

FAMILY HANDBOOK



HAPPY HEARTS ACADEMY

EARLY·LEARNING·CENTRE

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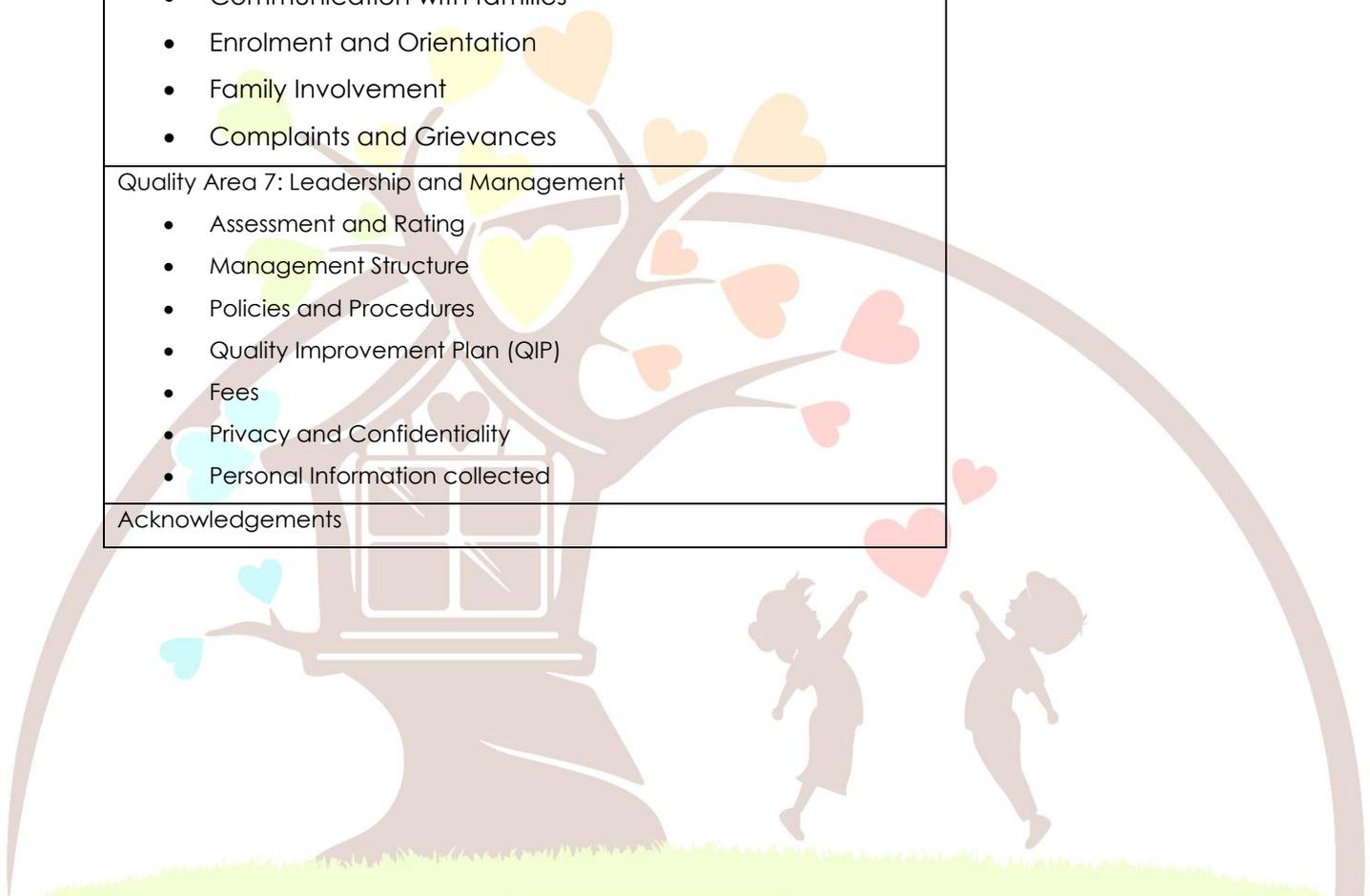
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WELCOME TO HAPPY HEARTS ACADEMY EARLY LEARNING CENTRE

We hope that the following handbook will be useful and make your transition into child care an enjoyable time. As early education providers, we focus on integrated and holistic early childhood education, child development and the health and wellbeing of the children in our care. It is compiled to accompany an enrolment process, to provide you with a more personalised guide of our centre and its procedures and policies.

WHO ARE WE?

At Happy Hearts, we aim to provide your child with a high standard of quality care, in a family orientated centre. Family participation is a high priority in our service, as we believe in the positive impact that communication and team work between families and the centre, can have on the overall wellbeing and education of children. In this environment, together we will create long lasting memories.

We are committed to ensuring each child feels a sense of belonging within our centre by creating a home away from home environment.

We are committed to making the transition into care as smooth as possible. We encourage you and your child to spend time at the centre prior to starting, so your child can begin to form a sense of belonging to the environment, and get to know the educators in the Happy Hearts family.

We are passionate about early childhood education and you'll experience this in all aspects of the curriculum. Your child will thrive with our professional and dedicated educator's guidance through their early years.

We promote family involvement at our centre through our open door policy, numerous family events throughout the year and participation in our educational programs.

We stretch the boundaries of traditional early learning, combining knowledge from recognised education theorists with the latest relevant research available, when delivering our curriculum.

We provide professional development for our educators through in-house training, workshops and traineeships, so they are up to date with best practice relating to all aspects of early childhood education.

We strive for professional perfection, being innovative, taking pride in our work, success and excellence in all of our practices, procedures and policies.

WE OFFER:

- Educational play-based curriculum for 0-5 year olds
- Happy Hearts Educational Curriculum.
- Qualified Educators who are passionate about early childhood education
- Steps eye screening for 4 year olds annually
- Visits from other health professionals if and when required, including Dental health practitioners, speech therapists for the purpose of providing personalized health assessments (with your prior consent).
- School readiness and transition to school program
- Daily Family communication using modern technology ongoing professional development for our team of professional educators - Storypark
- Happy Hearts inclusion program

IT TAKES A WHOLE VILLAGE TO RAISE A CHILD

In parts of the world, people live by this philosophy and we believe when children are connected to their community, they benefit from a quality of care, protection and education that only comes from people who are truly involved in their lives.

In this age of busy working families, we aim to provide a caring environment where we get to know your family and celebrate what makes you unique. We recognise the importance of valuing not only our families, but also the unique community in which we are fortunate to live. We feel a sense of belonging to our local community, as well as a sense of ownership and accountability.

Accountability starts with caring for our immediate community and instilling sustainable practices in children's everyday lives, educating children to respect nature and our environment.

OUR PHILOSOPHY Created by educator's children & families 2018.

We believe in acknowledging the traditional owners of the land (The Dharawal People) and pay respect to those past and present, their language and all Aboriginal and Torres Strait Islander people in our local community.

Our statement of philosophy guides all practices and operations of the service and has been written in consultation with all stakeholders. We believe it guides continual improvement, not only of individuals but of the entire service.

"It takes a village to raise a child"

We believe every educator, child and family is individual and should have a voice within our society. We acknowledge children as capable and resourceful members of our community. Children have the right to belong, be and become. As educators we believe in making connections with the children, encouraging children and facilitating their interests and development as well as meeting both their physical and emotional needs on a daily basis. We believe children are our future, and when guided & supported by educators and families, will be able to make valuable contributions to the community and the world. At the foundation of our practise is a genuine love of working with children, to nurture and provide a loving environment for the children in our care.

We celebrate diversity in all people and that every person's culture, beliefs, abilities, and languages should be celebrated and reflected in our environment. We openly invite families to share their culture, beliefs and abilities within our service.

Education is built in partnership with families and we believe effective transitions between home and the centre

support children's sense of belonging. Together with positive role modelling children can reach their full potential.

Teachers are learners too, we recognise the ongoing professional development of our educators through supporting each other to further develop our knowledge & skills.

We believe education should share in children's self-discovery, development and change. An educational environment should nourish both educator and children's self-worth, creativity and imagination. Self-help skills and a healthy self-esteem is something that we promote with the children. Providing a curriculum that is rich in educating children about healthy lifestyle, healthy eating, physical activity & hygiene is important to our daily practises.

