadership and development to staff; and
  - developing and maintaining Policies and practices for the centre.

### 3.2.6. Kindergarten Teacher

**An extract is provided below -however staff should read the entire document on the internet, using the search string above.**

*"EARLY CHILDHOOD – TEACHING STAFF MEMBER*

*Regulation 5(1) of the Children's Services Regulations 2009 defines a teaching staff member as a staff member who –*

- (a) holds an early childhood teaching qualification at degree level or above that has been approved by the Secretary under sub regulation (2)(b); or*
- (b) holds a qualification the Secretary is satisfied is substantially equivalent or superior to a qualification referred to in paragraph (a).*

A full Job Description is provided at the back of this document - please refer to the Index.

## 3.3 Staff Selection Procedure

The Director and Licensees will determine the staffing needs of the Centre in consultation with staff and families. Recruitment may be from records of previous applications already held at the Centre or from the response to advertisements in various media at the time of need.

All replies will be reviewed against the Position Description and a list of possible interviewees will be completed. There will be a set interview format conducted by the Director and one of the Licensees. After interviews have been completed- all references will be verbally checked with the person who has provided the written reference for the candidates. The successful applicant will be advised by phone and also in writing. All unsuccessful candidates will receive written notification of who the successful applicant has been. All new employees are expected to spend at least one week orientation in the centre before commencing in their role.

## 3.4 Staff Appointment

All permanent part time positions are initially offered on a 3 month probation basis. If at the end of this term either party indicates that a further probationary period is necessary, then the probation period may be extended for a further 3 months term.

At the end of this probation period - the position will be reviewed and permanency may be offered. Probationary periods cannot be extended beyond 6months.



Staff at Sutherland Street Childcare and Kindergarten are employed under the terms of the Children's Services Award 2010, Educational Services Teachers Award 2010 and the National Employment Standard.

All staff members must have a current valid Working With Children Check.

### **3.5 Staff Appraisals.**

All staff members will undergo a formal appraisal of their performance after three months probation and again at the end of six months at the Centre. The appraisals will address the criteria in the position descriptions as well as Accreditation Principles. The appraisal will be self assessment followed by an evaluation and discussions with the Director.

Annual Staff appraisals are also undertaken with all staff being asked to review the performance of all other staff in the centre, as well as their own performance.

### **3.6 Harassment.**

Our workplace will be free from verbal, physical, sexual or emotional harassment of any nature.

### **3.7 Equal Opportunity.**

The Centre offers equality of employment and opportunity for advancement to all employees.

### **3.8 Professional Development.**

All staff have access to further training and development. However, there are budgetary constraints which make it difficult at times to provide funding. The Director will seek staff suggestions in identifying staff training needs and opportunities for staff at the Centre.

Staff are required to undertake First Aid, CPR and Anaphylaxis training as outlined in the Children's Services Regulations 2009. Additional training maybe identified from time to time as being beneficial for the business and in these cases the Licensees may choose to fund all or part of the cost of training for these courses.

### **3.9 Occupational Health and Safety. \***

There is a strong focus on maintaining a safe workplace at Sutherland Street Childcare and Kindergarten. Policies, infection control procedures and Occupational Health and Safety Manuals and Fire Evacuation Procedures as well as the Emergency Evacuation Procedures are valuable documents and are to be read in conjunction with all policies.

Signs around the Centre are to be read in conjunction with, and form part of, the overall Policy structure.

**Please ensure that you fully understand the EVACUATION PROCEDURES for EACH ROOM BEFORE YOU START WORK IN THAT ROOM.**

#### **3.9.1 Backs \***

Staff should take particular care with their backs, please read carefully, the Worksafe information in the Staff Room about the correct way to lift and carry children. Staff should endeavour to rotate the responsibility for nappy changes so that there is a shared workload. Children, who are able to walk to the change room, must do so.

**DO NOT LIFT CHILDREN!**

**If the child is older let the child use steps to climb onto the change table, this means that you are not lifting the child and will avoid injury.**

#### **3.9.2 Emergency Procedures \***

Initial contact is to be the Director who will then direct staff, depending upon the severity of the Emergency. Refer to the Emergency Procedures posted around the Centre in each room. All staff and children in the centre should have regular fire drills and safety training.

3.9.3. Handling Dangerous Goods Procedures On occasion employees will be required to handle goods and materials which can in some circumstances be hazardous and or provide a threat to your health and safety.

It is the policy of Sutherland Street Childcare and Kindergarten that whenever potentially dangerous goods are involved in the workplace, appropriate safety measures are applied to their use.

These will include:

- Protective clothing and equipment - ie rubber gloves, masks if appropriate.
- Training in correct handling and use of chemicals within the centre.
- Safe storage of containers of chemicals.
- Chemicals are not be stored in excessive quantities.
- Adequate information in the form of Materials Safety Data Sheets and Labels.
- Trained First Aiders on duty at all times.
- Regular review (at least annually) of the procedures for handling and use of potentially dangerous substances.

Dangerous (or potentially dangerous) Goods include:

- Cleaners/disinfectants/sanitiser
- Laundry detergents
- Germicides and other cleaning chemicals
- Insecticides

Material Safety Data Sheets for each chemical stored in the Centre are maintained in the laundry and is available for all employees.

All Hazardous materials are kept in locked cupboards in the Laundry.

All employees are to ensure that disinfectants/sanitizers and all other cleaning materials used in the rooms are stored/returned after use to cupboard above the sink- out of reach of the children. A sign indicating their storage is used. This is to alert the staff but not to attract the children's curiosity.

It is the strong desire of management that the use of ALL chemicals be minimised without compromising the effective control of diseases within the Centre.

### **3.10 Leave.**

Leave is covered in more detail the National Employment Standard 2010.

#### **3.10.1 Annual Leave**

For each year of service worked with Kekeco Childcare Pty. Ltd. employees are entitled to 4 weeks (i.e. 20 working days) of Annual Leave.

Annual Leave requests are to be given to the Director at least 4 weeks before the leave is due to be taken, this will allow staffing levels to be reviewed and replacement staff employed if necessary.

From time to time one or both of our centres may close over Christmas- if this is the case then staff with accumulated Annual Leave will be asked to take this leave at the time of closure. Staff without accumulated Annual Leave will not be paid during this time.

#### **3.10.2 Personal/Carers Leave.**

We realise that most staff do not take leave unless they are genuinely ill, however staff should realise that their position within the centre is a valued position, because consistency of care for the children in the rooms is essential to establishing a sound basis for their growth and development. Consistent staff in rooms also provides consistent contact with families who use the centre. It also reduces errors and breakages within the room as regular staff know where things are stored.

Excessive leave of any sort, disrupts the room program, the room routines and the children, it causes other staff to have to work longer hours than they had planned, which takes them away from their families and also creates problems for us if we are unable to replace you at short notice. That being said:-

For each year of service with Kekeco Childcare staff are entitled to 10 days of paid personal/carer's leave. This leave is accumulated and reported to each staff member on their pay slip each week. There are special conditions relating to "carers leave" and this leave should not be assumed to be available to all staff.

Staff should NOT TO ATTEND the Centre if they are unwell. It is unfair to the children and other staff members to expose them unnecessarily to contagious infections including severe colds.

Staff are required to provide Doctor's Certificates for all sick days taken whilst working at the Centre.

