Catholic **Early EdCare**

WATCH THEM GROW

INFORMATION HANDBOOK

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GLOSSARY OF TERMS

Parent	Primary care provider, secondary care provider, foster carer, extended family carer, government appointed carer or other recognised carer
OECEC	Office for Early Childhood, Education and Care
OSHC	Outside school hours care
LDC	Long day care
Kindy	Kindergarten
CCS	Child Care Subsidy
P&F	Parents and Friends Association
NQF	National Quality Framework
CPR	Cardio pulmonary resuscitation
ACECQA	Australian Children's Education and Care Quality Authority

USEFUL NUMBERS

Early Childhood Education and Care

13 QGOV (137 468)

Department of Education

13 QGOV (137 468)

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WELCOME

WELCOME TO CATHOLIC EARLY EDCARE

At Catholic Early EdCare our aim is to help all children grow and blossom. We do this by incorporating the latest early education research and practice into our programs and creating spaces where children can connect, grow and discover.

Across over 127 services we work with families to watch their children grow from six weeks to school aged. As a faith-based organisation we recognise the value of diversity and welcome all families within our community. We work with Brisbane Catholic Education, local schools and parishes to provide child care services, including long day care, kindergarten and outside school hours care, to meet the needs of our local communities. Our educators are committed to supporting children to grow socially, individually, respectfully, spiritually, creatively and confidently, through our play-based programs.

Each service is supported by an Area Manager from Catholic Early EdCare, who works closely with the Service Leader to ensure compliance with current legislation and the delivery of a quality program.

The Area Manager supports the Service Leader through regular visits, mentoring and guidance. You are able to contact your service's Area Manager if you have any concerns.

We hope the information in this handbook assists you and your family with the transition into our service.

The policies and procedures under which all Catholic Early EdCare services operate are available on our website, www.catholicearlyedcare.qld.edu.au

For your reference a copy of the legislation, our services operate under, the *Education and Care Services National Act 2010* and the *Education and Care Services National Regulations 2011*, are available to all parents at the child care service.



ACKNOWLEDGEMENT OF COUNTRY

Catholic Early EdCare acknowledges the Traditional Owners of the lands on which our services operate. We pay respect to the Elders – past, present, and emerging- and commit to increasing our awareness and sensitivity to the 'first peoples' who lived on these lands.

Holy Spirit,

We invoke your blessing on this country and on us.

We acknowledge the Traditional Custodians and Elders,

and all Aboriginal and Torres Strait Islander peoples,

those who once lived here

and into whose sacred space our

forebears came,

changing forever an older way of life.

Bless us and bless their descendants.

Help us to join our hands and

hearts together.

Help us to heal one another and the land,

so that our lives may flow with harmony

and deep respect.

Amen.

Adapted from "Sanctuary, Where Heaven Touches Earth", Trisha Watts & Gabrielle Lord Willow Publications 2000

WATCH THEM GROW

At Catholic Early EdCare our aim is to help your child blossom and grow; individually, socially, spiritually, creatively, respectfully and confidently. We do this by putting the latest early years development research and practice into our programs and creating spaces where children can connect, grow and discover.

INDIVIDUALLY

Children have a lot in common, but it's the sparks of individuality that often shine a light on how they learn and how we can best help them grow. Our educators commit to understanding each child, celebrating their differences and supporting them to develop in the ways that suit them best.

CREATIVELY

Children use creativity and curiosity as tools to explore and learn about their world. So the first thing we do is provide an environment that encourages children to express themselves. We will support your child to share their interests and talents with us so we can nurture their development with programs and play spaces that capture their imagination.

SOCIALLY

How children form relationships can influence their short-term and lifelong opportunities. Our educators pay careful attention to how your child socialises and will help them develop the skills to make friends, get along with others and feel comfortable in group settings. They will model respectful and kind relationships, support your child to develop their own strategies for managing conflict and ease them into settings where they lack confidence.

CONFIDENTLY

Confidence comes when the things that are important to us are respected. So our educators will get to know your child and give them every opportunity to grow and develop at their own pace.

SPIRITUALLY

Children are innately spiritual and spirituality plays an important role in self-discovery and learning. As a faith-based organisation we respect and nurture the spirituality and different faiths of those within our care.

RESPECTFULLY

Respect for our children, and teaching them respect for themselves and the people and things around them, helps them grow. We show respect for children by recognising their individuality and giving them a 'voice' in their day to day programs.

The early years of education and care are the foundation for every child's future. At Catholic Early EdCare, we see the early years as an opportunity to instil in children a love of learning and self-discovery that will continue. In this way we share the aspirations of all families to watch their children grow.

Catholic Early EdCare is part of Centacare Brisbane and the Archdiocese of Brisbane. This network of community services is here to support families in many ways. To find out more about the family support services available through Centacare speak to your Service Leader.

Enrolment and orientation

ENROLMENT

Catholic Early EdCare, as the Approved Provider of the service, is required to maintain a record of each child to ensure safe and appropriate compliance with legislation.

An annual re-enrolment is to be completed prior to the commencement of each new year.

It is important that all information is updated regularly and communicated to the service in writing. Bookings are essential. Limitation on vacancies is dictated by approved capacity of the service (maximum number of children they can have in care) and staffing availability.

ORIENTATION

During the enrolment and orientation process the service and family work together to achieve the best outcome and a smooth transition for all children and the service as a whole.

During orientation families and staff will discuss the individual needs and interests of the child and their care arrangements required. During an orientation visit or on their first day your child will be introduced and welcomed to the group.

Staff will assist all new children to settle in, ensuring they feel welcome and become confident and comfortable with the environment and their peers as soon as possible. All Catholic Early EdCare services have an open door policy and encourage families to spend time with their children in the service.

At all times families and children are encouraged to ask questions, provide feedback and offer suggestions about the service and its program.

Further information and enrolment and orientation policy documents are available upon request.

Please Note: the service will endeavour to access an interpreter service during the enrolment and orientation process if required.

OUTSIDE SCHOOL HOURS CARE

Children can attend Outside School Hours Care from 1st January in the year they start Prep (proof of enrolment for Prep is to be provided with enrolment application).

Children may enrol in any component of the service; before school care, after school care or vacation care.

LONG DAY CARE

The service typically provides education and care for children from six weeks to school age and includes a government approved kindergarten program. The service may also provide before and after school care for school aged children.