We believe children learn best through play and it is an essential part of children's lives. We believe that play allows children a time to "just be" and recognises the importance of childhood. Play should be meaningful, authentic, unhurried, fun, hands-on, spontaneous, relaxing, challenging and comforting. Experiences should offer children a chance to explore, experiment, investigate, problem solve, express ideas and practice theories. We believe in honouring and respecting children's play, work and ideas by meaningful programs based on critical reflection and documentation.

Respect for the environment and a keen knowledge of sustainable practises are elements that are paramount to our future. We believe that the education of sustainable practises in young children will create imbedded sustainable practises in the person and a positive future for the global environment.

We believe children grow and develop in environments that are stimulating, where children are able to make choices about what affects them. We believe in outdoor play where children experience nature and learn the skills necessary to develop our sustainable future.

We believe families are the foremost people in their children's lives and the most significant influence on children's learning. Partnerships built on trust and respect, are essential for children's sense of wellbeing. Collaborating and developing meaningful partnerships, nurture children's potential and all they can become.

We believe in nurturing bonds with the community to assist in development of children's sense of identity. Building a relationship with the community provides children with a deeper understanding of their world and assists them in developing ideas about reciprocal rights and responsibilities necessary to achieve active community participation.

THE AIMS AND GOALS

Here at Happy Hearts Academy Early Learning Centre we aim to provide a stable, secure, friendly and accepting environment, which is conducive to the health, education and high-quality care of the children for whom the service is providing for.

Our goals are to:

- Foster a sense of security in the environment of the centre
- Promote a sense of belonging, being and becoming
- Develop independence and confidence in each child
- Provide an environment where each child can gain a clear sense of who they are as individuals
- Help children to develop empathy
- Facilitate co-operation and consideration of others
- Educate children about respects and rights of all people
- Assisting children to discover the pleasure of friendship
- Emphasize and develop the acquisition of appropriate social skills
- Develop confidence and ability within all areas of development
- To provide a range of educational, social and recreational experiences
- Encourage parents to become involved in the program
- To provide a centre that is inclusive of all regardless of nationality, ability, culture, sex, religion and economic status.
- To provide a stimulating environment that fosters independent learning.

Our policies and procedures have been developed with our Aims and Goals and the Philosophy in mind. Our policies and practices are reviewed annually to ensure that our centre continues to provide the highest quality of care for the children and their families.

We welcome families, staff and Management to participate in this policy review.

The Family Handbook is designed using the Quality Areas of the National Quality Standard as a quick reference guide for you to access information. If you cannot find information required please ask a staff member at the service. Please understand that this is a snapshot of the Policies and Procedures of the service that are relevant to you as a family. However, a full copy is available in the Policy folder which is located at the sign in bench for parents to view at any time. It is your responsibility to read and abide by these Policies and Procedures.

WHAT TO BRING EACH DAY

- **Lunch box** - Please provide a lunch box for your child. If you provide an insulated lunch box please unzip it before you put it in the refrigerator to allow the cold to get in. Please pack in your child's lunch box a sandwich or similar, healthy snacks such as yoghurt, cheese, fruit etc. (Please only pack healthy foods) Please do not pack chips, chocolates, lollies or fairy bread in lunch boxes as we view these as 'sometimes foods.' In our bid to be a sustainable centre, we ask that you adopt a 'NUDE FOOD' approach to your child's lunch box. This means that foods come in reusable plastic containers rather than cling wrap and other individually wrapped foods. We are aiming to reduce the impact we are having on landfill. Our duty of care is to protect all children, including those with severe allergies and other additional needs. This centre will take every precaution to ensure children, parents, friends and staff are aware of this severe and life threatening reaction.

PLEASE NOTE: WE ASK THAT WHEN PACKING YOUR CHILD'S LUNCH BOXES, THAT YOU DO NOT USE ANY NUT OR SESAME SEED PRODUCTS, SUCH AS PEANUT BUTTER, NUTELLA AND MUESLI BARS WITH NUTS. NO WHOLE EGGG PRODUCTS (EGG IS OK IN COOKING, SUCH AS MUFFINS) & NO KIWI FRUIT.

- **Water bottle.** Please do not put juices, soft drinks or cordials into water bottles as they promote tooth decay. Please note these will be replaced with water on arrival. Fresh milk will be provided when required and at morning and afternoon tea times.
- **2 changes of clothing including both summer and winter options** as the weather can be sometimes unpredictable and we also have messy and water play days, where the children need to change after the experience. Please send old clothes as often when expensive good clothes are ruined with paint etc. can cause distress to both children and parents. Please do not dress your child in singlet tops as this does not protect from the sun.
- **Shoes** – we encourage closed in shoes during winter times and well-fitting sandals in warmer weather. Please do not send children in thongs as they often have trouble
-

climbing and running in thongs and can cause tripping hazards. These are not safe for the outdoors.

- If your child is toilet training we ask that you pack **enough clothes** to cover extra accidents.
- **Comforters** such as blankets, dummies and soft toys for going to sleep with are encouraged and can be very helpful to your child when settling.
- Children who require a **bottle, dummy, blanket or soft toy for sleeping**, can be put to bed with these items, but they will be removed after the child has fallen asleep (0-2's only). It is recommended also, that babies under 2 years sleep in a sleeping bag rather than with a blanket. This aids in reducing the risk of SIDS. If your child requires a sleeping bag please provide one in their bag. At Happy Hearts each baby is provided with their own cot sheet which will be sent home at the end of your child's week to be washed and brought back in your child's bag the following week. Babies are also monitored closely when sleeping, educators conduct regular sleep checks in each cot room.
- **Please provide a hat** for your child to wear at all times in both summer and winter. The hat needs to be wide brim or legionnaire style covering the ears and the back of the neck. Please do not send baseball style caps. Beanies can replace hats in the winter months (June – August).
- The centre provides nappies for your child's stay throughout the day.
- For children between the ages of 0-2 years please provide a tub of choice of nappy cream which will remain at the centre. We will label the cream and apply only to your child if and when needed or instructed.

**PLEASE ENSURE THAT ALL ITEMS ARE CLEARLY MARKED WITH YOUR CHILD'S NAME TO AVOID
LOSS OF PROPERTY**

WHAT FAMILIES NEED TO KNOW

SIGN IN AND OUT EVERY MORNING AND AFTERNOON

Please enter arrival and departure times on the electronic KIOSK system in the foyer. Enter your phone number to log in. on your first visit you will enter 0000 as your password. You will then be prompted to set your own password.

Please ensure that we have your correct mobile phone number and correct mobile number of your allocated emergency contacts as this is required for you to log into KIOSK.

LOCKERS, LUNCHES AND BOTTLES:

Help or direct your child to place their belongings in their locker. Place lunches in the fridge in your child's room and place water bottles in the basket (0-2 room) or drink trolley (3-5 room). Formula and empty bottles can be placed on the shelving in the kitchen in the 0-2 room. **Please ensure these are all clearly labelled.** Please unzip lunch bags prior to refrigeration.

RING US: You need to **telephone or email** us before 9.30am if your child is going to be absent for any reason.

SUNSCREEN EVERYDAY:

Please apply sunscreen on your child each morning, and you can then stamp their hand at the sign in bench to let staff know that have sunscreen on. If your child requires sensitive sunscreen or has their own sunscreen, please provide a bottle to remain at the centre.

SLEEP: Under the Education and Care National Regulations children will not be forced to sleep or forced to stay awake. Children that are not requiring sleep will be offered quiet activities such as stretching, visualization, told stories and other relaxation experiences.

USE HAND SANITISER UPON ARRIVAL AND DEPARTURE:

Please ensure that all people coming into the service and leaving the service use the hand sanitizer located at the sign in bench, to limit any spread of germs and illness.

OPERATION :

Happy Hearts Academy Early Learning Centre holds a Service Approval from the Department of Education and Communities to provide high quality, educational programs for 46 children per day between the ages of 0 to 5 years. The Service will be open for 52 weeks of the year between 7 am to 6 pm Monday to Friday.

OUR CURRICULUM

At Happy Hearts our curriculum is guided by the Early Years Learning Framework (EYLF). This is Australia's first national framework for early childhood educators and is now used across most early childhood settings such as long day care and preschools. The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school. The council of Australian Governments has developed this Framework to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning.