Casual staff are not entitled to be paid personal or carers leave.

#### **3.10.3 Infectious Diseases**

An employee who believes that they have contracted an infectious disease must notify the Director as soon as possible. All staff need to obtain information for their personal use of the following immunisations:

Hepatitis A      Hepatitis B      Meningococcal      Chicken Pox      Rubella.      seasonal Flu.

#### **3.10.4 Operational issues relating to leave.**

A staff member who is rostered on to open the Centre should call the Director by 10pm the night prior to the scheduled opening if they believe they will be unfit/unable to open the Centre at the scheduled time. If no phone call is received they are required to open the Centre and wait until a replacement has arrived.

For all other shifts require a minimum of 4 hours notice to be given to the Director if they unable to attend. Staff need to advise the Director by 4 p.m. if they think will be unable to attend on the following day.

### 3.10.5 Compassionate/Maternity Leave.

Staff should refer the Children Services Award 2010, Educational Services Teachers Award 2010 and/or the National Employment Standard for details relating to Maternity Leave or speak to Centrelink about paid Maternity Leave.

## 3.11 Other Staff Entitlements and Provisions

### 3.11.1 Superannuation.

The employer pays all staff a compulsory superannuation contribution. Staff are entitled to nominate their own superannuation fund. Please advise your employer of your fund's name as soon as practical after commencing work at the Centre. If they wish to, staff are able to salary sacrifice additional superannuation contributions, please speak to Chree Kearney about this.

### 3.11.2 Staff Rest Breaks and Lunch.\*

Staff who work for 5 hours or less in any one day are not provided with a lunch break, however, we will endeavour to provide a 10 minute break during this time.

Staff are required to return to and from breaks on time, as break rosters are tightly timed and other staff may miss out on their break as a result of lateness. So please be considerate of others who are expecting their break after yours.

**Hot food and drinks are not allowed in any room where there are children present. Water may be consumed by staff in the rooms if required.**

### 3.11.3 Rosters. \*

The staffing rosters for the Centre will be prepared one week in advance and copies will be displayed in the Staff Room and in the front of the Staff Sign in Book. If at all possible, and subject to staff availability, any changes will be advised at least two days prior to the change taking effect. Should you wish to change your roster this should be discussed with your Director as soon as you know that you may not be available.

**Staff do not have the right to change their roster or swap shifts with other staff under any circumstances.**

If you are unable to work then the Director will decide who is to replace you.

### 3.11.4 Staff Facilities.

Staff are provided with a dedicated Staff room, where tea and coffee facilities are provided. A staff Notice Board is also present and can be used for communication within the centre.

### 3.11.5 Staff Dress Code.

All Staff are issued with uniforms and are expected to wear them at all times whilst working at the centre.

Staff are expected to keep their uniforms clean and in good repair at all times.

On employment you will be issued with:

- 3x Centre Logo Polo Tops in a selection of colours  
(to be worn as in accordance with a weekly coordinated colour scheme. i.e. Monday – Green, Tuesday – Pink, Wednesday – Blue, Thursday – Green, Friday – Pink.
- 1 x Polar Fleece Zip up Jacket
- 1 x Black Pants (staff to purchase and be reimbursed)
- 1 Sunsmart hat.

These items are issued free of charge by the Licensees.

Cleaning and repairs of your uniforms are at your own expense.

Damaged and/or lost items will need to be replaced at cost. Replacement cost will be deducted from your wages.

Other items of uniform can be purchased if you require more, please speak to your Director about this.

Footwear should be a closed toe, black or navy court shoe.

No "runners" thongs or slip-ons are allowed.

All staff are to wear hats when outdoors between the months of September to April, especially if outdoors between 10.00am and 3.00pm.

As staff will be handling food within the room it is mandatory that ALL hair should be tied back from the face at all times. Pony tails are preferred for longer hair with or without an additional hair band if there is loose hair around the face.

If working in the kitchen or handling food in the rooms – **NO JEWELLERY** is allowed

In other parts of the centre all jewellery should be kept to a minimum for safety and hygiene reasons. Due to Food Safety requirements, facial jewellery should be removed before entering any room where there are children present. No rings, bracelets or dangling earrings are permitted as these also present safety issues in the rooms, especially where there are small children.

Nails should be kept to short, safe and hygienic length and be kept clean.

**No nail polish is permitted.**

No tracksuits, shorts, leggings, jeans or singlets are allowed unless for a specific "dress down day". As professionals we must always present a clean and tidy appearance both on a personal level and within the building and if you are dressed in our uniform, in the street.

### **3.12 Staff Grievance Procedures**

As a small working group it is essential that we eliminate conflict from the workplace.

In the first instance, staff should endeavour to work together to resolve any conflicts that arise. Staff meetings and everyday communication are informal procedures. Staff are encouraged to develop techniques for solving problems by:

- Defining the problem and identifying the cause
- Suggesting actions and solutions
- Considering advantages and disadvantages of the solution
- Deciding on an action to be taken
- Evaluating the result.

If the grievance is not resolved the staff member/s should refer the matter to their immediate superior. If the staff member still feels aggrieved then the matter should be discussed with the Director. The complainant will need to identify the area of grievance and be prepared to discuss all actions taken so far to resolve the issue.

Staff are encouraged to discuss areas of concern with the Director then if escalation needs to be implemented- with the Licensee.

### **3.13 Staff Dispute Resolution and Disciplinary Action. \***

Should a dispute occur between staff - the staff are required and encouraged to endeavour to resolve any issues between themselves. However if there is no resolution to a situation and the dispute affects the children and/or other staff in the Centre, management will intervene.

At this stage an interview with each party to the grievance will be held by the Director, who will discuss the issues and concerns from each party. The Licensee may become involved at this time. There will then be a joint meeting where the issues will again be discussed and resolution attempted.

If resolution fails then the staff will be advised of options available to them, including movement from the position that they currently hold movement from the particular room or centre to another part of the business.

The employee/s is informed that the discussion will be a counselling session before a warning is issued. The first warning will be a verbal warning and will be noted on the employee's file.

The Licensee will be informed. A Union representative may be present if desired by either party. If the problem continues, the employee will be seen again by the management and if no satisfactory resolution can be achieved, then a second and final warning will be entered into the staff members personnel file. If required to do so the Employer will send a copy to the relevant Union. A further breach will result in immediate termination of the staff member.

The following behaviour is considered to be breaches of the basic operational rules that will lead to instant dismissal.

If a staff member fails in their duty of care and performance such as:

- Poor work habits or performance when measured against the Position Description for the role.
- Continued Lateness
- Absenteeism
- Irresponsibility e.g. leaving a child unattended on the change table
- Inability to implement policies e.g. behaviour management techniques etc.
- Unacceptable behaviour, e.g. hitting, swearing, creating disharmony, yelling at a child.
- Being drunk or under the influence of drugs or alcohol whilst working or in our uniform outside of work.
- Is found to be discussing (either verbally or electronically (eg Facebook) , in whatever form) families and children who attend the centre, with anyone outside the Centre, these are all deemed to be significant breaches of behaviour and will cause counselling to occur.
- Staff who are studying whilst working within our Centre, and who are provided with study time are also expected to complete and return their assignments to the training organisation within the agreed timeframes. Staff who continually fail to meet assignment deadlines will have their training contracts terminated and may also have their employment terminated. We are committed to ensuring that our staff are well trained and that staff who have signed a training contract understand that this is a serious commitment to a long term profession in early childhood education.
- Staff that are provided with study time are expected to utilise this time studying and not making personal phone calls, "chatting" to other staff, or using the internet for personal purposes. The same principal applies to staff that are provided with Programming time each week.