PRIORITY OF ACCESS GUIDELINES

All child care providers are asked to consider prioritising children who are:

- at risk of serious abuse or neglect
- the child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

This reflects the Australian Government's intention to help families who are most in need, and support the safety and wellbeing of children at risk in accordance with the Framework for Protecting Australia's Children 2009 - 2020.

Enrolment and orientation

Catholic Early EdCare's additional priorities for placement, at the time of enrolment, include:

- siblings of children already enrolled at the service
- children attending the Catholic school.

FEE SUBSIDIES
CHILD CARE SUBSIDY (CCS)

Services eligible for CCS are required to register all children enrolled and attending care in the Child Care Subsidy System (CCSS). This system processes CCS claims for eligible parents/carers.

Under this system, eligible families will need to provide the parent/carer and child CRN (Customer Reference Number) and DOB (date of birth) for Catholic Early EdCare to validate eligibility in the system and charge reduced fees, where applicable. It is essential the information provided to us precisely matches that stored by Centrelink. Any discrepancies will lead to the service being unable to process your family's CCS claim and unable to ensure the appropriate reduction in your fees.

It is important to note that stand-alone kindergartens are not an eligible service for CCS.

KINDERGARTEN

Children who turn four years of age before 30th June in the year prior to starting school can attend kindergarten.

Younger children (minimum three years of age) may participate in a kindergarten program where vacancies exist but are not eligible for QKFS subsidies. Priority must be given to children of kindergarten age before a place can be offered to a younger child.

PRIORITISING ACCESS TO KINDERGARTEN PLACES

Catholic Early EdCare kindergartens promote fair and equitable access to a kindergarten program, including for those children who face barriers to participation. As such, priority will be given to those children who meet the age and government funding requirements at the time of enrolment.

ADDITIONAL FEE SUPPORT

The Queensland Government provides a range of subsidies to approved kindergarten program providers through the Queensland Kindergarten Funding Scheme (QKFS) to reduce the out-of-pocket expenses for families. This funding is provided to services running an approved kindergarten program in both a stand-alone kindergarten setting and a long day care centre.

QKFS Plus Kindy Support provides additional support to eligible families to help them access low or no-cost kindergarten and is explained in detail below.

QKFS PLUS ELIGIBILITY

To be eligible for QKFS Plus Kindy Support a family must meet one of the criteria below:

- The family, or the child, must present a current Australian Government Health Care Card (HCC), Veterans Affairs Card or Australian Government Pension Concession Card with automatic HCC entitlements or formal communication, such as a letter, from the relevant agency stating the intent to issue a HCC. Foster families with a HCC may also claim the subsidy.

Enrolment and orientation



- The child is Aboriginal or Torres Strait Islander and the family chooses to identify them as such on their enrolment form.
- The family has three or more children of the same age, enrolled in the same year. QKFS Plus Kindy Support is available for each child enrolled in a program.

QKFS Plus Kindy Support can only be claimed once per child regardless of how many of the above criteria they meet.

Provided the child/family meets the eligibility requirements for QKFS Plus Kindy Support at any point during the semester they are entitled to funding for the full semester.

ENROLMENT IN MULTIPLE KINDERGARTEN PROGRAMS

Each kindergarten-eligible child can only access funding at one government approved kindergarten at a time.

REFUGEE AND ASYLUM SEEKER EARLY CHILDHOOD PILOT

The Refugee and Asylum Seeker Early Childhood Pilot (RASEC) is currently being delivered in targeted locations by the department in partnership with Multicultural Australia Ltd and Access Community Services Ltd. This initiative is helping to support families from refugee and asylum seeker backgrounds, who are experiencing financial vulnerability, to participate in kindergarten.

Families from refugee and asylum seeker backgrounds who enrol their child in an approved kindergarten program at a kindergarten or long day care centre are eligible to receive the QKFS standard subsidy, and those families will also receive the QKFS Plus Kindy Support in cases where they meet the criteria outlined. Families who are participating in the RASEC Pilot are also eligible to receive additional financial support of up to $1,000 per year to reduce their out-of-pocket costs not fully met by the QKFS standard subsidy and QKFS Plus Kindy Support.

Each child who is eligible for the RASEC Pilot will be provided with a unique Kindergarten Participation Code from either Multicultural Australia Ltd or Access Community Services Ltd. Families must provide this code when they enrol at either a kindergarten or long day care centre to be eligible to receive the additional $1,000 support.

Bookings, Absences and Cancellations

BOOKINGS

Catholic Early EdCare endeavours to provide all available support to families and children. In order to maximise availability of child care places, parents and carers are asked to notify services in writing of changes to care requirements in particular a reduction in care required or a request for additional or altered days of care. This applies to both permanent and casual bookings.

A permanent booking is where a child is enrolled on an ongoing basis for a session or multiple sessions of care.

A casual booking is where an enrolled child attends on an irregular basis or attends additional sessions on an irregular basis (access to casual bookings depends on vacancies and absences).

ABSENCES

Child Care Subsidy is paid for up to 42 absence days per child each financial year. After 42 days CCS will only be received for an absence if the parent or carer provides evidence that the absence was for a permitted circumstance, as defined by the Government.

In order for CCS to be received for absences, parents must acknowledge their child's absence through the online enrolment system (Xplor).

For information on allowable absences and permitted circumstances for additional absences visit www.humanservices.gov.au

CANCELLATIONS AND ALTERATIONS

If you wish to cancel or alter a permanent booking you must submit the cancellation or alteration request in writing, giving a minimum of one weeks' notice. All current bookings remain in place until services receive written cancellation.

Should the service need to cancel an enrolment, the service will follow the cancellation of an enrolment procedure as per the Fees and Account Management Policy and the Enrolment, Orientation and Booking Policy.

If you cancel a booking, your child must attend their final day of care in order to claim CCS, if they do not attend and CCS cannot be claimed full fees will be charged. Following enrolment and selection of a start date, any absences prior to a child's first day in attendance will also attract full fees, with no CCS.

LONG DAY CARE

- Please notify the centre before 9.30am each day if your child will be absent. If the service has not received information from your family regarding your child's absence for two weeks, the child will be regarded as having left the service (and CCS may not be payable).

KINDERGARTEN

- All fee payments are to be made by Xpay.
- Full fees are charged for all absences.
- For standalone or sessional kindergartens fees are charged at the beginning of each kindergarten term, for that term.
- Fees are required to be paid in full prior to the end of the term.

Bookings, Absences and Cancellations

OUTSIDE SCHOOL HOURS CARE

- Notice is required if children are unable to attend on a booked day. A Non Communication Fee will be charged to families if the service does not receive prior notice that the child will be absent. This fee is charged because when a child is unaccounted for and the service hasn't been notified of an absence, the staff must confirm the child's whereabouts which can take some time.