Quality Area 1

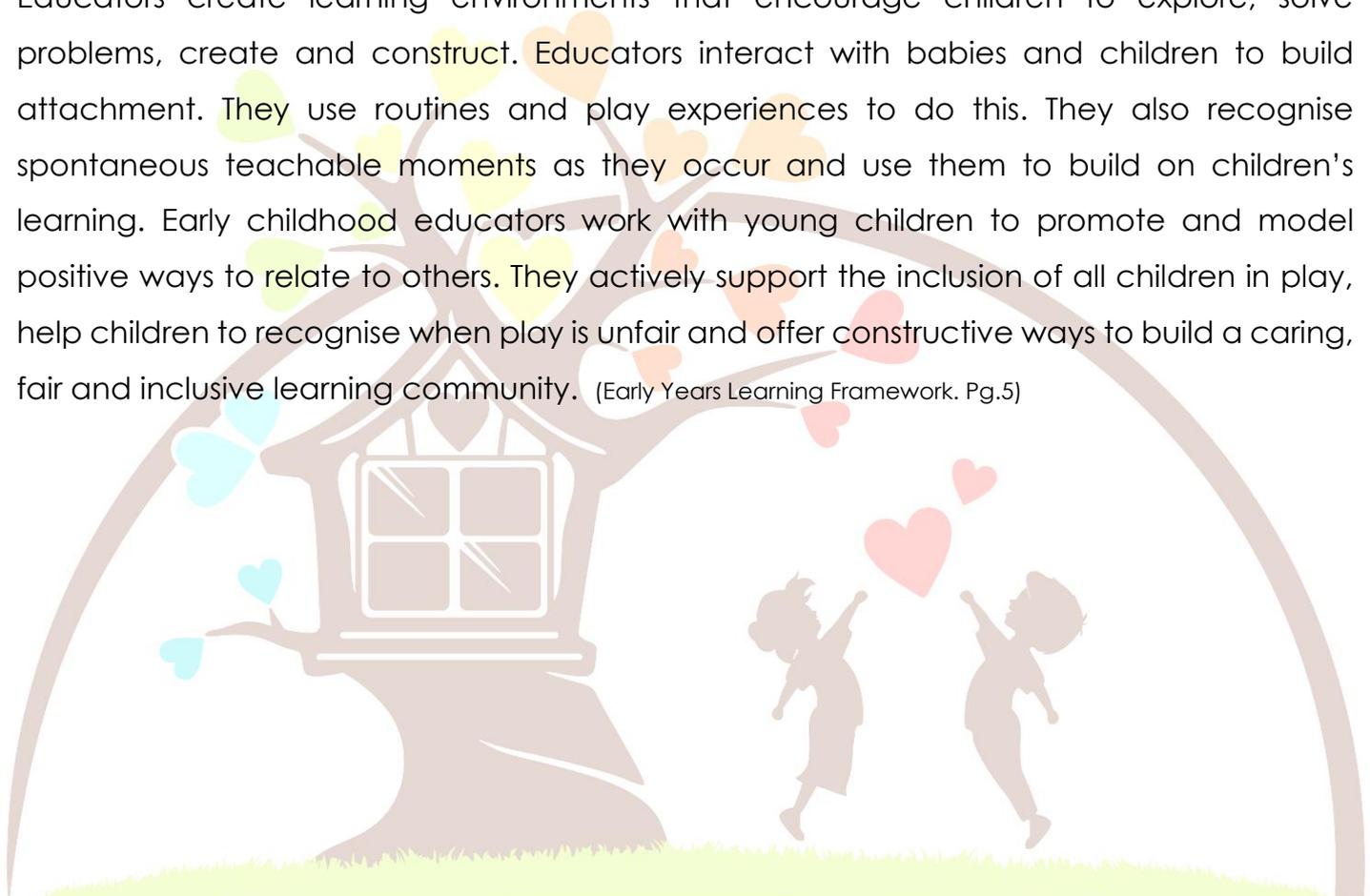
Educational Program and Practice

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and to learn. In these ways play can promote positive dispositions towards learning. Children's immersion in their play illustrates how play enables them to simply enjoy 'being'.

Early childhood educators take on many roles in play with children and use a range of strategies to support learning. They engage in sustained shared conversations with children to extend their thinking.

They provide a balance between child led, child initiated and educator supported learning.

Educators create learning environments that encourage children to explore, solve problems, create and construct. Educators interact with babies and children to build attachment. They use routines and play experiences to do this. They also recognise spontaneous teachable moments as they occur and use them to build on children's learning. Early childhood educators work with young children to promote and model positive ways to relate to others. They actively support the inclusion of all children in play, help children to recognise when play is unfair and offer constructive ways to build a caring, fair and inclusive learning community. (Early Years Learning Framework. Pg.5)



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Daily Routine

JOEY ROOM ROUTINE – (0-2 years)

Please note this routine is flexible and changes for each individual child. In the 0-2 room we work in collaboration with parents and families to follow the same routine at home to provide continuity of care.

7.00	Centre Opens
7 - 7.15	Family Grouping in Joey Room
7.15 – 7.45	Breakfast
7.45 – 8.00	Nappy Change and Ensure Sunscreen has been applied
8.00	Transition Outdoors (Weather Permitting)
8.00 – 11.00	Free Outdoor Play
9.00	Progressive Morning Tea
10.00	Nappy Change Routine
11.00	Transition Indoors for Lunch
11.45 – 12.30	Children that sleep after lunch go down to bed
12.00 – 3.00	Free Indoor Play
2.00	Nappy Change Routine & Sunscreen Applied
3.00 – 6.00	Transition to Outdoor Play (Weather Permitting)
3.15	Progressive Afternoon Tea
4.00	Nappy Change Routine
5.00	Family Grouping
5.15	Late Afternoon Snack
6.00	Centre Closes

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LYREBIRD ROOM ROUTINE (2-3 Years)



7.00	Centre Opens
7-7.15	Family Grouping in Joey Room
7.30-8.15	Breakfast Outdoors (Weather Permitting)
8.15 - 10.00	Outdoor Play (Weather Permitting)
8.00	Nappy Change and Toileting Routine
9.00	Progressive Morning Tea Outdoors
10.00 – 10.15	Munch n' Move Time
10.15 – 11.15	Free Indoor Play & Nappy Change
11.15- 11.30	Group together for Project Work
11.30	Lunch
12.00-1.30	Children transition to beds after lunch for a sleep or rest
1.30	Nappy Change and Toileting Routine as children wake up
1.30-2.45	Indoor play
2.45-3.00	Group together to gets hats/sunscreen on to go out side
3.00 – 5.00	Outdoor Play
3.15	Progressive Afternoon Tea Outdoors
4.00	Nappy Change and Toileting Routine
5.00	Transition to Joey's room for family grouping
5.15	Afternoon Snack
6.00	Centre Closes

LYREBIRD ROOM ROUTINE (3-5 Years)



7am	Centre Opens
7-7.30	Family Grouping in Joey's room
7.30-8.15	Breakfast Outdoors (Weather Permitting)
8.15-11.00	Outdoor Play (Weather Permitting)
9.00	Progressive Morning Tea Outdoors
10.00	Munch n' Move Time Outdoors
10.15 – 10.30	Mark the roll and do morning acknowledgment
10.30-11.00	Transition into groups for project work
11.00 – 12.00	Group Time and transition to Lunch tables
12.15 – 12.45	Lunch
12.45	Rest and relaxation time
1.00	Structured indoor activities (Transition to school)
2.30	Short gathering and transition to outdoors (weather permitting)
3.00-4.30	Free Outdoor Play
3.15	Progressive Afternoon Tea
4.30 – 5.00	Group together to pack away outdoor environments and play some circle games
5.00	Transition to Joey's Room for family grouping
5.15	Late Afternoon Snack
6.00	Centre closes

Please note that our routines are flexible depending on the children's needs, special occasions and weather conditions.

Programming and Curriculum Decision Making

We believe children learn readily from their environment, developing and strengthening key skills such as self-regulation, autonomy and independence. Our values are communicated through the environment we offer for children. We aim to enhance children's senses, invite curiosity and discovery and teach children to respect and appreciate the space around them.

Our learning environments are purposely designed to support our curriculum as well as provide for children's individual learning styles, strengths and interests. Our focus is to bring natural elements into our environment where we can explore other living and non-living things, to develop an awareness of the impact of human activity on environments, and the interdependence of living things.