### **3.14 Staff and their children**

Staff working at the Centre who have their own children or other family members at the Centre are not allowed to work in the same room as their family member.

This policy is subject to review by the Director on an individual basis, bearing in mind that no conflict of interest occurs and no children under the care of the staff member concerned are adversely affected.

#### **3.14.1 Staff Accounts**

Staff who use the service and who do not pay regularly (within 7 days from billing) will not be able to use the service unless they sign an authority for Kekeco Childcare to deduct their childcare directly from their pay.

If staff do not paid their account in full, for three consecutive weeks they will lose the privilege of being offered the Staff Rate.

Staff rates only apply to staff that have children attending the centre when they are working.

If a child of a staff member attends the centre when their parent is not working then the full rate will apply.

This applies to any staff members who are on any type of leave as well.

### **3.15 Staff - drugs, alcohol and smoking (Refer Children's Services Regulations S.68 1 (b))**

**Absolutely NO ALCOHOL or DRUGS are to be consumed on the premises.**

Staff under the influence of either alcohol or drugs should not attend the centre under any circumstances.

A breach of this rule will ensure immediate dismissal.

The Centre is a no smoking work place. Smoking is not permitted in any building, the premises or the car parks of the Centre.

### **3.16 Phone Calls and Mobile Phones \***

Incoming phone calls will be transferred if deemed to be urgent or an emergency. Messages will be taken for all other inbound calls to staff. **Mobile phones are not permitted in any rooms or storerooms of rooms nor are they permitted in the yards, where there are children.** Mobile Phones are not to be used or stored in the rooms or carried by staff attending to children as it may cause distraction and a resultant lack of attention to our children who are our primary responsibility.

## **Section 4 Children at the Centre**

### **4.1 Enrolment and Collection of Children**

No child can be left at the Centre unless an Enrolment Form has been completed.

All staff must be aware of parents and guardians that have authority to collect children.

If the person nominated on the Daily Sign In Sheets does not collect the child, **staff must speak to the parent or guardian by phone before the child is allowed to leave the room.**

If the Centre has been notified by phone that someone else is collecting the child, then Staff in the room must ensure that they check identification of any person, unknown to them, before releasing the child into their care

#### **4.1.1 Conditions of Enrolment.**

Hours of Operation are: 6.30am to 6.30pm, Monday to Friday.

We are closed for Public Holidays; however attendance fees are still payable for children who have permanent bookings on days on which a Public Holiday falls. Days can be swapped in lieu of Public Holidays. Consideration will be given for families to swap days when this occurs as long as families ask for a swap of day before the week of the Public Holiday.

#### **4.1.2 Late Pick Up Procedure**

When a child is not collected by the closing time of the Centre (and we have not been advised that the parent is running late) then the following procedure should be followed:

Both staff members on duty are to stay at the Centre until all children have been collected.

Staff will begin endeavouring to contact the parent /family concerned at closing time.

If the parent is not contactable then the emergency contact found on the Enrolment Forms should be called.

If the emergency contact is called and collects the child then a notice needs to be put on the front door of the Centre to advise the parents where their child has gone.

If you are unable to reach either the parents or emergency contacts or any other persons listed on the Enrolment Form as being eligible to collect the child then:-

1. Continue to call all contacts every 5 minutes for 30 minutes.
2. After 30 minutes if contact still has not been made, the staff must inform their Director immediately.
3. If after 1 hour contact has still not been made then the staff should contact the Director and/or Licensee.
4. The above person will give instructions of what avenues need to be taken by the staff and what appropriate authorities need to be contacted.

**Please note:** If neither parents nor emergency contacts can be located to collect the child after 1.5 hours, **the child will remain at the Centre with two adults until either the Police or Protective Services are contacted to collect the child.**

#### **4.1.3 Holidays**

Each family is entitled to a family holiday discount of half of the gap for two weeks each year when the child is not in attendance due to family holidays.

#### **4.1.4 Withdrawing from Childcare**

Families are required to provide the Centre with two weeks prior notice, in writing, is required if children are to be withdrawn from the centre.

#### 4.1.5 Accounts

At the time of enrolment all families are advised that we charge for attendances for the week. Account payments and usage charges are processed on Friday mornings. Invoices are printed or emailed later that same day. Payment of fees for all families are required 7 days from the day of issue of account. Invoices are issued weekly.

#### 4.1.6 Suspension of Accounts

Where families fail to make regular payments, which ensure that they are reducing their account to zero or are at least paying off the balance from the previous week, then they will be sent a series of reminders. If the family fails to pay their account, the child's place will be withdrawn and the family door code will be de-activated at the Centre.

Legal action will be taken to recover outstanding accounts.

## 4.2 Children's Health

If a child holds a permanent booking and the child is absent due to illness, fees are still payable to keep a child's place open at the Centre. Days may be swapped in advance if the family is able to advise us of the situation, however this is strictly at the discretion of the Director or Licensee, and is subject to space availability on the nominated day.

### 4.2.1 Right to Call an Ambulance

If a child needs medical treatment while in the care and control of the Centre, then we reserve the right to have the child attended to by either the Ambulance or the Centre's medical advisers, at the financial cost to the child's parent.

### 4.2.2 Medication \*

Occasionally it may be necessary for a parent to instruct a staff member to administer medication to a child while attending the Centre.

On arrival parents are required to hand the medication to a staff member so it can be placed in the appropriate place and the Medication Consent Form **MUST** be completed each day for each medication.

#### **Staff are required to check that there is no Medication left in any child's bag.**

Medication will be administered if symptoms are present but not at discretion of staff. Therefore staff require precise details of symptoms, which may present. e.g. "if wheezing and difficult breathing".

If medication is to be given to a child in our care **PLEASE NOTE** no person other than the children's parents or custodial parents may give authorisation to administer medication. If a family friend or relative is bringing the child into our Centre, a letter of authorisation signed by the parent, to administer medication for the day, must accompany the child.

If this is not the case then please contact the parent immediately, and have their instructions witnessed by another staff member - both staff are to write down the instructions whilst on the phone, repeat the instructions back to the parent and both staff are to sign and witness the conversation document.

If a child requires Panadol to be given the parent must supply their own, the Centre only supplies Children's Panadol for emergency situations. Speak to the Director if this is necessary at any time.

From time to time a child becomes ill whilst at the Centre; in these cases parents will be contacted for advice on how they would like us to manage the child. If they agree that the child should be given Panadol or similar then two staff must "witness" the verbal permission being given over the phone. Panadol for this purpose only is available from the Director. Do not use any other medication which may be available in your room or from your own supply.

Staff are **not permitted** to give medication to a child if any of the following conditions apply: -

- If bottle is as yet unopened.(i.e. untried at home to check whether the child reacts to it)
- Medication is not in the original container.



- Medication is past the expiry date.
- Child's name is not clearly written on bottle/label.
- Dosage is not stated on label of prescription medicines or a Doctors letter is not present if label states "As directed"
- Medication Form is incomplete i.e. missing Parent signature, dose, time, etc.
- Reason to be given not complete e.g. "when required"
- Staff will give dosage as per instruction shown on the bottle.