FEE INFORMATION

- Fee payment information is available in the fee schedule that services provide to families, as well as in the Fees and Accounts Management Policy available on the website.



CENTRE PROCEDURES

SIGN IN AND SIGN OUT

All children are to be signed in and out by an authorised person, as listed on the enrolment form. Sign in and out occurs using an electronic device provided by the service.

Once a child is signed into care by an authorised person the service assumes responsibility for the child. When the child is signed out by an authorised person they are assuming responsibility for the child.

Staff ensure that children are only collected by an authorised person. If there are any changes to the list of authorised persons parents / carers will be asked to put the request for change in writing.

For further information please refer to the Arrivals and Departures Policy.

EXCURSIONS

Services may run excursions in their local and wider community. These excursions extend on the service's program offering new learning experiences and the opportunity for children to engage in different social contexts and interact with new groups of people. When planning these excursions the age, interests and abilities of the children involved are considered.

An excursion is an experience outside of the grounds and jurisdiction of the service. On an excursion, the staff/ child supervision ratio is maintained. Permission from parents is sought prior to children attending excursions. A risk assessment is also completed by Catholic Early EdCare for each excursion prior to it taking place.

A detailed policy and procedure regarding the transportation of children has been developed to support Catholic Early EdCare Educators whilst transporting children within our care.

For further information please refer to Excursions Policy and Transportation Policy

EXTRACURRICULAR ACTIVITIES (OSHC)

If your child is required to attend extracurricular activities on the school site, while attending OSHC please complete an Extracurricular Activities Form.

You must grant permission for each extracurricular activity your child attends. When there are changes or amendments to your child's extracurricular activities schedule, a new form must be signed and submitted. Please note children are not able to attend off site activities.

Parents are to notify the service if the extracurricular activity is cancelled on any given day. Notification prior to the time the activity normally takes place is essential.

When parents elect for their child to attend an extracurricular activity, they provide permission with the understanding that the service may not have available staff to escort their child to the activity. At each service a variety of arrangements are in place to facilitate children's access to the locations where extracurricular activities are taking place. You should discuss this with the Service Leader when completing the Extracurricular Activities Form.

HOMEWORK (OSHC)

Outside school hours care services recognise the importance of homework. Whilst it is the view of the service that homework is a parent/child responsibility (and an optional afternoon activity) we endeavour to create a time and place where homework may be completed.

Educators are able to assist with homework from time to time depending on the

number of children in attendance and supervision requirements (based on staff to child ratios), however, staff cannot mark or correct children's work.

It is Catholic Early EdCare's responsibility to provide:

- a quiet area and environment
- a well-lit area
- supervision.

Some requisites such as pencils and paper may be provided where necessary.

MOBILE PHONES (OSHC)

We recognise that some children have mobile phones or smart watches (e.g. Apple Watches), however children should not use these devices whilst at OSHC unless there is a genuine and urgent need to do so.

All mobile phone and smart watches are to be handed to the Service Leader upon arrival at the service for storage in a secure location and will be returned to the child when the child is signed out by an authorised person.

All mobile phones or smart watches must be clearly labelled with the child's name to ensure the correct device is returned when the child is signed out.

If a child needs to use a phone while in attendance they may ask the Service Leader for the use of the service's landline to make the necessary call.

If parents need to contact children during the course of the session it is necessary that they do so via the service's contact number/s.

The purpose of the above is to:

- manage the risk of children contacting or being contacted by external, inappropriate or unauthorised persons
- assist with child protection risk management
- minimise the risk of theft of devices
- ensure the privacy of other children and staff is not breached through the use of mobile phones, including through internet based messaging services, cameras and videos.



CHILDREN

STAFF MEMBERS INTERACTIONS AND RELATIONSHIPS WITH CHILDREN

All Catholic Early EdCare services aim to provide a responsive and inclusive environment for children. Educators get to know children as individuals and develop programs which respond to their needs and interests. Educators always treat children with respect and as part of their programs continually interact and communicate with children to build their relationship and enhance children's sense of belonging.

We show respect for our children by recognising their individuality and giving them a 'voice' in their day to day programs. When children enter our services educators commit to getting to know them as individuals. Educators strive to build experiences and co-create environments with children to reflect their current interests. Your child and their new friends will also be encouraged to share their own thoughts and ideas so that our educators can help them understand and celebrate differences, challenge stereotypes and explore their interests.

INCLUSION AND DIVERSITY

At Catholic Early EdCare services we provide an inclusive program which considers the needs and interest of all children and values diversity. We aspire to:

- provide a variety of activities that encourage and allow all children to participate
- be aware of and understand children's home environment and individual social needs
- be welcoming to children and families from all cultural backgrounds and cater for their individual needs which may include dietary or communication requirements
- help children develop socially by supporting positive interaction between children of different ages and genders through pre-planned and spontaneous experiences
- encourage children to cooperate and to help each other during learning and play experiences and with routines
- provide a wide variety of materials (appropriate to children's developmental stage) in sufficient quantities to ensure any child is not waiting for long periods of time for their turn
- cater, where possible, for children with special and/ or additional needs, including staffing changes and special requirements associated with their care.

For further information please refer to the:

- Interactions with Children Policy
- Guiding and Supporting Behaviour Policy.

CHILDREN'S RIGHTS

As participating members of a service children have a recognised right to:

- actively contribute to the design and development of the educational program
- a warm, caring atmosphere where they are seen as unique individuals
- have fun and feel comfortable in themselves and with others
- be treated justly, fairly and sensitively and to have their grievances heard
- be acknowledged for their achievements
- be treated with courtesy and respect
- be treated consistently and equitably by service staff
- play and be challenged in a safe environment
- be involved in the development of the rules of behaviour, the aesthetics of the service and other aspects of the program.

CHILDREN

CHILDREN'S RESPONSIBILITIES

As participating members of a service children have clear responsibilities to:

- be courteous and respectful to other children and to educators, parents and visitors
- participate in experiences with an attitude aimed at learning and having fun
- show care for belongings whether their own, other children's, or the services
- respect other children's and educator's physical boundaries and wishes
- cooperate with educators and peers to ensure an optimal experience for all during time shared together
- remember, follow and respect both the service and school rules and boundaries while in care.