Rooms have been specifically designed to meet the development of the children in each age group. The age ranges offer flexibility so we can transition children based on both their age and developmental stage. Generally, children in our classrooms stay with their friends in their rooms for the entire year, forming close bonds and friendships.

Families are asked to provide information to educators to support planning and documenting of their child's learning through Enrolment forms, Parent feedback forms and Verbal comment/discussion.

Each child has a portfolio which shows your child's participation in the educational program. As well you have access to view the developmental records of your child.

Transition to school

As your child prepares and transitions to school, here at Happy Hearts we aim to assist their development during their journey toward this next big step, in their and your lives.

School readiness consists of many different skills other than being able to just read and write. Getting your child ready for school also consists of skills such as, are they able to make friends, socialise and join into play situations, are they able to sit through a group time of 20 minutes or more maintaining their concentration and are they able to care for their own belongings, along with numerous other skills required.

Experiences such as cutting, letter and number recognition, writing, name recognition, colours, shapes and basic math's and pre-reading experiences will be on offer for the

children to participate in, on a daily basis and will be facilitated by our Early Childhood Teacher.

Other experiences offered on a daily basis are also construction, art and craft, play dough, home corner, book corner, exploration science area, gross motor experiences and various other interests that may be offered on a daily basis.

Guns and Superhero Play Policy

Educators will actively discourage the making of guns or other weapons for fantasy play within the child care environment. Toy guns or other weapons are not to be brought to the centre, or purchased as equipment. We will help all children to understand how their behaviour affects others and will ensure children's self-initiated play that:

- *Does not make any other child feel frightened or intimidated.
- *Respects the rights and feelings of others.
- *Is not overly boisterous or loud
- *Is valued and supported.
- *Is safe

In my child's preschool years I value "high quality care, developing a sense of community and building relationships that encourage development and a sense of self outside the family".
Parent

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Quality Area 2

Children's Health and Safety

All children have the right to experience quality education and care in an environment that provides for their health and safety. This is complemented by a focus on promoting each child's wellbeing and providing support for each child's growing competence, confidence and independence. (EYLF)

Arrival and Departure

On arrival

make sure you sign your child in and help them to find their locker to store personal belongings

On departure

Sign your child out of the centre and let an educator know you are taking your child. Prior notice must be given where the person collecting the child is someone other than those mentioned on the enrolment form. The person nominated by the parent must be able to produce some form of photo identification and must be over the age of 18. Understand that your child will not be released into the care of persons not authorised to collect your child. Please provide if necessary any original Court Orders restricting access to your child. These will be photocopied, signed by you and kept with your child's file.

Child Protection

It is important that you

- Teach children to become independent in self-care
- Treat all children at the service equally and respectfully.
- Report any suspicions to the 'responsible person' in charge when at the service.
- Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.
- Focus on encouraging children's efforts and learning.
- Support all efforts to remove any form of abuse in the service and encourage a safe and supportive service environment.
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- Do not drink alcohol or use illicit substances while on the service's premises and not come to the service while under the influence of alcohol or illicit substances.
- Do not smoke on the service's premises.

Emergency and Evacuation

Ensure emergency contact details are updated and current. Emergency Rehearsals are carried out every three months for an entire week as required by National Regulations. Rehearsals are recorded, evaluated and reviewed and this information is available to you. Please be aware of the emergency and evacuation procedures of the service and talk to your child about rehearsals.

Excursions and Incursions

We will plan excursions and incursions as part of the educational program as appropriate with careful consideration of the safety of children and adults. Full risk assessments undertaken and will be available to you. You will be given a written permission form including itinerary and reasons for taking the children on the excursion, prior to excursion which you will sign if you give permission for their child to participate. You are encouraged to participate in excursions to assist in maintaining suitable child/staff ratios. Understand costs are kept to a minimum for parents and are required to be paid in cash prior to the excursion and returned with the permission slip. If permission slips are returned without excursion costs, then these can be placed onto your fee statement.

First Aid

At least one Educator in attendance and who is immediately available at all times the Service is operating will have a current approved first aid qualification anaphylaxis training and emergency asthma training. The service maintains a first aid kit that is adequately stocked and checked throughout the year. In the event of an injury, trauma or illness educators will assess the situation and necessary first aid will be administered and documented. If this occurs you will be required to sign documentation and request a copy if required.

Hygiene and Infection Control

The service has in place policies and procedures to prevent the spread of infections. You are asked to use the hand sanitiser upon arriving and leaving the preschool.

Incident, Injury, Trauma and Illness

You will be notified of any incident, injury, trauma, or illness as soon as is practicable, but no later than 24 hours after the noted incident, and will be provided with a copy of the report. The Educators will assess the situation and decide if they require you to collect your child. If this occurs you will be required do so as soon as practicable. If urgent medical or dental treatment is required, immediate steps will be taken to secure treatment and you will be notified, as soon as practically possible. On the Enrolment form please provide accurate and current information regarding preferred doctors and dentists and emergency contact details and keep this updated as required.

Infectious Diseases

Children's exposure to infectious diseases will be minimised by our preschool following all recommended guidelines from relevant authorities regarding the prevention of infectious diseases. You are required to advise and update the service of your child's immunisation status, and provide written documentation of this for the service to copy and keep with the child's enrolment records.

If your child has a suspected infectious disease you will be asked to collect your child as soon as practicable. If a child has been unable to attend the Service because of an infectious illness, when the child has fully recovered the family must obtain a certificate from their doctor which specifically states the child is not infectious and is able to attend care.

If a child has not been immunised, they may be excluded from care during outbreaks of some infectious diseases, even if their child is well, depending on advice from the Public Health Unit. Please note these absences will still be charged at the normal daily rate.

For vomiting, diarrhoea and temperatures children are not to return to the service until 24 hours after the last symptoms.

Please note under no circumstances will your child be able to attend the service within this time period, so if your child is sent home from the service because of the above symptoms,

they are not able to attend the following day and until the symptoms have ceased for 24 hours or more.

Medical Conditions

In the case of your child having a medical condition such as anaphylaxis, asthma, allergies or diabetes you will be asked to provide a current medical management plan for your child, that needs updating annually. In consultation with us, we will also develop a risk minimisation plan and a communication plan, which will be communicated to all staff so that collectively we can manage the medical condition safely and effectively. In the case of your child having a long term medical condition, you will be required to provide the service with the medication and the medication dispenser (such as a spacer to administer Ventolin) which must remain at the service at all times your child is being cared for. If your child arrives at the service and you have forgotten their medication, then your child will need to go home with you and collect their medication before they can attend.

Medication

Understand that

- No medication will be administered to a child unless prescribed by a medical practitioner. (Unless it is the centre's Panadol and only when temperatures reach 38 degrees or more and all other attempts to lower the temperature are unsuccessful)
- No medication will be administered to a child unless presented at the service in the original container in which it was dispensed. Educators will not administer unlabelled medication.

Please ensure all medication is passed directly to an educator and **no medication is stored in children's bags**. A Medication Permission form must be signed for the medication to be administered and the medication must be placed into a locked container out of the reach of children.

If we are unable to contact you if your child has a temperature over 38 degrees your child will be given Panadol in accordance with the signed Panadol permission slip on your enrolment form. At this point you or your emergency contact will be called to come and collect your sick child.

If your child requires medication such as Nurofen or Panadol to get through their day happily, then they need to be in your comfort and will feel better with you at home in

familiar surroundings. This includes children having to be medicated for teething related issues. So if your child has had pain relief prior to coming to the service please keep them at home where they can receive the care they need.

Please note that children will not be administered Panadol until after 4 hours of attendance at the service, to prevent any child being overdosed.

In the event of illness or child displaying behaviours which are not usual to their personality, the director will determine whether your child is fit to be attending the service, even if they are not presenting with other symptoms such as a high range temperature, you will be called to come and collect your child.

Nutrition

Please Pack in your child's lunch box a sandwich or similar, healthy snacks such as yoghurt, cheese, fruit etc. (Please only pack healthy foods) Please do not pack chips, chocolates, lollies or fairy bread in lunch boxes as we view these as 'sometimes foods.' Adopt a **'NUDE FOOD'** approach to your child's lunch box. This means that foods come in reusable plastic containers rather than cling wrap and other individually wrapped foods. We are aiming to reduce the impact we are having on landfill.