Reviewed 1<sup>st</sup> May 2010.

#### **4.2.3 Infectious Diseases.**

Any occurrence of infectious disease requires that children be kept at home for the proscribed period- and until possible transmission of disease to others has been eliminated.

Families should notify staff immediately if a child or sibling is diagnosed as having an infectious disease. This is particularly important, as there is always the possibility of a staff member or another parent /guardian being pregnant.

A Medical Certificate is required to confirm the child is no longer contagious before returning to the centre.

Families are to be notified of any case of infectious disease in your room **via a dated notice on the front door of the Centre and on the door of the Room.**

Refer to the Policy No. 28 Illness and Injury Policy for more detailed information.

#### **4.2.4 Immunised Children.**

Details of the child's immunisation are required on enrolment. These details should be updated as necessary. Families will be asked to complete update forms every 12 months, the Centre will provide up to date information to parents on immunisation via newsletters and information board in the Foyer.

#### **4.2.5 Non Immunised Children**

Whilst the Centre does not exclude children who have not been immunised from enrolment at the Centre, they will be excluded from care upon confirmation of outbreak of infectious diseases at the Centre. Fees will be payable during this period of exclusion. The well-being of children is of highest priority in the Centre, and children must not attend the Centre if they are unwell. Children whose immunisations have lapsed, will be deemed to be unimmunised. We realise that keeping a child away from the Centre is difficult where both parents are working. - revised March 2011.

Immunisation protects children against harmful infections before they come into contact with them in the community. Our Centre supports and promotes the immunisation of children according to the ***Australian Standard Vaccination Schedule found at***

Refer: [http://www.mja.com.au/public/issues/180\\_10\\_170504/bur10901\\_fm.html](http://www.mja.com.au/public/issues/180_10_170504/bur10901_fm.html)

Refer to Policy No. 31 - Exclusion Policy for more information

#### **4.2.6 Accidents and serious illness \***

All staff should have First Aid training, if you do not have a current First Aid Certificate please organise with the Director to arrange training as soon as possible.

There are two levels of accident which we experience within the centre from time to time One is the day to day incidents, where a child will suffer a minor injury the other are more serious injuries or illnesses.

All minor incidents (scratches, bites etc.) must be recorded on an Accident Form and must be brought to the attention of the parents who must counter sign the Accident Form, either when they collect the child that day or on their next visit to the Centre. The Director also needs to be notified.

Should a more serious accident or illness occur which requires care the following procedure should be followed:

- The staff member on duty and supervising the child, should remain with the child and make the child as comfortable as possible.
- If the injury is deemed serious another staff member should immediately call the Centre Director to advise her of the situation.
- The Centre Director will assess the situation and if necessary dial 000
- The Director will contact the parents, or emergency contact person.
- If an Ambulance has been called the Director will instruct another staff member to unlock the front door for ease of access and that person will also be required to ensure that the Ambulance arrives quickly.
- Once the matter has been handled by Ambulance or other staff, room staff are required to record all data in the Accident Form.
- Under the Regulations if any child is hurt whilst at the centre and requires or receives medical treatment for the injury within 24 hours after the incident, we are obliged to report to DEECD in writing of the event. DEECD will then investigate the incident to determine whether staff at the centre have been negligent.

### 4.3.1 Asthma

Asthma management should be viewed as a shared responsibility. Whilst we recognise our duty of care towards children with asthma during their time in care, the responsibility for ongoing asthma rests with the child's family and physician.

It is generally accepted that children under the age of 6 years do not have the skills and ability to recognise and manage their own asthma effectively. It is therefore the responsibility of staff to have the knowledge and skills to treat asthma symptoms with appropriate first aid procedures. The onset of asthma can occur at any time. Any attack is potentially life threatening and should be taken seriously.

The asthma policy does not ask staff to diagnose what is causing the difficulty. It simply asks that they treat the symptoms with first aid procedures.

The parent of an asthmatic child is to clearly nominate in writing two staff members, who are generally responsible for the child and the correct procedure for the administration of asthma medication. In addition to this the parent is to sign a Medication Permission Form as with other medications.

Any changes to the standard procedures are to be advised to the staff members by the parent under doctor's directions. A letter stating procedures is to be provided by the parent.

At enrolment, parents are to complete an Asthma Emergency Plan, which is to list the procedure if the child has an attack whilst at the centre. This should take into account factors such as parents travelling time from the centre, location of the child's physician, the severity of the child's condition and the symptoms the child may show leading up to an attack. Alternatively, a letter from the child's physician stating the emergency procedure may be provided instead.

Recording of an asthma attack should occur as per the incident/injury/illness book and any medication administered is recorded as per the medication book.

#### **Asthma Awareness**

Staff should be aware of children with asthma in their care and have knowledge of the symptoms, triggers and treatment procedures for each child.

Children with asthma should be given the same opportunity as other children in care.

**Resources** -For more information and resources, please contact

Asthma Victoria on (03) 9326 7088 or 1800 645 130.

Please refer to Policy No. 16 Asthma Policy in the Policy Manual.

### 4.3.2 Anaphylaxis

This children's service believes that the safety and wellbeing of children who are at risk of anaphylaxis is a whole-of-community responsibility. The service is committed to:

- providing, as far as practicable, a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the children's program and experiences.
- raising awareness about allergies and anaphylaxis amongst the community and children in attendance.
- actively involving the parents/guardians of each child at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for their child.
- ensuring each staff member and other relevant adults have adequate knowledge of allergies, anaphylaxis and emergency procedures.
- facilitating communication to ensure the safety and wellbeing of children at risk of anaphylaxis.

**Please review our detailed Anaphylaxis Policy in the Policy Handbook.**

## 4.4 Sleep Routines and Settling

### Sleep Routine

Children's shoes and excessive clothing should be removed at sleep/ rest time to allow the children to be comfortable at all times. **Children should not be made to stay in their beds if they do not wish to lie down.** Quiet activities will be provided as an option to sleep.

Children differ in their sleep requirements. Some children may go to sleep and sleep for long periods others may only require lying quietly without sleeping at all. Staff must ensure that children are put to bed with their favourite toy, bottle, dummy etc. in a quiet and relaxed atmosphere. There is no need for excessive adult contact e.g. head rubbing, patting etc. Individual needs of each child must be considered at all times. All rooms have a copy of the sleep/rest policy which should be evaluated regularly by staff and parents for each room. Each room should have listed on display, a sleep and rest routine which has been addressed and evaluated by parents and staff.

Children in cots are not permitted to be rocked.

### Settling

To assist children who attend Sutherland Street Childcare and Kindergarten staff are required to pay particular attention to all new children and make both parents and child comfortable.

If possible the same care giver should greet the parent each time they visit. Parents are encouraged to say good bye to their children before leaving, however, if the farewell is distressing for the child, a staff member should intervene and support the child. All staff and **PARTICULARLY** qualified staff should maintain close ties with all new parents.

**These areas are covered in more detail in:**

Policy No. 32 Clothing and Comfort Policy and

Policy No. 29 Sleep and Rest Policy.

## 4.5 Toileting \*

### 4.5.1 Nappies

Nappies are provided free of charge to all children who attend the centre.