CHILDREN'S CONCERNS

The service respects and supports all children's right to express their concerns and grievances. Staff actively listen to and encourage the children to express their likes, dislikes, concerns or feedback regarding any aspect of the services operation during pre-planned and spontaneous experiences.

Service educators are encouraged and supported to continuously update their skills through professional development. This ensures they are able to support children to express their ideas and opinions by guiding them through various age appropriate feedback mechanisms in a safe environment.

All ideas, opinions and feedback collected from children are given due consideration and may be used in program and service evaluation. We feel it is important that children's concerns and feedback are acknowledged.

EMERGENCIES

All children and staff at Catholic Early EdCare services participate in lockdown and evacuation procedure practices every month, to ensure that in the event of an emergency, everyone is familiar with the procedures. Services' evacuation and lockdown procedures and a map of the service's approved space and evacuation points are displayed at all exits from the service. These procedures are reviewed each time a lockdown or evacuation is completed.

TOYS AND GAMES

It is strongly requested that children and families do not bring toys or games to the service, unless asked to do so by an educator for example for show and share. The service and its educators can accept no responsibility for loss or damage to personal items.

If children are required to bring items from home for show & share purposes at school or kindergarten we will endeavour to provide a place for safe storage when they are not being used for this purpose.



EDUCATIONAL POLICY

NATIONAL QUALITY STANDARD (NQS)

The National Quality Standard sets an Australian benchmark for the quality of education and care services. This enables families to make informed decisions about the services providing education and care to their children. The National Quality Standard is a key aspect of the National Quality Framework.

The National Quality Standard is linked to national learning frameworks that recognise that children learn from birth and outline practices to support and promote children's learning.

These national learning frameworks are:

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia
- My Time, Our Place: Framework for School Age Care in Australia.

PROGRAMMING AND EVALUATION

Catholic Early EdCare is committed to providing a quality program with experiences and learning environments that support children to reach learning outcomes, whilst catering for all abilities.

Our programs are developed to support children's holistic growth. Through their selection of experiences our educators focus on supporting children to grow socially, individually, spiritually, respectfully, creatively, and confidently. At your service you will experience a program which recognises that all children develop at different rates and so educators will design a program tailored to your child's current stage, not age bracket.

With our focus on discovery we give children the freedom to use resources in a way that satisfies their curiosity. Our educators will build experiences and co-create environments with your child to reflect their current interests. Your child and their new friends will be encouraged to share their individuality so that our educators can help them understand and celebrate differences, challenge stereotypes and explore their interests.

We believe respect for our children, and teaching them respect for themselves and the people and things around them helps them to grow in all kinds of ways. Our educators will show respect to your child by recognising their individuality and giving them a 'voice' in their day to day programs.

Through our programs we challenge stereotypes and celebrate diversity, providing opportunities for your child to understand and show respect for different cultural, religious and family traditions. Further, by encouraging children to make their own decisions, take responsibility for their actions and stand in other people's shoes we can help them understand that what they do can impact on themselves and others.

All Catholic Early EdCare service's programs are evaluated regularly. We look for opportunities to incorporate feedback, suggestions, comments and views from parents, children, service staff and the community, and display our current programs throughout the service.

Your service will welcome all families' contributions to aspects of the programming through formal and informal feedback mechanisms, donations of resources and equipment, and invitations to participate in planned experiences.

EDUCATIONAL POLICY

KINDERGARTEN LEARNING GUIDELINES

As a Queensland Kindergarten Program provider Catholic Early EdCare implements the accredited Queensland Kindergarten Learning Guidelines. The Queensland Kindergarten Learning Guidelines support our qualified Early Childhood Teachers to deliver high quality and consistent programs. The Guidelines provide specific advice for kindergarten teachers on how to interact with children, plan, monitor and assess learning, and share information with parents and carers about their child's learning.

Under The Guidelines your child's teacher will plan learning experiences that are relevant to their interests, experiences and needs. At all times children have the opportunity to express ideas and opinions, make choices, share decision making and be involved in the reflection process. The Guidelines embrace and promote continuity and inclusivity so all children experience learning that is engaging and builds success for life. The Queensland Kindergarten Learning Guidelines promote partnership, continuity of learning and providing support to children which eases the transition to school.

RELATIONSHIPS WITH CHILDREN

When a service values the right of children to a safe environment, including access to child care professionals who are accepting and easy to talk to it sends a powerful message to children that the adults in the service will look after them, keep them safe and help them if they have a problem. Our recruitment and selection process focuses on identifying team members who will nurture this safe environment.

EASING THE TRANSITION TO SCHOOL

Starting prep is an important milestone for your child and family. With most of our kindergartens located alongside primary schools we help ease this transition for our families. Throughout their kindergarten year your child's confidence with the school environment will continually grow as they make regular visits to the library, school assemblies and liturgies, prep classrooms, book week parades and other celebrations.



STAFFING



RATIOS

The following educator to child ratios apply in all Catholic Early EdCare services:

Child's Age	Staff:Child
• birth - 24 months	1:4
• 24-36 months	1:5
• 36 months to kindergarten	1:11
• School aged	1:15

ROSTERS

Staff rosters are displayed at services, in an area accessible to families. Rosters contain the following information (by group in long day care centres):

- number of children
- educators' names
- details of First Aid and CPR qualifications
- name of Nominated Supervisor
- name of Person in Day to Day Charge.

QUALIFICATION REQUIREMENTS

Under the National Law (section 169) the Approved Provider and Nominated Supervisor of an education and care service must ensure that each educator meets the qualification requirements relevant to the educator's role.

National educational qualifications are prescribed for educators working directly with children preschool age or under. At least 50 percent of educators in a service must have (or be actively working towards) at least an approved diploma level education and care qualification.
The remaining educators necessary to meet minimum educator- to-child ratios are required to have (or be actively working towards) at least an approved certificate III level education and care qualification.

It is a requirement that a services kindergarten programs is delivered by a suitably qualified Early Childhood Teacher.

All long day care centres are required to have access to or the attendance of a qualified Early Childhood Teacher. The specific requirements for long day care centres vary depending on the size of the centre. For Long Day Care centres with 25-59 approved places (maximum number of children they can have in care), the requirement is for a qualified Early Childhood Teacher to be in attendance and directly engaged in the education and care of children for six hours per day. All Catholic Early EdCare kindergarten programs are run by a qualified Early Childhood Teacher.

FAMILIES AND COMMUNICATION

PARENT INVOLVEMENT

All Catholic Early EdCare services have an open door policy, which means parents and carers are most welcome to come and spend time with their child at the service.