Example of our daily menu

Breakfast served from 7.15 - 7.45 am

Weet-bix, rice bubbles, cornflakes

Morning Tea

Fresh seasonal fruit and vegetables, Pikelets, Yoghurt

Afternoon Tea

Fresh vegetables, Flat bread with tzhiki dip, cheese, rice crackers

Late afternoon snack

Vita Wheat cracker or Rice Cracker

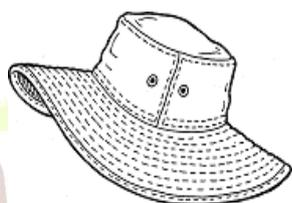
Rest and Relaxation

Educators will ensure sleep and rest routines are positive experiences by encouraging children to bring a favorite toy or other comforters, familiar bedding, as well as the use of soft music. They will provide feedback about your child's sleep patterns via the eat/sleep charts, and verbally as required.

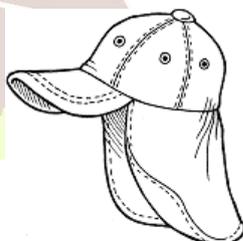
Please advise educators/staff at enrolment of any special patterns or cultural practices that your child has which will enable us to maintain consistency and continuity with practices at home. Update information throughout your child's time in care or as special circumstances arise – e.g. your child had a restless night and may need to go to sleep earlier, or your child slept in and may not need a sleep. You can do this verbally in the morning upon arrival and then staff will add the information to the daily sleep chart for other room staff to see.

Sun Protection

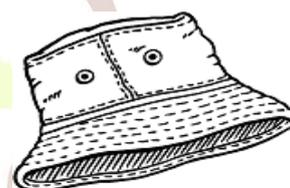
Our preschool follows best practice guidelines to protect children, family members, educators and staff from the damaging effects of sun exposure. Hats are required to be any of the following types:



*A broad-brimmed hat
with a
brim of at least 7.5cm*



A Legionnaire-style hat



*A bucket or surfie hat
brim of 5cms, adult 6cms*

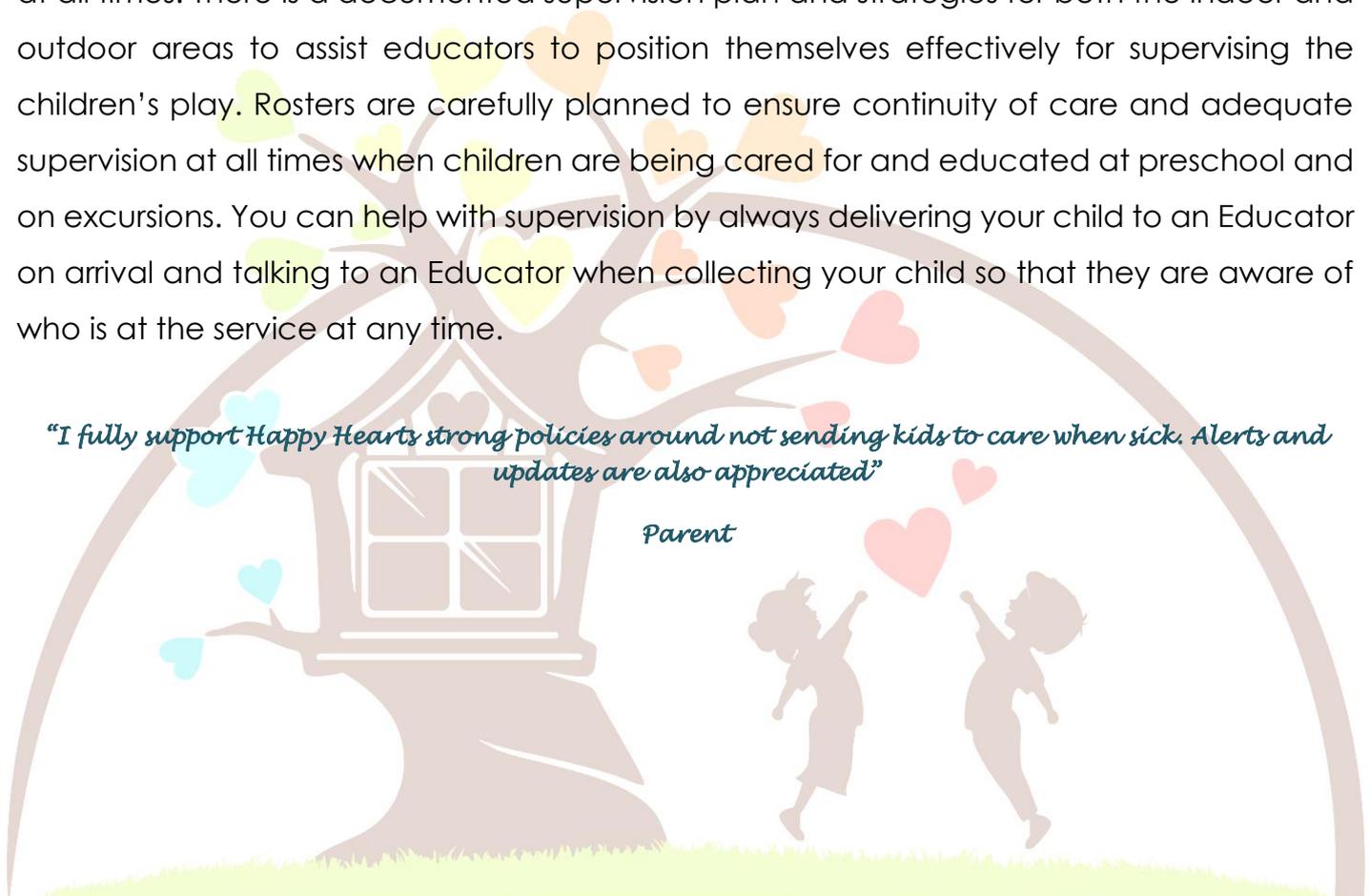
Clothing is required to cover as much skin as possible with longer length shirts with collars and sleeves. Midriff and singlet tops/dresses are not recommended due to inadequate coverage. Please apply SPF 30+ broad spectrum water resistant sunscreen on exposed areas of skin, in the morning prior to or on arrival and this will be reapplied as required throughout the day. Experiences outside will be planned to maximise the use of the shade.

Supervision

It is the Approved Provider's responsibility to adhere to the National Regulations to ensure sufficient numbers of educators are employed to provide adequate supervision of children at all times. There is a documented supervision plan and strategies for both the indoor and outdoor areas to assist educators to position themselves effectively for supervising the children's play. Rosters are carefully planned to ensure continuity of care and adequate supervision at all times when children are being cared for and educated at preschool and on excursions. You can help with supervision by always delivering your child to an Educator on arrival and talking to an Educator when collecting your child so that they are aware of who is at the service at any time.

"I fully support Happy Hearts strong policies around not sending kids to care when sick. Alerts and updates are also appreciated"

Parent



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Quality Area 3

Physical Environment

The physical environment plays a critical role in keeping children safe; reducing the risk of unintentional injuries; contributing to their wellbeing, happiness, creativity and developing independence; and determining the quality of children's learning and experiences.

Indoor environments are characterised by open spaces that provide children with opportunities to work on self-chosen and negotiated activities that can be quiet and active learning situations, routines and small-group and whole-group experiences. These spaces:

- support children's emerging interests and allow them to demonstrate their innate creativity and curiosity
- reflect children's different cultures, interests, abilities and learning styles
- recognise children as active learners and decision makers.

Outdoor environments are characterised by both active and quiet zones that comprise balance of fixed and moveable equipment, open space to engage in physical activities and spaces that promote investigation and respect for and enjoyment of the natural environment.

These spaces are dynamic and flexible and:

- provide opportunities for unique play and learning
- complement and extend the indoor activities and learning experiences
- offer children opportunities to be active, messy and noisy and play on a large scale.

Guide to National Quality Standard

Environmental Sustainability

Families can support the services efforts in sustainability and environmental endeavours by bringing in recycled materials, for example computer paper, architect paper, photocopy paper, newspaper off-cuts, for children's use in a creative way. Remembering that for hygiene reasons toilet rolls will not be used for craft activities and no packaging from products containing nuts or sesame seeds will be used to protect the safety of children with anaphylaxis.

Educators encourage families and children to engage in innovative practices and appreciate the wonder of the natural world while protecting the planet for future generations.