**Nappies are to be checked every half hour** and changed accordingly. This will also apply after home nappies are done. Staff within the room need to identify the times children are changed via the Nappy Change Chart in each room. Please ensure that you complete the Nappy Change Chart each time you change a child.

Children who are progressing through Toilet Training should be included on these Nappy Change Charts as they often need to have nappies whilst they are resting.

### **Procedures Nappy Change**

(Copies of this procedure are displayed in all Room where there are nappy changes)

- Wash your hands.
- Place Change paper on the change table.
- Always wear gloves when changing nappies.
- Remove the child's nappy and put it in a "hands-free" lidded bin.
- Remove any clothes with urine and/or faeces on them.
- Clean the child's bottom.
- Remove the change paper and put it in a "hands-free" lidded bin.
- Remove your gloves now, before you touch the child's clean clothes.  
(Remove gloves by peeling them back from your wrists, turning them inside out as you go. Do not let your skin touch the outer contaminated surface of the glove. Put the gloves in the bin)
- Dress the child. Wash and dry the child's hands, now you can hold the child close to you.
- Take the child away from the change table.
- Clean the change table with Germex and paper towel, paying particular attention to the mat, at the completion of each nappy change.
- Wash your hands.

### **4.5.2 Procedures-Toileting for Toilet Training and Toilet Trained Children.**

- Ask the parents to supply several changes of clothing.
- If soiled clothes, place in sealed plastic bag and attach to Child's bag to go home.(not inside -outside the bag)
- Soiled clothes will not be washed or rinsed at the Centre as washing soiled cloths could spread germs.'
- Help the child use the toilet
- Help the child wash and dry their hands.
- Ask older children if they have washed and dried their hands-- counting to 10 or singing a song as they do so.
- Explain to the child that washing their hands and drying them properly will stop germs that make them sick.
- Using a potty chair increases the risk of spreading disease. If a child can use a toilet this is preferable. If a child must use the potty, empty the contents into the toilet and wash the chair .
- Do not wash it in a sink used for washing hands.
- Spray with sanitising spray let it air dry.
- Then please wash your own hands.

Source: Staying Healthy in Childcare 4<sup>th</sup> Edition. 15 February 2011.

### **4.5.3. Nappy Bins**

Nappy Bins are to be emptied from the bathrooms at least once in the morning and again after lunch. Please tie up the bags to ensure that your room does not smell!

We would prefer you to empty the bins more rather than less, black liner bags are one of our cheapest items to supply. You could make a point of taking the dirty nappy bags out of the room when you have your breaks.

Clean bins mean that your room remains smelling fresh at all times.

#### **4.6 Hygiene \***

All staff are required to comply with Hand washing requirements posted in bathrooms and preparation areas throughout the Centre. Gloves are provided for staff when dealing with faeces, blood or vomit. Hepatitis A and Hepatitis B can be transferred through these substances and for both the child and staff members' protection, gloves MUST be used. All cloths, sheets, clothing etc. affected with blood should be kept separate and soaked in bleach or NapiSan solution for up to 24 hours before being washed. Dispose of paper towels and gloves in sealed plastic bags.

#### **4.7 Dental Program**

We encourage families to pursue good dental hygiene practices in the home and will support parents by providing information and discussions with children.

At the end of meal times children have a cup of water and fresh fruit.

Staff discuss the importance of this process for cleaning teeth with children. Parents should check with their local Council regarding a free dental service for all children over the age of 3 years.

(Created October 2006- Reviewed 1<sup>st</sup> May 2010)

(State Government of Victoria-Department of Human Service, Dental Health Unit)

Refer to Policy No. 21 Dental Policy for more information.

## Section 5: N.C.A.C.

National Childcare Accreditation Council

### **Quality Assurance in Children's Services**

NCAC was appointed by the Australian Government to administer the following Child Care Quality Assurance (CCQA) systems:

- Quality Improvement and Accreditation System (QIAS) for long day care centres

The broad objective of the CCQA systems is to ensure that children in care have stimulating, positive experiences and interactions that nurture all aspects of their development. The CCQA systems do this by defining quality child care, providing a way to measure the quality of care provided by the service and identifying areas for ongoing quality improvement.

While there are voluntary accreditation systems for children's services in other countries, the Australian systems are unique as they are the first CCQA systems in the world to be linked to child care funding through legislation and to be funded and supported by a Federal Government.

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### **C.C.Q.A. and Child Care Benefit**

CCQA is linked to Child Care Benefit payments received by services on behalf of the parents of children in their care. FDCQA is also linked to the Operational Assistance approval for family day care schemes. All services are required to register with NCAC and meet the requirements of the appropriate CCQA system in order to be eligible to receive Child Care Benefit.

Continued Child Care Benefit approval for services involves the service's compliance with the requirements of the CCQA five step process and its demonstrated commitment to maintaining a satisfactory standard of quality child care, including continuing improvement to the standard of care in accordance with the Quality Areas and Principles set out in the relevant *Quality Practices Guide*.

NCAC may report services that either fail to comply with or make satisfactory progress through CCQA to the Australian Government department responsible for administering Child Care Benefit.

The Secretary of the Department may impose sanctions on a service that has failed to meet its CCQA obligations. The sanctions may include suspending or cancelling a service's Child Care Benefit approval.

For more information see:-

[http://www.ncac.gov.au/about\\_ncac/qa\\_childrens\\_services.asp](http://www.ncac.gov.au/about_ncac/qa_childrens_services.asp)

## **Section 6: Food and Nutrition.**

All meals at Sutherland Street are prepared in our own kitchen on the day that they are served.

### **Breakfast** 6:30 am to 8:00am

Consists of cereal served into small portions with fresh milk, and/or wholemeal toast with Vegemite, honey jam and butter.

This is served with fresh milk or water which is poured into children's cups as required.

### **Morning Tea:** 10:00am-10:30am

Platters of assorted fresh fruit and/or vegetables (prepared fresh daily) served with fresh milk or water which is poured into the children's cups as required.

### **Lunch** 11:30am-12:00 noon

We serve a freshly prepared meal 5 days per week. Meals are delivered to children's rooms in covered dishes and served up to the children by room staff.

This meal is usually served with water which is poured into the children's cups as required.

### **Afternoon Tea:** 2:00pm-3:00pm

This consists of yoghurt and fruit, sandwiches, cakes, or biscuits.

This is served in with water which is poured into the children's cups as required.

### **Late Snack:** 5:45pm

Consists of cheese and biscuits, or fruit or biscuits or cakes or pop-corn.

This is served in with water which is poured into the children's cups as required.

### **Water \***

All rooms should have water available to all children at all times, both inside the room or outside during play.

### **Food Outside Meal Times**

As there are often children in the centre who are "picky" eaters, staff should be aware that if a child indicates that they are hungry outside of the formal meal times, staff are instructed to ensure that a light snack or piece of fruit is available to them by calling the kitchen with their request.

Our centre is audited by an external independent auditor who ensures that all staff comply with the necessary food handling requirements of a category 1 food establishment ( ie. clients are high risk).

## Section 7: Position Descriptions

The following are Job Descriptions provided for the information of all staff.