The staff will ensure you and your children continually feel safe, happy and welcome at the service.

As parents and carers you are welcome to visit during hours of operation to see the service's program in action and ensure confidence in the service provided. We believe an ongoing exchange of ideas and information between the service and families is important and we welcome any suggestions or comments you may have.

Your involvement in the service can vary and we recognise it will depend on your availability.



METHODS OF COMMUNICATION

Your service may use a variety of communication methods to keep parents and carers informed of service changes including those related to legislation, service operations and new educators.

From time to time important information is displayed in the parent information area or in either the service, school or parish newsletters. You may also receive email communication, or alerts via our child care software app (Xplor). It is important for this reason to keep your contact details up to date with your service. Please speak with your Service Leader if you require assistance.

In our parent area there is a selection of brochures about various topics relating, but not limited to, child development, child protection, health and nutrition, bullying, inclusion and diversity, and community resources. You may find these resources helpful.

We also encourage parents and carers to look out for displays of children's work at their service. Our teams will create targeted displays to share with you some of the experiences the children have been engaging in and the creations that they are most proud of.

ADVISORY GROUP

SET UP OF ADVISORY GROUP

All Catholic Early EdCare services have an advisory group.

Membership conditions of a services' advisory group are explained below.

- advisory Groups are made up of various local service stakeholders including, parents, parishioners, school representatives and service staff
- the Service Leader must be a member of the Advisory Group
- all members of the Advisory Group, other than immediate family members of a child from the service, must hold a current valid permit under any child protection law. This includes a Blue Card under the *Commission for Children and Young People and Child Guardian Act 2000 (Qld)*

The purpose of the Advisory Group is to provide advice and information to Catholic Early EdCare and the responsible Parish (if applicable) on issues important to the local service community. The advisory group also facilitates effective communication and collaboration between stakeholders for the betterment of the service.

FUNCTIONS OF THE ADVISORY GROUP

The functions of the Advisory Group may include:

- providing advice to the service on issues relating to its affairs, principally, the provision of care to children
- assisting the service to identify opportunities for stakeholders to work together to improve the service
- providing advice to the service on potential issues and problems and support in developing solutions
- coordinating initiatives to support the service including working bees, fundraising and community experiences and facilitating wider community support of the service
- facilitating effective communication between the service and the families of children in care regarding the service's policies, procedures and operational matters.

If you would like to participate in your service's Advisory Group please speak to the Service Leader.



Collaborative Community Partnerships

POSITIVE APPROACH

Catholic Early EdCare values the role of positive behaviour guidance and support to ensure children's physical safety and emotional wellbeing. Positive behaviour guidance practices are implemented by staff to support children to develop skills to self-regulate their behaviour, preserve and promote self-esteem.

At the core of a Catholic Early EdCare educator's approach to programming, relationship building, teaching and caring for children is inclusiveness, acceptance, tolerance, kindness, cooperation and respect for individual differences.

Educators recognise and understand that a child's behaviour may be influenced by:

- their age
- their developmental stage
- their level of familiarity with the service's routine and guidelines
- their general health and wellbeing
- the service's play and learning environments
- educator's teaching strategies and care practices
- their relationships with other children and stakeholders
- other external factors such as home and family environment, school and peer group experiences.

CONSULTATION

Where required, families will be consulted regarding behaviour support strategies for their child. These strategies are developed to support the child's development of effective social and emotional skills to support them to interact with others with care, empathy and respect.

Early Years Learning Framework (EYLF) and My Time Our Place (MTOP) Framework.

STRATEGIES

When providing positive behaviour guidance, all educators will use the following strategies to support positive outcomes for children.

- Model appropriate behaviour, including using positive language, gestures, facial expressions and tone and volume of voice.
- Be engaged with and monitor children's play. Become aware of triggers for potential conflict or challenging situations and support children to consider alternative behaviours.
- Introduce problem solving as a teaching and learning opportunity with children. Using these skills to collectively decide on rules and ways to work together successfully.
- Clearly express boundaries for behaviour in positive terms and reinforce these consistently in developmentally appropriate ways.
- Support children to make appropriate choices, accept challenges, manage change, cope with frustration and understand and experience the consequences of their actions.

Collaborative Community Partnerships

- Ensure consistency in approach across educators to facilitate and encourage children to recognise and choose positive behaviour.
- Recognise that children's behaviour may reflect an attempt to satisfy their basic needs (Glasser, 1988) of safety and survival, love and belonging, power (so they feel respected and heard), freedom, choice and fun.
- View all behaviour as an opportunity to guide, teach and encourage positive social and emotional interaction and communication.
- Organise resources and learning environments so children are engaged, given boundaries and offered clear and simple directions that invite and encourage success and the development of life skills such as negotiation.

The following strategies may be adopted to identify and provide targeted behaviour support.

- Providing a calming, quiet environment for a child to take some space and time to regain emotional stability, before discussing the event.
- Talking to the child quietly away from the rest of the group. The child will be given the opportunity to think about and talk through their version of the event and offered support in making alternative choices. The child and educator will plan how to implement these alternative choices in the future.

For further information please refer to the Guiding and Supporting Behaviour Policy.

PARENT CODE OF CONDUCT

Parents and carers have a responsibility to support the efforts of educators to maintain a safe and respectful environment for all children.

Parents and carers should encourage their children to appreciate the importance of honesty, respect for property and respect for the rights of others.

Parents, carers and visitors should display respect for all people while at the service and never use raised voices or threatening language in an effort to intimidate or humiliate staff, children or other visitors.

Parents and carers who participate positively in fulfilling these obligations recognise the systems and processes in place will benefit all.

Parents and carers should:

- support the Catholic ethos of the service
- ensure enrolment information is current for each child every year
- notify the service of required bookings and any alterations in a timely manner
- notify the service of any absences due to illness within x
- follow the service absence and cancellation procedures
- read parent information and discuss with children where appropriate
- participate in the Advisory Group, if able to, and provide feedback where required
- work collaboratively with educators to resolve any behavioural issues which may arise
- pay accounts promptly, bearing in mind the service is not-for-profit and does not attract additional funding

COLLABORATIVE COMMUNITY PARTNERSHIPS

- follow the parent grievance procedure when expressing concerns or complaints to educators
- always speak in respectful tones and use positive language with everyone.