Happy Hearts educators make sustainable practices a part of their daily routine. These include:

- Recycling
- Gardening
- Water conservation
- Making natural choices for play materials
- Paper making for art and craft area

Workplace Health and Safety (WHS)

WHS is everyone's responsibility so take reasonable care for their own safety and ensure your acts or omissions do not adversely affect the health and safety of others whilst in the preschool environment. If you have concerns about a health or safety issue at your service please tell an educator. Please ensure that you are mindful of your children's safety in the foyer at drop off/pick up times, by supervising them properly.

My first impression of Happy Hearts was "very friendly, welcoming and all the other kids seemed really happy and relaxed, which is/ was comforting" PARENT

The staff at Happy Hearts has "professional competence and a genuine enjoyment of what they do"

HAPPY HEARTS ACADEMY
EARLY·LEARNING·CENTRE

Quality Area 4



Staffing Arrangements

Staffing 2019

Catherine Fanous – Centre Owner – Early Childhood Teacher (ECT)

Maree Goeldner – Nominated Supervisor– Early Childhood Teacher (ECT)

Joey's Room (0-2 Years)

Elizabeth Astill – Diploma in Children's Services

Jamie – Lee Adamson– Certificate 3

Kirsten Darby – Certificate 3 trained and working towards Diploma in Children's Services

Kyras Birkin – Certificate 3 in Education and care.

Lyrebird Room (2-3 Years)

Georgia Dee – Certificate 3 in Children's Services

Emily Harrington – Certificate 3 in Children's Services

Lyrebird Room (3-5 Years)

Bronwyn Ritacco - Early Childhood Teacher (ECT) -**Educational Leader**

Sophie Forde – Diploma in Children's Services

Ashlee Lane - Diploma in Children's Services

Kylie Clark– Support

Layla Arnold – Trainee

Rhianna Williams – Trainee

Jaruwan Clearly (A.K.A. Am) – Certificate 3 in Early Education and care (float support)

The Educational Leader is appointed in writing by the preschool. The role is to inspire and lead discussion within the service which focuses on the educational program as it relates to all aspects of the organisation's vision and goals and ensure that educators are supported in running the centre curriculum.

The Responsible person in charge

A sign in the foyer informs families who is the current responsible person. Please direct any concerns to this person.

Staff Code of Conduct

All educators are familiar with the Early Childhood Australia's Code of Ethics and service philosophy which guide conduct and decision making within the preschool. They work together in the best interests of the children and families and will act in a manner that will enhance the standing of the early childhood sector. The team will ensure that ethical conduct guides the behaviour and decisions within the care and education setting and is founded in respect for, and the valuing of children, families, educators and staff, and the extended service community.

Students and Volunteers

Families will be informed if any students and volunteers are working at the service. They will not be counted in the educator/child ratios but are expected to adhere to the policies and procedures of the service

Quality Area 5

Relationships with children

In line with the National Regulations, we will

- *encourage children to express themselves and their opinions
- *allow children to undertake experiences that develop self-reliance and self-esteem
- *maintain the dignity and rights of each child
- *give positive guidance and encouragement to each child
- *consider the family and cultural values, age, and physical and intellectual development and abilities of each child. (National Regulations 155, 168)

Interactions with children:

At Happy Hearts Academy children will be supported to:

- Build and maintain sensitive and responsive relationships with other children and adults.
- Verbalise feelings and ideas.
- Listen to other children.
- Show respect for others.
- Develop good social skills.
- Accept others of different culture, race and religion.
- Be co-operative.
- Have good relationships with each other.
- Share experiences.
- Show acceptance of routines.
- Seek help when frustrated.
- Interact with other children.
- Be relaxed and happy with each other.
- Contribute to activities and participate.
- Respond to positive discipline practice.
- Feel comfortable with themselves.
- Respect other children's space and privacy.

Continuity of care :

The Service employs an additional member of staff to support leave, programming and breaks. In addition the service will aim to use the same pool of casual staff in the absence of permanent staff and encourages casual staff to become familiar with the Service, staff, children and families, as well as routines. Where possible, relief staff will be employed on the same day of the week to help them develop closer understanding of the children attending that day, and to help the children develop relationships with these casual staff.

New casual staff will be encouraged to display a photo and short introduction of themselves. This will help identify new staff to children and their families. Staff will advise parents and guardians of any changes to staffing patterns via newsletters and where possible before these changes occur.

Quality Area 6

Collaborative partnerships with families and communities.



“Learning outcomes are most likely to be achieved when educators work in partnership with families and communities. In genuine partnerships, families and early childhood educators:

- value each other's knowledge of each child
- value each other's contributions to and roles in each child's life
- trust each other
- communicate freely and respectfully with each other
- share insights and perspectives about each child
- engage in shared decision-making.” (EYLF)

Community Involvement

The community is involved through incursions and excursions at the service for example but not limited to fire trucks, living safely with dogs program, Healthy Harold, the local library and police force. We have also had an Aboriginal Dance Group come and share their culture with us during NAIDOC week. We document any visits we have from members from the community, reflect on these visits and ask parents and families for feedback. Please feel free to offer your suggestions and share any connections or your own skills that you think are worthwhile.

Communication with families

Open lines of communication with our families are vital

We offer a range of ways to communicate so we can build a positive relationship with parents from the start. It's important that you are comfortable and trust the team.

- Educators will talk to you about your child's learning during the day so you know how your child is developing on a daily basis.
- We regularly organise information evening and events. These are opportunities where you will be able to meet other families in the community and get to know the routines and staff on a more personal level. These include shows, morning and afternoon teas and celebrating other special events on the calendar.
- You will receive various notices and newsletters relating to the centre's activities, latest developments and other features, which may be of interest to you. Please take time to

read these as you will be able to stay informed about 'what's happening' at Happy Hearts.

- Sleep charts, bottle charts, food charts and nappy/toileting charts are all available for you to look at, at the end of the day.
- Please take note of what is on the notice boards as these notices are amongst the primary source of communications between staff and families along with email.
- A parent suggestion/communication box is available to allow any feedback, ideas and contributions you may like to share with us, about any interests or skills you or your child may have. This can be done anonymously and is located at the sign in bench.
- Staff will always attempt to talk to all parents at drop off and pick up times, however these times can be difficult and hectic when more than one parent drops off at the same time.
- If there is a private matter that you may wish to discuss, simply let us know and we can arrange a more convenient time.
- Willingness to participate in events and parent meetings is strongly encouraged and appreciated.

Open door policy

We want parents and guardians to feel belonging and to feel confident when leaving your child/ren at Happy Hearts Academy. Please feel free to drop in at any time to visit your child and/or staff.

Enrolment and Orientation

Provide the following, prior to the agreed start date for the child:

- **A completed enrolment form including authorisations;**
- **A bond payment, and administration fee as outlined in service fee policy;**
- **Current Immunisation records; this must be an Immunisation History Statement printout from Medicare Australia. Please note that the blue book is no longer able to be accepted as proof of immunisation. Without this document your child is not able to start care; ALL CHILDREN ENTERING CARE MUST BE IMMUNISED AND KEEP THEIR IMMUNISATIONS UP TO DATE.**
- **Birth Certificate, Passport or other identification;**
- **Current contact information for parents and emergency contacts;**

- **Information on children's additional needs (including medical conditions, health and developmental concerns)**
- **Signed Terms and conditions of enrollment at Happy Hearts.**
- **Access your MyGov account to accept Happy Hearts ELC as your approved provider.**

Prior to your child starting at the centre

You are invited to attend orientation sessions to familiarise your child and yourself with our service.

On your child's first day

- Send any special comfort items (teddy) to help the child in the initial settling in period.
- Check on your child at any time if there are any concerns.
- Stay as long as needed to reassure your child, but sometimes it's easier for the educators/staff to settle the child on arrival, and for the parents to come earlier on collection to spend time with their child – rather than do this at drop off time.
- You will be kept informed about how your child is settling in on collection and are welcome to discuss any aspects with the educators/staff/director at a convenient time.