**POSITION DESCRIPTION:** Early Childhood Kindergarten Teacher

**Education Level:** 3 or 4 Year Degree in Early Childhood or approved equivalent.

**AWARD:** Educational Services (Teachers) Award 2010

**SALARY RANGE:** As per Award determination based on years of qualification.

**INTRODUCTION:** This Position Description and associated information should not be considered as comprehensive, complete and/or exhaustive in its description of responsibilities, criteria or outcomes. It is indicative only of the position.

The incumbent can and will be asked to undertake duties within their competencies, skills, abilities and training that may not be necessarily mentioned in this document.

The position incumbent should be aware that their position within Centre is dynamic.

Continuing development, change and improvement of processes, practices, knowledge, skills and behaviours is highlighted and expected by Kekeco Childcare Pty. Ltd.

People and jobs evolve and develop and this Position Description is intended to facilitate this (as a living document) and the incumbent's involvement in this process is a critical element.

### **FRAMEWORK IN WHICH THE POSITION FUNCTIONS:**

This position provides important and valued services that go towards achieving Kekeco Childcare Pty. Ltd's Philosophy, goals and objectives.

Kekeco Childcare Pty. Ltd. staff is a team of dedicated early childhood professionals, entrusted with the health and wellbeing of each child within the highest quality "learning through play" environment, whilst working in partnership with families and the community.

Kekeco Childcare Pty. Ltd. Also has stated Beliefs that defines the overall scope of activities:

- Each child has a right to live a full and productive life in a nurturing environment which builds confidence, friendship, security and happiness irrespective of their family circumstances and background.
- All children are given an equal opportunity but have differing talents and need to be supported within a safe, caring and nurturing educational environment.
- Adequate aims and objectives are incorporated for each individual child's needs.
- Our fun learning environment provides open ended experiences, allowing children to be in control of their creative expressions.
- We believe that multiculturalism is an awareness and acceptance of other backgrounds evolving under the umbrella of Australian culture.
- An awareness of healthy eating forms part of our Curriculum. The children are exposed to a wide variety of nutritionally balanced meals which take into account allergies and intolerances.
- Our Inclusion Policy engages in the positive approach that all children have equal access to our learning environment.
- All children are accepted regardless of gender or race.
- The individual needs of the children are integrated into the program.
- Kekeco Childcare early Childhood Educators staff have access to a variety of specialised services and resources.
- We also believe that the education of our staff is important and all staff are encouraged to further their education. By having regular (monthly) staff meetings and jointly attending training sessions such as First Aid, Food Handling and Anaphylaxis courses, ensures that all staff have current information from authorised authorities.

The above statements are the cornerstone of all Kekeco Childcare Pty. Ltd. activities.

Kekeco Childcare Pty. Ltd's Philosophy and Beliefs affect the cascading programs, objectives, outcomes and performance measures throughout the organisation.

All staff must be aware of and strive towards, achievement of Philosophy and Belief objectives at all times and in everything that they do whilst at the Centre.



**OBJECTIVE OF THE POSITION:**

1. Support and assist the Centre Director in the organisation and co-ordination of all areas of the Kindergarten room to ensure the smooth running of the centre in compliance with all directions set by Kekeco Childcare Pty. Ltd., the Department of Education and Early Childhood Development (Victoria) and any other statutory body.
2. To provide quality care and education for pre-school children in the age range of three to five years.

**REPORTING RELATIONSHIPS:**

REPORTS TO: Centre Director

DIRECT REPORTS: Room Assistant/s, Volunteers

**STRUCTURE AND ROLE OF THE DEPARTMENT:**

Kekeco Childcare Pty. Ltd. operates kindergartens operate 4 year old Government Funded Kindergartens located in Long Day Care Centres, which are responsible for enhancing the quality of life and well being of individuals and the community through the planning, development, support and provision of accessible and culturally appropriate childcare and Kindergarten services.

The 4 year old Kindergarten in each centre is responsible for providing accessible, affordable and quality children's services to meet the developmental, cultural and special needs of individual children.

**DETAILS OF MAJOR TASKS:**

1. Research new and innovative ideas that may be incorporated into our program...
2. Comply with all directions set by the Department of Education and Early Childhood Development and Kekeco Childcare Pty. Ltd.
3. Provide quality, safe care and education for pre-school children.
4. Plan and structure learning in both indoor and outdoor environments using a variety of materials and equipment to facilitate children's development.
5. Provide a variety of experiences and activities to develop motor skills, cooperative social skills, confidence and understanding.
6. Provide a flexible program that allows for differences in children's abilities developmental levels and needs.
7. Promotes language development through storytelling, role play, songs, rhymes and informal discussions held individually or within groups.
8. Observes children to evaluate their progress and to detect signs of ill health, emotional disturbance or other disabilities.
9. Observes nutritional health, welfare and safety needs of children and identifies factors which may impede children's progress.
10. Ensure developmental records are maintained on each child and that these form a basis of programming for individual needs.
11. Be responsible for maintaining a high standard of hygiene and cleanliness in the centre by applying infection control measures and undertaking cleaning duties as required.
12. Encourage each child to become secure and independent in an environment other than his/her home.
13. Integrate special needs children into the normal pre-school program, including working harmoniously and efficiently with special needs worker and support personnel from external services where necessary.
14. Arrange and carry out excursions and entertainment to compliment the pre-school program.
15. Select the most appropriate play materials, equipment books, educational aids and all other articles to promote and maintain the high quality of care and education provided by the centre.
16. Research all material that is appropriate for self-improvement and the development of the program.
17. Attend relevant in-service courses to extend knowledge in all areas of early childhood education and management.
18. Comply with the Quality Improvement and Accreditation System to maintain high quality care and education.
19. Encourage staff discussions on new ideas, programming, selection of equipment, philosophies of teaching etc, in order that the kindergarten achieves the highest possible standard of operation.

20. Supervise student teachers in placement, volunteer and casual staff and delegate appropriate duties.
21. Liaise with the appropriate institutions regarding students' attendance and progress.
22. Establish positive relationships with parents so they are comfortable discussing all aspects of the care and education of their children.
23. Discuss with parents formally and informally any aspect of the education and progress of their children and refer to relevant agencies or other people as required.
24. Help parents understand the purpose and operation of the program through formal and informal means.
25. Ensure families are given the opportunity to provide feedback about the care and education of the child in a range of ways i.e. suggestion box, informal discussion and biannual satisfaction surveys.
26. Communicate formally to parents on current child developmental issues children or family needs, aspects of the organisation and future development of the service.
27. When necessary share the workload of the Centre by undertaking any designated duties normally carried out by the Director.
28. Implement the Early Years Learning Framework and complete the Transition to School assessments for all children enrolled in 4 Year Old Kindergarten who will transition to Primary School at the end of each year.

### **DELEGATIONS:**

- Authorisation of expenditure of room budget
- Ability to direct room staff and relieving staff.

### **INTERNAL AND EXTERNAL COMMUNICATIONS**

#### **INTERNAL**

- Centre staff.
- Management.

#### **EXTERNAL**

- Parents / Families
- Services as required.
- State and Federal Government Departments
- Commercial Organisations
- Professionals as required

### **Responsibility**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; frequent climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 34% sitting, 33% walking, and 33% standing. The job is performed under some temperature extremes and some hazardous conditions.

### **Education**

High School Certificate or equivalent.