PARENT RESPONSIBILITIES

As a parent or carer of a child attending a Catholic Early EdCare service you have certain essential responsibilities to:

- support the philosophy and goals of the service and the Catholic ethos and values of Catholic Early EdCare
- support the service in its endeavours to provide quality care and education to all children
- work cooperatively with educators in the development of behaviour support plans (as required)
- read, be familiar with, and follow the services policies and procedures
- understand the parent and children's grievance procedures and raise concerns in a timely and respectful manner to the Service Leader and where necessary, the Area Manager - Catholic Early EdCare
- sign children in and out on a daily basis and make sure no unauthorised person is sent to collect a child without first contacting the Service Leader
- collect children by the service's closing time
- value the diversity and uniqueness of all children attending the service
- approach all communication with educators, volunteers and other parents and carers in a friendly and respectful manner
- approach the Service Leader if you wish to address a concern involving another child; children of other families are not to be approached directly
- notify educators of any medical, dietary or personal needs of your child through regularly updating your child's enrolment form
- notify Service Leader of changes to or cancellations of bookings
- make regular payments of fees as per our Fees and Account Management Policy and ensure your account is settled in full at the end of each term.

PARENT RIGHTS

Our service offers all parents and carers the right to:

- know your child is in a safe and welcoming care environment
- visit the service
- expect support in your role as the primary carer of your child
- be made aware of the services philosophy and goals and the policies and procedure that oversee the operation of the service
- be involved in the growth and development of the service and provide feedback
- receive regular information from the service either by print or electronic media
- collaborate and consult with educators regarding your child in a confidential environment
- participate in the Advisory Group (where available)

COLLABORATIVE COMMUNITY PARTNERSHIPS

- receive information on workshops or parent sessions, service functions and any other information which may be of benefit to your family or impact on decisions regarding to your child's care arrangements
- express concerns according to the service policy, and have these addressed in a timely and respectful manner
- be greeted by educators, volunteers and others associated with the service in a warm and welcoming manner
- have access to records kept in relation to your child
- view up-to-date information on staff qualifications
- receive information on programs, equipment and resources
- view the menu (if applicable) and provide feedback
- view the current Certificate of Service Approval and Assessment Ratings
- be involved in the National Quality Framework (NQF) process
- be informed of any continuous improvement plans.

Should you have any concerns in relation to these parent rights, please share your feedback with us or make use of the Complaints Procedure.

PARENT CONCERNS

When you raise a concern with an educator they are able to direct you to the Service Leader or the Responsible Person in Charge. The Service Leader and Responsible Person in Charge's role is to immediately take necessary action in an effort to resolve the complaint.

If the complaint relates to child safety or wellbeing the Approved Provider (Catholic Early EdCare) must report this to the regulatory authority.

COMPLAINT PROCEDURE

If you have any concerns regarding a service or an educator, you are asked to address the concern to the Service Leader.

If you have any concerns regarding the Service Leader, you are asked to address the concern in writing to

The Area Manager,
Catholic Early EdCare
PO Box 794
Paddington QLD 4064
Or email
The Area Manager
childcare@catholicearlyedcare.qld.edu.au

If you believe the Area Manager has not adequately addressed the concern, you can contact, in writing, the Operations Manager, Catholic Early EdCare, at the above address.

If you believe the Operations Manager has not adequately addressed the concern, you can contact, in writing, the General Manager, Catholic Early EdCare, at the above address.

If no resolution has been reached you may then contact the Director, Catholic Early EdCare, at the above address.

In the event that you are not satisfied with the outcome, contact
Early Childhood Education and Care
GPO Box 15033
City East Qld 4002

SAFEGUARDING CHILDREN

Catholic Early EdCare is committed to ensuring the safety and wellbeing of children at all times. Staff working in education and care services, including those managed by Catholic Early EdCare, operate under mandatory reporting guidelines.

Catholic Early EdCare aims to promote a safe environment that minimises risks to all children, assists all staff and volunteers to recognise child abuse, harm and neglect and follow the appropriate notification procedures.

There are different legal definitions of child abuse in Australia. Most commonly, child abuse includes sexual, physical and psychological abuse, neglect, ill-treatment, exploitation and exposure to family violence (National Catholic Safeguarding Standards, 2019).

Catholic Early EdCare acknowledges that child abuse and or neglect, and the reporting of allegations of child abuse and neglect are highly sensitive, and should be dealt with in a sensitive, consistent, professional, expedient and confidential manner.

As an agency of the Archdiocese of Brisbane, Catholic Early EdCare provides comprehensive policies and procedures for safeguarding. The following four strategies support their achievement:

- safe recruitment and selection practices – helping prevent those who pose a risk to children from holding positions of trust
- adhering to the code of ethical behaviour – having clear guidelines that set out what is and is not acceptable behaviour as an essential part of keeping children safe
- operating safe activities for children - helping ensure a safe environment for them
- mandatory reporting of harm or suspected harm.

These documents promote best practice, and follow Queensland legislative requirements.

LEGISLATIVE REQUIREMENTS

In the event that allegations are made, depending on the nature and severity of the allegation the incident may need to be reported.

These reports may include notifying ACECQA (Australian Children's Education and Care Quality Authority), Early Childhood Education and Care (ECEC), the Department of Child Safety, Youth and Women, or the Queensland Police Service, who will determine the manner in which the matter will be investigated.

Area Managers and Service Leaders are responsible for implementing the Safeguarding Children Policy within their services. Service Leaders are responsible for ensuring staff and volunteers, who have contact with children and young people as part of their day-to-day work, have access to relevant information so they are aware of their responsibilities.

These responsibilities include maintaining adequate supervision of children and adherence to the Code of Conduct to ensure that harm does not occur whilst children are in care. Staff are required to respond to any suspicions they might have that a child has been abused by reporting their concerns in accordance with Catholic Early EdCare procedures.

Staff members are also responsible for keeping their skills and knowledge up-to-date. They also have a legislative responsibility to ensure that specific information about children in care is treated confidentially. They are also

SAFEGUARDING CHILDREN

required to maintain the legislative protections afforded to an individual who reports concerns about a child to either, the Department of Child Safety, Youth and Women, or the Queensland Police Service.

Prior to commencement, all staff and volunteers must hold a Positive Notice Blue Card to ensure their suitability for working with children. All in-house guests, sports program providers, etc are also required to hold a Blue Card and bus drivers are required to hold a Driver Authorisation.

NATIONAL CATHOLIC SAFEGUARDING STANDARDS REQUIREMENTS

The National Catholic Safeguarding Standards (2019) are designed to be implemented by all Catholic entities, ministries and organisations across Australia to compliment legislative frameworks.