Family Involvement

The expertise of families is recognised and we encourage you to share in decision making about your child's learning and wellbeing by

- Visiting the centre at any time.
- Making suggestions and contributions to the children's program, centre's menu, surveys, policies and procedures including enrolment and orientation.
- Sharing aspects of your culture with the Educators, other Staff and children: such as craft, cooking, music and language experiences (Such as favorite stories, stories from home cultures, special skills, talents or even bathing a new baby).
- Attend Special activities which will be arranged throughout the year to promote family and community participation in the centre's activities.
- Participating in the daily routine such as assisting in craft activities, special language activities and morning/afternoon tea.
- Become a member of the Parent/Staff committee which is set up to establish goals, update and develop policies, and the National Quality Standards. Minutes of regular

parent and meetings will be kept. Families and staff are invited to think of issues they wish to add to the agenda prior to the meeting.

Complaints and Grievances

If any aspect of the centre makes you unhappy you have the right to bring it to our attention. The Director and Nominated Supervisor welcome any suggestions, as this feedback assists us in maintaining a quality child care service.

Parents and community members are welcome to:

- Raise any concerns they may have with the centre.
- Make suggestions.
- Appeal an action or decision made by the centre.

The Role of NSW Early Childhood Department Education and Care Directorate, Department of Education and Communities in handling complaints:

Parents, staff and the community also have the right to make a complaint to NSW Early Childhood Department Education and Care Directorate, Department of Education and Communities if they are concerned about the centre. The nearest Area Office to Happy Hearts Academy Early Learning Centre is located at 16 Gladstone Street, Wollongong, NSW, 2500. Telephone: 4254 0314.

If NSW Early Childhood Department Education and Care Directorate, Department of Education and Communities receives a complaint about the centre, an officer will investigate the complaint in order to determine whether the service is in breach of the regulations.

How to Make a Complaint

Informal complaints or suggestions are made verbally and relate to simple and straight forward complaints.

- Have a conversation with the staff member concerned.
- Usually such complaints can be resolved on the spot or during the day.

- If the staff member does not have the knowledge or authority to deal with your complaint, the staff member will pass on the complaint to the Nominated Supervisor or Director.
- Parents must be kept informed of the progress of their complaint.

Formal complaints are made verbally or in writing when the issue is of a complex and serious nature.

- These complaints are to be referred to the Director.
- All complaints are taken seriously and followed up.
- An incident report will be completed by the Director any staff member that may be involved.
- The focus will be on the problem, rather than the person who makes the complaint or the staff member(s) involved.
- All issues will be treated confidentially and be dealt with properly.

Children respond well to honesty, kindness and strong leadership. I know my children feel heard and cared for at Happy Hearts. Parent,

I would tell other families that at Happy Hearts "the staff are all lovely, my son has heaps of friends and learns a lot and they exceeded accreditation standards" Parent,

Quality Area 7

Leadership and Management

The effective management of education and care services requires the constant review of a changing environment to enable continuous improvement. Managing for quality requires a wide range of skills and a thorough understanding of the education and care system, including standards and effective practice. (Guide to the National Quality Standard).

Assessment and Rating

Happy Hearts Academy Early Learning Centre has been assessed in 2015 as Exceeding National Quality Standard.

Under the National Law all early childhood services are assessed and rated against the National Quality Standards as it is a key focus of the National Quality Framework to promote continuous quality improvement.

There are five rating levels;

Excellent – Indicates that a service is excellent and is recognised as a service leader.

Exceeds National Quality Standards - indicates that a service is exceeding the National Quality Standard.

Meets National Quality Standard - indicates that a service is meeting the National Quality Standard

Working towards National Quality Standard - indicates that a service is working towards a National Quality Standard

Significant Improvement Required – indicates that a service is not meeting the National Quality Standard and that the regulator is working closely with the service to immediately improve its quality (otherwise the service's approval to operate will be withdrawn).

Meeting the National Quality Standards provides standards of quality practices for the day to day care provided in our Education and Care Service. The system also allows staff to continually improve practices by identifying the quality aspects of care the Education and

Care Service is already providing and assisting the Education and Care Service in developing goals for further improvement through a “Quality Improvement Plan”.

We involve parents, families and management in each stage to seek their input and views into practices and care in our Education and Care Service – this includes having family input into policy reviews, meetings and providing updates in newsletters about the Education and Care Services current stage in the process.

Happy Hearts Academy Pty Ltd

**Catherine Fanous
(Approved Providers)**



**Maree Goeldner
(Nominated Supervisor)**



**Bronwyn Ritacco
(Educational Leader)**

Educators/staff

Policies and Procedures

The centre has numerous policies and procedures for various issues within the centre, relating to children, parents, staff and programs.

A copy of these policies is kept at the parent library for you to read at any time.

To continue to improve our service and to keep up to date with current trends and research, policies will be reviewed on a monthly basis by parents and staff.

At times you will see policies sent out via email, asking you to review these in consultation with staff. We ask that you write any changes onto the policy that you may have and return it to staff, who will review them at the next staff meeting. Even if you believe the policy does not need any changes please write that on the policy to let us know that you have reviewed it.

We appreciate your assistance with this process and value your input into the running of the centre.

Once policies have been reviewed they will go up on the notice board for all to read.



The service is underpinned by the above documents and legislative requirements

Quality Improvement Plan (QIP)

The service is required to have a Quality Improvement Plan (QIP) and our QIP is accessible and available for families. Please ask an educator to be directed to where it is kept. The QIP describes a self-assessment of the quality of the practices of the service against the National Quality Standard and the National Regulations and identifies areas for improvement. You, as a stakeholder in our service's community are encouraged to comment on the QIP to assist us in ongoing continuous improvement.

Fees

Fees Schedule:

0-2 years: \$110 per day

2-3 years: \$105 per day

3-6 years: \$100 per day

Fees payable on enrolment

If you accept a position for your child into our centre, a one-off enrolment fee of \$65 enables us to secure the position for your child. If this fee is not paid your child's position may be sold to another child. (This fee is non-refundable if you change your mind)

Upon enrolling your child, you will be asked to pay a bond of \$200 which will be held in an account and refunded to you when your child leaves the centre. This bond will be refunded

the week after your child's last day at the centre, as long as all other fees have been paid. Please note the bond is non-refundable if you change your mind and your child does not start care.

Payment of Fees

ALL fees are payable by a direct EziDebit system and forms for this will be given upon enrolment of your child.

Fees are payable 1 week in advance and are payable for any absences including illness, public holidays and personal holidays. Fee's will be charged every Thursday from your nominated account or credit card. Fee statements will be sent out weekly for each respective week. Please note that even if you are 1 cent short, your fees will decline and you will be charged a fee by your bank.

Child Care subsidy (CCS)

Information can be obtained from Centrelink on 13 61 50.

All families at the centre are eligible to apply for childcare assistance. This may be as subsidised fees or the 50% rebate paid directly to families or the centre.

An application must be completed and lodged before commencement of enrolment. Failure to lodge an application before commencement may result in the full fee being charged.

It is up to families to provide the centre with their family CRN number and their child's CRN number from Centrelink. Until the child is enrolled with the Family Assistance Office and information is sent through to the centre regarding your child care benefit or rebate, full fees will apply.

Once Centrelink has determined a family's eligibility for Child care assistance, only then can we inform you of your appropriate weekly child care fees. Upon receiving your CRN details from centrelink please ensure that you request that centrelink "activate" your CRN's as there may be delay if the actual numbers are not activated through centrelink.

Please note that if you give notice and don't attend on your last scheduled day of care that your CCS will not be applied and you will be charged a full fee rate.

Absences and Holidays

If you wish to take holidays at any other time of the year, or periods of sickness arise, you cannot expect to avoid payment of fees whilst the place is being kept for your child. This also includes exclusion due to non-immunisation.

Each child is entitled to 42 absent days per financial year while claiming child care benefit. An absent is defined as a public holiday, sick day, holiday, occasional absence or any other absence. Once the initial 42 days have been exhausted, additional absences may be claimed in certain circumstances. These absences must meet the additional absence criteria defined by the Department of Education, Employment and Workplace Relations. If any additional absences do not meet the criteria, full fees will be applied to your account.

Make-up days: The centre offers families a “make up day” system for families enrolled on public holidays. This means that if a child is enrolled on a public holiday, they are entitled to claim a free day to replace the public holiday. The days requested for make-up days are subject to availability based on the centre’s daily capacity. Make up days do have an expiry. All unclaimed make-up days will expire on the 31st of January each year.

Late Fees

As educators are to be paid overtime rates after 6pm, and two educators must remain on the premises whilst children are present, therefore a charge of \$5 per 5 minutes will be incurred by parents if children are picked up after this time. We are also not covered by insurance after 6pm or before 7am, so please be on time.