**Experience** Job related experience is preferable

**Education Early Childhood** Degree or equivalent

### **Required Certificates & Licenses**

Current First Aid Level 2 Certificate, Current Working with Children Certificate, Current CPR and Anaphylaxis Certificates

### **Continuing Education /Training**

Further Early Childhood studies including Master or similar.

## **POSITION DESCRIPTION: Early Childhood Educator- Qualified Room Leader**

**Education Level:** Diploma in Children's Services or equivalent (see below)

**AWARD:** Children's Service Award 2010 Level

**SALARY RANGE:** Usually within Level 4.

### **Definition:**

The following is an extract from Victorian Government Gazette No. S 275 11 August 2009

Which outlines the training levels required for a staff member to be Qualified.

### *"QUALIFIED STAFF MEMBER – CHILDREN'S SERVICE*

*Regulation 5(1) of the Children's Services Regulations defines a qualified staff member as a staff member who –*

- 1) is a teaching staff member; or*
- 2) has successfully completed one of the following qualifications that has been approved by the Secretary under sub regulation (2)(a) –*
  - a) a 2 year full-time, or part-time equivalent, post secondary early childhood qualification;*
  - (b) in the case of an outside school hours care service, a 2 year full-time or part time*
- 3) equivalent, post secondary child care or youth recreation qualification; or*
- 4) holds a qualification the Secretary is satisfied is substantially equivalent or superior to a*
- 5) qualification referred to in paragraph (b); or*
- 6) in the case of an outside school hours care service, holds a primary school teaching*
- 7) qualification.*

*I, Prof. Peter Dawkins, Secretary of the Department of Education and Early Childhood Development, hereby approve each of the following qualifications contained in the attached schedule (Schedule 3) under Regulation 5(2) (a) in respect of sub regulation b (ii) of the definition of qualified staff member in Regulation 5(1) of the Children's Service Regulations 2009 for employment in an outside school hours care service.*

### **INTRODUCTION:**

This Position Description and associated information should not be considered as comprehensive, complete and/or exhaustive in its description of responsibilities, criteria or outcomes.

It is indicative only of the position. The incumbent can and will be asked to undertake duties within their competencies, skills, abilities and training that may not be necessarily mentioned in this document.

The position incumbent should be aware that their position within Centre is dynamic.

Continuing development, change and improvement of processes, practices, knowledge, skills and behaviours is highlighted and expected by Kekeco Childcare Pty. Ltd.

People and jobs evolve and develop and this Position Description is intended to facilitate this (as a living document) and the incumbent's involvement in this process is a critical element.

### **FRAMEWORK IN WHICH THE POSITION FUNCTIONS:**

This position provides important and valued services that go towards achieving Kekeco Childcare Pty. Ltd's Philosophy, goals and objectives.

Kekeco Childcare Pty. Ltd. staff are a team of dedicated early childhood professionals, entrusted with the health and wellbeing of each child within the highest quality "learning through play" environment, whilst working in partnership with families and the community.

Kekeco Childcare Pty. Ltd. also has stated beliefs that defines the overall scope of activities:

- Each child has a right to live a full and productive life in a nurturing environment which builds confidence, friendship, security and happiness irrespective of their family circumstances and background.
- All children are given an equal opportunity but have differing talents and need to be supported within a safe, caring and nurturing educational environment.
- Adequate aims and objectives are incorporated for each individual child's needs.
- Our fun learning environment provides open ended experiences, allowing children to be in control of their creative expressions.

- We believe that multiculturalism is an awareness and acceptance of other backgrounds evolving under the umbrella of Australian culture.
- An awareness of healthy eating forms part of our Curriculum. The children are exposed to a wide variety of nutritionally balanced meals which take into account allergies and intolerances.
- Our Inclusion Policy engages in the positive approach that all children have equal access to our learning environment.
- All children are accepted regardless of gender or race.
- The individual needs of the children are integrated into the program.
- Kekeco Childcare staff have access to a variety of specialised services and resources.
- We also believe that the education of our staff is important and all staff are encouraged to further their education. By having regular (monthly) staff meetings and jointly attending training sessions such as First Aid, Food Handling and Anaphylaxis courses, ensures that all staff have current information from authorised authorities.

The above statements are the cornerstone of all Kekeco Childcare Pty. Ltd. activities. Kekeco Childcare Pty. Ltd's Philosophy and Beliefs affect the cascading programs, objectives, outcomes and performance measures throughout the organisation.

All staff must be aware of, and strive towards, achievement of Philosophy and Belief objectives.

### **OBJECTIVE OF THE POSITION:**

1. Support and assist the Centre Director in the organisation and co-ordination of all areas of the particular room where you have been appointed as Room Leader and to ensure the smooth running of the centre in compliance with all directions set by Kekeco Childcare Pty. Ltd., the Department of Education and Early Childhood Development (Victoria) and any other statutory body.
2. To provide quality care and education for pre-school children in the age range of 6 weeks to five years.

### **REPORTING RELATIONSHIPS:**

REPORTS TO: Centre Director.

DIRECT REPORTS: Room Assistant/s, Volunteers

### **STRUCTURE AND ROLE OF THE DEPARTMENT:**

Kekeco Childcare Pty. Ltd. operates Long Day Care Centres, which are responsible for enhancing the quality of life and well being of individuals and the community through the planning, development, support and provision of accessible and culturally appropriate childcare and Kindergarten services.

The programs created for the children in our centres should provide accessible, affordable and quality children's services to meet the developmental, cultural and special needs of individual children.

### **DETAILS OF MAJOR TASKS:**

1. Research new and innovative ideas that may be incorporated into our programs...
2. Comply with all directions set by the Department of Education and Early Childhood Development and Kekeco Childcare Pty. Ltd.
3. Provide quality, safe care and education for all children in the care of staff within the room.
4. Plan and structure learning in both indoor and outdoor environments using a variety of materials and equipment to facilitate children's development.
5. Provide a variety of experiences and activities to develop motor skills, cooperative social skills, confidence and understanding.
6. Provide a flexible program that allows for differences in children's abilities developmental levels and needs.

7. Promote language development through storytelling, role play, songs, rhymes and informal discussions held individually or within groups.
8. Observe children to evaluate their progress and to detect signs of ill health, emotional disturbance or other disabilities.
9. Observe nutritional health, welfare and safety needs of children and identify factors which may impede children's progress.
10. Ensure developmental records are maintained on each child and that these form a basis of programming for individual needs.
11. Be responsible for maintaining a high standard of hygiene and cleanliness in the room and the centre by applying infection control measures and undertaking cleaning duties as required.
12. Encourage each child to become secure and independent in an environment other than his/her home.
13. Integrate special needs children into the normal program, including working harmoniously and efficiently with special needs workers and support personnel from external services where necessary.
14. Arrange and carry out excursions and entertainment as appropriate to the age of children within your room.
15. Select the most appropriate play materials, equipment, books, educational aids and all other articles to promote and maintain the high quality of care and education provided by the centre.
16. Research all material that is appropriate for self-improvement and the development of the program.
17. Attend relevant in-service courses to extend your knowledge in all areas of early childhood education and management.
18. Comply with the Quality Improvement and Accreditation System to maintain high quality care and education.
19. Encourage staff discussions on new ideas, programming, selection of equipment, philosophies of teaching etc, in order that the kindergarten achieves the highest possible standard of operation.
20. Supervise students on placement, volunteer and casual staff and delegate appropriate duties.
21. Establish positive relationships with families so they are comfortable discussing all aspects of the care and education of their children.
22. Discuss with families formally and informally any aspect of the education and progress of their children and refer to relevant agencies or other people as required.
23. Help families understand the purpose and operation of the program through formal and informal means.
24. Ensure families are given the opportunity to provide feedback about the care and education of the child in a range of ways i.e. suggestion box, informal discussion and biannual satisfaction surveys.
25. Communicate formally to families on current child developmental issues children or family needs, aspects of the organisation and future development of the service.
26. When necessary share the workload of the Centre by undertaking any designated duties normally carried out by the Director.
27. Implement the Early Years Learning Framework and complete the requirements of National Quality Framework as it applies to your room.