They constitute a framework which articulates requirements for Catholic entities to promote the safety of children through the implementation of policies and activities to prevent, respond to and report concerns regarding child abuse.

They are designed to drive cultural and behavioural change and promote accountability and transparency of Catholic Church leaders and their ministries and entities.

> "The Archdiocese of Brisbane holds that children, young people and vulnerable adults are a gift from God with an intrinsic right to dignity of life, respect and security from physical and emotional harm. They are to be treasured, nurtured and safeguarded by all."
> This means that everyone in the church must ensure that the fundamental rights of children, young people and vulnerable adults are respected. This will be achieved through the development of respectful relationships and a commitment to safely embracing appropriate boundaries, behaviours and practices, in accordance with the Archdiocesan Code of Ethical Behaviour and adherence to legislative imperatives of the State.
> Safeguarding Children and Vulnerable Adults Prevention and Protection Policy, Archdiocese of Brisbane (June 2019).

The standards require that Catholic entities, ministries and organisations:

1. have committed leadership, governance and culture
2. ensure children are safe, informed and participate
3. partner with families, carers and communities
4. promote equity and respect diversity
5. have robust human resource management
6. have effective complaints management
7. have ongoing education and training
8. provide safe physical and online environments
9. implement continuous improvement
10. implement policies and procedures to support child safety.

National Catholic Safeguarding Standards, 2019

HEALTH, NUTRITION AND WELLBEING

All Catholic Early EdCare services aim to work cooperatively with parents to develop a healthy approach to nutrition and hygiene. All attempts are made to meet the health requirements of all children in the service.

Whilst the service endeavours to ensure the health and wellbeing of all children in its care, cooperation from parents is essential. Up-to-date information on children's health is part of the enrolment process. Should any changes occur after the child has been enrolled, parents are required to provide this new information to the service.

ILLNESS AND INFECTIOUS DISEASES

Children who arrive at the service or who develop symptoms of an infectious illness or condition while at the service will be removed from contact with other children (if possible) as soon as the symptoms are detected and a parent or carer will be contacted to collect the child immediately. The child will be monitored by educators whilst waiting for the parent or carer to arrive.

Any child with symptoms that suggest they might be quite ill, when being signed in by parents, will not be accepted until all symptoms have abated or until a written clearance from a doctor is sighted. Such symptoms may include:

- elevated temperature, flushed colouring, unusual pallor
- coloured nasal discharge or repeated, severe coughing
- stomach ache, vomiting or diarrhoea
- red or discharging eyes or ears
- undiagnosed skin rashes, sores or swellings
- unusual activity levels, irritability, restlessness or fussy listless behaviour.

EXCLUSION PERIODS

The service follows minimum periods of exclusion as recommended by Staying Healthy 5th Edition. Exclusion periods are the minimum period the child will need to be away from the service, however, a child may need to stay at home longer than the exclusion period to recover from an illness. A medical clearance may be required in some instances.

HYGIENE

Effective hygiene, exclusion of ill children and educators, and immunisation are the most important ways to stop the spread of disease. Hand washing is one of the most important aspects of infection control at a service. Educators will encourage children to practice effective hand hygiene throughout the day e.g. washing hands before and after eating, after toileting and after play.

For further information please refer to the Health and Hygiene Policy.

SLEEP, REST AND RELAXATION

Catholic Early EdCare is committed to:

- minimising the risk of a child in our care experiencing Sudden Infant Death Syndrome (SIDS) or Sudden Unexpected Death in Infancy (SUDI) via the implementation of control measures
- promoting and implementing best practice guidelines for sleep, rest and relaxation based on current research

HEALTH, NUTRITION AND WELLBEING

NUTRITION

Food Provided by Service

Catholic Early EdCare services that provide food aim to ensure nutritious food is available for all children. Menus are displayed at services at all times. Should you require any further information please speak to the educators at your service.

All services encourage positive learning experiences during meal and snack times helping to develop good food habits in a happy, social environment. Should meals and snacks be provided by the service they will be healthy, balanced and varied. The service also provides opportunities for children to experience food from different cultures.

Food Provided by Parents

Parents are encouraged to provide nutritional food that contributes to their child's daily recommended intake.

Food provided by parents needs to be packed in a way that keeps it at the appropriate temperature throughout the day, if sending perishable foods. Please check with your service if refrigeration is available.

SPECIAL DIETARY NEEDS AND ALLERGY AWARENESS

The Service is supportive of special dietary requirements of children in care. Parents are free to discuss their child's needs, including, but not limited to any food allergies or restrictions (cultural or religious) and how the service can support parents to meet the child's dietary requirements.

A regularly updated list of children who have special dietary requirements will be displayed in the kitchen or food preparation area.

Parents are to note details of restrictions or special diets on the enrolment form and where necessary the meal can be supplied from home.

Parents may be requested not to send food with their child that could present a risk for other children with special dietary needs. Please see your Service Leader for details.

Due to the serious allergic reaction some products can cause for some children, we strongly recommend children do not consume (while in care), products known to contain allergens.

We endeavour to reduce the risk of allergic reactions by removing, to the best of our knowledge, products containing known allergens from cooking and food served by the service.

For further information please refer to the Food Safety and Nutrition Policy.

SUN PROTECTION

Catholic Early EdCare acknowledges that child care services can contribute to reducing the lifetime risk of skin cancer for children by teaching good sun protection habits from an early age and implementing best-practice sun protection measures. All services require educators and children to be sun safe and as such we have in place certain measures to ensure children are protected from over exposure to the sun.

Our services adhere to recommendations provided by the Cancer Council Queensland. For further information please refer to the Sun Protection Policy.

HEALTH, NUTRITION AND WELLBEING

- developing and implementing both a Sleep and Rest Policy and Sleep and Rest Procedure based on recommendations from Red Nose
- adhering to the evidence based safe sleep practices and guidelines recommended by the Red Nose Safe Sleeping Program
- adopting a collaborative approach with parents and carers
- providing cots, mattresses, beds and/or mats (i.e. sleep equipment) that comply with relevant Australian Standards.

For further information please refer to the Sleep and Rest Policy.

RECOMMEND EXCLUSION PERIODS FROM STAYING HEALTHY 5TH EDITION.

Condition	Exclusion of case	Exclusion of contacts*
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
Cryptosporidium	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
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)	Not excluded	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 Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded

HEALTH, NUTRITION AND WELLBEING

FIRST AID

First aid equipment is available for educators to use at all services for the first aid treatment of all persons at the service in the event of an illness or incident. The first aid kit is kept in a place that is clearly signed and out of reach of children but easily accessible to the service staff.