Please read the section called “*In the case of a child not being collected*” in the Arrival and Departure policy for further information.

Leaving the centre

Upon leaving the centre a minimum of 4 weeks written notice must be given, except within in the 6-7 weeks leading up to the end of each year (from 1st November every year). You are obliged to pay fees for the whole year. **If notice is given to withdraw your child from the 1st November in any given year, up until the last day of the year, fees will be charged until**

the end of the year, as we are unable to offer the place to other children, due to the following year's enrolment pattern.



For children moving on to school the following year the assumed end date will be the last week day of the year. However, if you would like your child to continue at the centre for January the following year (i.e. until they start school) this needs to be communicated to management via email by the 1st of November.

Privacy and Confidentiality

Families will

- Read the Privacy Collection Guidelines and Privacy and Confidentiality Policy.
- Sign the Privacy Collection Statement on enrolment.
- Be provided with access to their personal information and may request that their information be up-dated or changed where it is not current or correct.
- Make written application to the Approved Provider to access their personal information.
- Understand that they can make a complaint to the Approved Provider if they believe there has been a breach of their privacy in relation to the Privacy principles.
- Note that any privacy complaint will be dealt with promptly and in a consistent manner and should be addressed to the Nominated Supervisor, if dissatisfied after going through the complaint process, they may appeal by contacting The Office of the Australian Information Commissioner (OAIC)

Email: enquiries@oaic.gov.au Phone: 1300363992 Post: GPO BOX 5218,
SYDNEY.NSW.2001

HAPPY HEARTS ACADEMY
EARLY LEARNING CENTRE

Personal Information collected

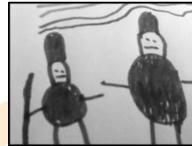
Records Kept regarding Children	Legal Authority for disclosure	Storage and Use
<p>*Documentation relating to child assessments or evaluations for delivery of the education program, including:</p> <ul style="list-style-type: none"> -Assessments of the child's developmental strengths and needs, interests, experiences and participation in the education program. *Assessments of the child's progress against the outcomes of the educational program. *Incident, Injury, Trauma and Illness Record *Medication record *Record of attendance for enrolled children *Child enrolment records Copy of original Birth Certificate *Certificates of immunisation or exemption for services in NSW, as required under the Public Health Act 2010. *Record any specific medical conditions or allergies including any medical management plan and risk minimisation plan. *Record of participation in excursions, emergency drills *Court orders and custody arrangements. *Financial information *Reports from other professionals involved in education and care of children *Information recorded for mandatory reporting for child protection 	<p>All information can be accessed by Regulatory authority or an authorised officer.</p> <p>Medical personnel who require the information for medical treatment of the child.</p> <p>Family Assistance Office in regards to CCB and CCR information.</p> <p>DOCS / Family and Community Services and Police regarding all Child Protection issues.</p>	<p>Confidentially and securely stored until the end of 3 years after the child's last attendance with the exception of Incident, Injury, Trauma and Illness Record which will be stored until the child is 25 years old</p> <p>All information must not be communicated (either directly or indirectly) with anyone other than:</p> <ul style="list-style-type: none"> *educators who require the information for the education and care of the child *medical personnel who require the information for medical treatment of the child *the parent of the child that the record relates to (except for a staff record), or *the regulatory authority or an authorised officer. <p>It may also be communicated if authorised or required under any Act or Law, or if the person who provided the information gives written permission. For example, a parent may give written permission for the service to share information about their child with a support agency such as Inclusion Support</p>

Acknowledgements:

We would like to acknowledge the contributions of the following children whose drawings were used in this Family Handbook.



Nate, aged 5



Cooper, aged 5



Cooper, aged 5



Ethan, aged 5



Camryn, aged 5



Freja, aged 4

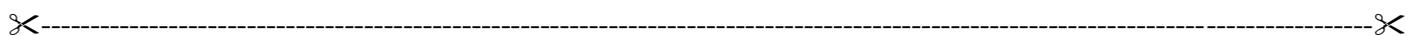


Violet, aged 4



Freja, aged 4

HAPPY HEARTS ACADEMY
EARLY LEARNING CENTRE

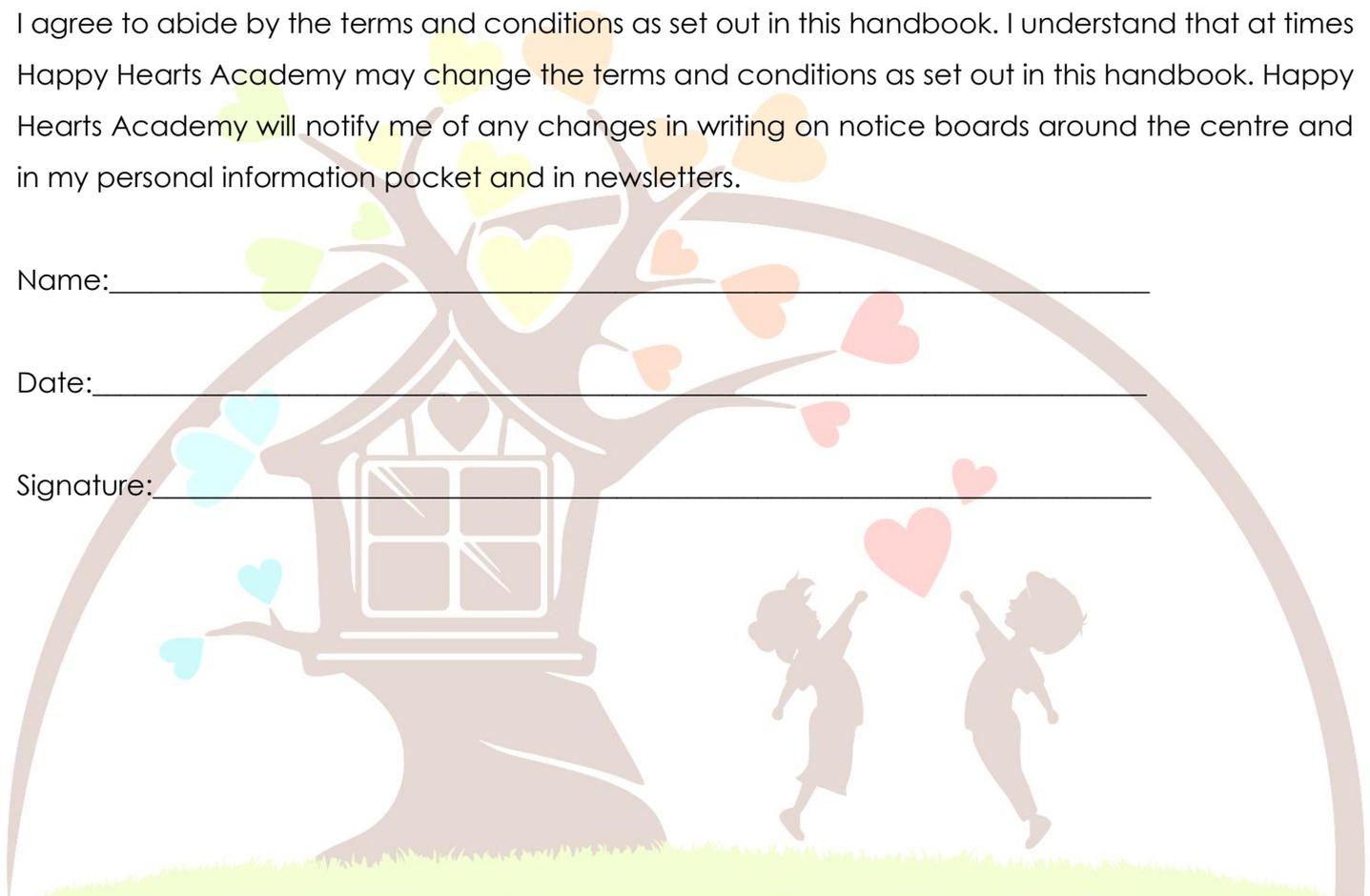


I agree to abide by the terms and conditions as set out in this handbook. I understand that at times Happy Hearts Academy may change the terms and conditions as set out in this handbook. Happy Hearts Academy will notify me of any changes in writing on notice boards around the centre and in my personal information pocket and in newsletters.

Name: _____

Date: _____

Signature: _____



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