#### **DELEGATIONS:**

- Authorisation of expenditure of room budget
- Ability to direct room staff and relieving staff.

#### **INTERNAL AND EXTERNAL COMMUNICATIONS**

##### **INTERNAL**

- Centre staff.
- Management.

##### **EXTERNAL**

- Parents / Families
- Services as required.
- State and Federal Government Departments
- Commercial Organisations

- Professionals as required

### **Responsibility**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; frequent climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 34% sitting, 33% walking, and 33% standing. The job is performed under some temperature extremes and some hazardous conditions.

### **Education**

High School Certificate or equivalent.

**Experience** Job related experience is preferable

**Education Early Childhood Education Diploma or equivalent**

### **Required Certificates & Licenses**

Current First Aid Level 2 Certificate, Current Working with Children Certificate, Current CPR and Anaphylaxis Certificates

### **Continuing Education /Training**

Further Early Childhood studies including Advanced Diploma and or Degree.

### **POSITION DESCRIPTION: Early Childhood Educator- Room Assistant**

**Education Level:** Certificate III in Children's Services or equivalent or be studying for similar.

**AWARD:** Children's Service Award 2010

**SALARY RANGE:** Within the Range of Level1 to Level 3 depending on training.

### **Purpose Statement:**

An Early Childhood Assistant's role is to assist with the planning of and directing age-appropriate activities of children enrolled in the room program; supporting senior staff with assigned activities and assisting in maintaining a clean, safe and friendly room environment for the children and their families.

### **Essential Functions**

Instructs children between the ages 6 weeks to five years in a setting of consistent high level child development for the purpose of demonstrating age appropriate activities.

- Intervenes in behavioural incidents and potentially hazardous situations for the purpose of assisting children in modifying inappropriate behaviour and/or developing successful interpersonal skills.

- Monitors children in various activities (e.g. snack time, group or individual play, etc.) for the purpose of providing a safe and positive learning environment.

- Monitors children's behaviour for the purpose of ensuring children's compliance to established room rules and maintaining a safe and positive learning environment.

- Regularly participates in various meetings (e.g. staff development, staff meetings, etc.) for the purpose of sharing information and/or improving ones skills and knowledge.

Assists the Room Leader with planning and observing age appropriate program activities (e.g. games, art, music, etc.) for the purpose of addressing the individual needs of the children.

- Responds to inquiries for the purpose of providing requested information or referring to appropriate resources.

### **Other Functions**

- Administers first aid to children as may be required for the purpose of meeting immediate health care needs.

Assists other early childhood educators both in the room and outside the room, as may be required for the purpose of supporting them in the completion of their work activities.

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### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

Skills are required to perform multiple, non-technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include adhering to Children's Services Regulations 2010, Children's Services Act 1996, safety practices; and administering first aid.

Knowledge is required to perform basic math, including calculations using fractions, percentages, and/or ratios; read a variety of documents and stories, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge required to satisfactorily perform the functions of the job includes: stages of child development; age appropriate activities and positive reinforcement and assertive discipline practices.

Assist in the implementation of programs under supervision.

Assist in the implementation of daily care routines.

Develop awareness of and assist in maintenance of the health and safety of the children in care

Give each child individual attention and comfort as required.

Understand and work according to the Centre's Policies and Procedures.

Responsible for food preparation and/or presentation, cleaning, gardening or general maintenance under the guidance of the Director; and or Room Leader and demonstrate knowledge of hygienic handling of food and equipment.

ABILITY is required to schedule activities, meetings, and/or events; collate data; and use basic, job-related equipment. Ability is also required to work with a significant diversity of individuals and/or groups; work with specific, job-related data; and utilize specific, job-related equipment. In working with others, problem solving is required to identify issues and create action plans.

FLEXIBILITY is required to independently work with others in a wide variety of circumstances; work with data utilising specific, defined processes; and operate equipment using defined methods.

Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited.

Specific abilities required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups including other staff and families; fostering positive relationships; maintaining confidentiality; working as part of a team.

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources

from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the Organization's services.

**Responsibility**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; frequent climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 34% sitting, 33% walking, and 33% standing. The job is performed under some temperature extremes and some hazardous conditions.

**Education**

High School Certificate or equivalent.

**Experience** Job related experience is preferable

**Education Early Childhood Education Certificate III or be studying for same.**

**Required Certificates & Licenses**

Current First Aid Level 2 Certificate, Current Working with Children Certificate, Current CPR and Anaphylaxis Certificates

**Continuing Education /Training**

Further Early Childhood studies including Diploma and or Degree level.



Section 8: Public Holidays

**Gazetted Public Holidays**

<b>Event</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>New Year's Day</b>	Friday 1 January	Monday 3 January in addition to Saturday 1 January	Sunday 1 January in addition to Saturday 1 January
<b>Australia Day</b>	Tuesday 26 January	Wednesday 26 January	Thursday 26 January
<b>Labour Day</b>	Monday 8 March	Monday 14 March	Monday 12 March
<b>Good Friday</b>	Friday 2 April	Friday 22 April	Friday 6 April
<b>Easter Saturday</b>	Saturday 3 April	Saturday 23 April	Saturday 7 April
<b>Easter Monday</b>	Monday 5 April	Monday 25 April	Monday 9 April
<b>ANZAC Day</b>	Monday 26 April substitute for Sunday 25 April	Tuesday 26 April substitute for Sunday 25 April	Wednesday 25 April
<b>Queen's Birthday</b>	Monday 14 June	Monday 13 June	Monday 11 June
<b>Melbourne Cup Day</b>	Tuesday 2 November	Tuesday 1 November	Tuesday 6 November
<b>Christmas Day</b>	Monday 27 December substitute for Saturday 25 December	Tuesday 27 December substitute for Sunday 25 December	Tuesday 25 December
<b>Boxing Day</b>	Sunday 26 December and Tuesday 28 December*additional day	Monday 26 December	Wednesday 26 December

**Section 9: Kindergarten Term Dates**

Kindergarten term dates
<b>2010</b>
Term 1 27 January to 26 March
Term 2 12 April to 25 June
Term 3 12 July to 17 September
Term 4 4 October to 17 December
<b>2011</b>
Term 1: 1 February to 8 April
Term 2*: 27 April to 1 July * (25 April is Easter Monday - a public holiday - as well as ANZAC Day. 26 April is a public holiday in lieu of ANZAC Day)
Term 3: 18 July to 23 September
Term 4: 10 October to 22 December
<b>2012</b>
Term 1: 1 February to 30 March
Term 2: 16 April to 29 June
Term 3: 16 July to 21 September
Term 4: 8 October to 21 December

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