At least one educator qualified in first aid, CPR, asthma management and anaphylaxis is on duty at all times while children are in care.

Parents are to sign and authorise the enrolment form to allow educators to administer first aid when necessary, this is an important and required component of enrolment.

In the event of an illness or injury to a child, first aid is administered by an educator qualified in first aid.

If medical assistance is required, parents are contacted immediately. In the event a medical emergency occurs which requires transportation of a child to a medical facility every effort is made to accompany the child where possible and appropriate, however, this may not be possible if the service is at risk of breaching its staff to child ratio requirements.

If a child receives a minor injury during the operation of the service, educators will complete a Catholic Early EdCare incident report form as soon as practical and parents are required to sign this form. Should the child require urgent medical attention, Catholic Early EdCare as the Approved Provider will lodge the incident with regulatory authority.

For further information please refer to the First Aid Policy.

DRUGS, ALCOHOL AND SMOKING

Consuming drugs and alcohol is not permitted within the service's approved areas or approved hours of operation.

All Catholic Early EdCare services respect the need to provide a healthy and safe workplace and to ensure staff, children and families enjoy fresh air. All services are designated as a smoke free place and no person may smoke in any designated smoke free site.

Smoking must not, under any circumstance take place in the presence of children.



ADMINISTRATION OF MEDICATION

The administration of medications to children while they are in care must only occur when necessary and essential for the child's wellbeing.

TEETHING GEL

Prior written consent is required for one initial dose of teething gel, for the treatment of suspected teething pain only. This teething gel must be provided by the parent for the child.

ALLERGIES

Please advise your service as soon as you become aware of any allergies or medical conditions your child has. Please continue to keep the Service Leader up-to-date with any changes to your child's condition. If your child is allergic or sensitive to any foods, lotions, etc. please inform the Service Leader at enrolment. A list of allergies is kept for all children to ensure all staff remain aware of these. Completion of a Risk Minimisation Plan is also required.

INDIVIDUAL MEDICAL PLANS

Individual Medical Plans are required to assist in managing some medical conditions. If your child requires an EpiPen, asthma medication or other specific treatment, please meet with the Service Leader prior to your child attending the service. A Risk Minimisation Plan will be developed by the Service Leader in consultation with yourself as parent or carer and medical personnel.

For further information please refer to the Medical Conditions Policy.

ADMINISTRATION OF MEDICATION

When a child is returning to the service with prescribed medication, parent's responsibilities are to:

- ensure medication is in its original container and has a pharmacist label clearly stating the child's name, dosage, frequency of administration, date of dispensing and expiry date
- complete an Authorisation to Administer Medication Form when the child attends and medication is required. The form will require information such as the name of the child, the name of the medication, dosage, storage requirements, how it is to be administered (e.g. ear drops, oral medicine, nebuliser, etc.) and how often it is to be administered
- complete a Risk Minimisation Plan with the Responsible Person in Charge for a child with a diagnosed medical condition or where a medical management plan and/or action plan has been provided by a medical practitioner
- hand the medication and the Authorisation to Administer Medication Form to an educator upon arrival at the centre
- ensure medication is not left in the child's bag
- collect medication on departure from the centre
- confirm the child was given the required medication by speaking with appropriate staff on collection of the child.

ADMINISTRATION OF MEDICATION

Please Note: In the interests of children's safety and wellbeing, the service will only administer medication if the medication is in the original container with the dispensing label attached naming the child and the dosage to be given.

Staying Healthy 5th Edition 2013.

NON-PRESCRIBED MEDICATION

At no time will staff give children any medication that exceeds age guidelines as defined on either the bottle or written information given by the prescribing practitioner.

The service will only administer health practitioner prescribed medication, which has been approved and labelled for the child's individual use. Services may refuse to administer unlabelled medication. The service will only ever administer a single dose of any medication on any day, unless otherwise outlined in a Risk Minimisation Plan formulated after liaison between a parent or carer, the Service Leader and medical personnel.



PRIVACY STATEMENT

Catholic Early EdCare (we/our) collects personal information directly from you and from third parties for the purposes of providing you with a range of care and support services, information on volunteering opportunities, service and parent newsletters and other information that may be of interest to you. This is all for purposes related to the performance of our function as an early childhood education and care provider or as required by law. We collect, use and disclose sensitive information about you with your consent. We may disclose information about you to service providers, Commonwealth or State departments, or any other party that assists us in providing services or operating our business.

If the personal information you provide is incomplete or inaccurate, we may not be able to provide you with the services you seek. Our Privacy Policy (available on our website or from services on request), sets out how you can access and ask for your personal information to be corrected, how you can complain about privacy-related matters and how we respond to complaints.

To speak to someone about our Privacy Policy contact

Address:
Privacy Officer
GPO Box 282
Brisbane QLD 4001
Email: centacare@bne.catholic.net.au
Phone: 1300 236 822

MAINTENANCE OF RECORDS

All Catholic Early EdCare services maintain detailed records about the children, parents and staff involved in the service in order to safeguard the wellbeing of all and to provide full legal protection. Privacy is protected and information about children, parents and staff is stored in a secure and locked location.

Access to these records is restricted and only accessible by persons who require them for legal reasons or to fulfil a responsibility to the children or the service.



REFERENCE LIST

Archdiocese of Brisbane
– Employment Guidelines

Children's Services Award 2010

Commission for Children and Young People Act (Qld) 2000

Commission for Children and Young People Legislation (Qld) 2001

Disability Discrimination Act 1992

Fair Work Act 2009

Food Act 2006: Food Regulation (supports the Act)

Privacy (Private Sector) Act 2000

QCAN Policies and Procedures Manual, June 2011 Queensland

Anti-discrimination Act 1991

Queensland Development Code: MP 5.4, Childcare Services

Food Standards Australia New Zealand Food Authority Standards 2010

Sex Discrimination Act 1984

Towards Healing, National Committee for Professional Standards (Dec 2000)

Education & Care Services National Law 2010 (effective from 1/1/12)

Education & Care Services National Regulations 2011 (effective from 1/1/12)

Know Your Rights, Racial Discrimination – AHRC 2012

Workplace Health & Safety Act 2011

Workplace Health & Safety Regulations 2011 National Quality Standards for Early Childhood 2011

National Catholic Safeguarding Standards 2019

Last reviewed August 2020

Catholic **Early EdCare**

WATCH THEM GROW