Contact Information

Principal                              Mr Jon Charlton
Head of Junior School                Mrs Monique Miotto
ELC Co-ordinator                     Ms Sharon Donnellan
Director of Business                 Mr Graham Williams
Junior School Reception              Mrs Tania Hamilton & Ms Nadine Van Ree

Contact Phone Numbers

Direct line to Kilvington Early Learning Centre  9578 8444
Main Reception                         9578 6231
Junior School Reception               8574 7624
Our Mission

At Kilvington, our mission is to recognise and celebrate each child for who they are; to inspire and nurture their natural curiosity and imagination; to empower them to be the best they can be; and to encourage them to develop a life-long love of learning.

Introduction

Imagine a place where the vehicle for learning is through play: a place where your child will feel valued, safe, happy, challenged and secure, and where each child’s uniqueness is celebrated. Such a place is Kilvington’s Early Learning Centre.

Our children experience the beginning of their educational journey in our three and four year old programs. Our Early Childhood Educators create an educational program drawing from the Victorian Early Years’ Learning and Development Framework (VEYLDF), and the Early Learning Framework for Australia (Belonging, Being & Becoming).

Children’s learning and development is holistic, advancing simultaneously in the areas of health, cognition, personal and social development and wellbeing. Children’s learning and development is advanced when they are provided with opportunities, support and engagement within their families and in partnership with early childhood professionals.

By acknowledging each child’s identity, culture and spirituality and responding sensitively to their emotional states, early childhood professionals build children’s confidence, sense of wellbeing and safety and willingness to engage in learning.

The practice principles for learning and development are based on the understanding that when professionals establish respectful and caring relationships with children and families, they are able to work together to deliver effective learning and development experiences relevant to the children within the local context. These experiences gradually expand children’s knowledge and understanding of the world and promote their health, safety and wellbeing.

Our Philosophy

Kilvington ELC has a strong commitment to delivering high quality programs which are flexible and responsive to individual, family, school and community needs. Our guiding philosophy and pedagogy is reflective of current research and thinking and is founded on essential core principles such as: play based, child initiated and Educator facilitated learning. It is also based on inclusive, equitable, respectful, ethical and family centred practices. Each of these principles and practices are upheld within the National Early Years’ Learning Framework (EYLF), and the Victorian Early Years Learning and Development Framework (VEYLDF) and the National Quality Standards (NQS).

As outlined in the United Nations Conventions on the Rights of the Child:

“Education should give children the opportunity to develop their talents and abilities to full potential, to gain confidence and self-esteem, to use their initiative and creativity, to gain life skills and make informed decisions… children must be perceived not as mere recipients of knowledge, but rather as active players in the learning process.”
We advocate for children to become active participants and decision makers in their learning. We support the belief that children’s lives are characterised by the fundamental views of the EYLF ‘Belonging, Being and Becoming’. Key values and principles that underpin quality early childhood practice at Kilvington ELC include:

- Educators building secure respectful and reciprocal relationships with children;
- Working in partnership with families;
- A commitment to equity and upholding high expectations for all children regardless of circumstance;
- Demonstrating respect for diversity; and
- Continually engaging in ongoing learning and reflective practice.

The National Quality Standards capture a similar philosophical view within the six guiding principles:

- The rights and best interests of the child are paramount.
- Children are successful, competent and capable learners.
- Equity, inclusion and diversity are respected and reflected.
- Australia’s Aboriginal and Torres Strait Islander cultures are valued.
- The role of the families and the community is respected and supported.
- Best practice is expected in the provision of all education and care services.

The ELC year aims to assist children in the development of crucial learning outcomes:

- Developing a strong sense of identity
- An ability to connect and contribute to their world
- A strong sense of wellbeing
- Developing confidence and becoming involved learners
- Becoming effective communicators (VEYLDF p6)

Putting these ideals into practice forms the basis of our kindergarten philosophy and pedagogy. In other words, the professional teaching practices of Educators demonstrate the fundamental belief that children, along with their families, remain at the centre of what we do and how we do it.

Our ELC Program

All programs begin at 8:45am/9:00am and finish at 3:00pm.

<table>
<thead>
<tr>
<th>Name of the group</th>
<th>Days</th>
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<tr>
<td>3-year-old programs</td>
<td>Marine Monday, Tuesday and Wednesday</td>
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<td>Daintree Thursday and Friday OR Wednesday, Thursday and Friday</td>
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<td>4-year-old programs</td>
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<td>Magnolia Monday, Tuesday, Thursday and Friday</td>
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Due to demand for places and increased flexibility, we are making some exciting changes to the 2-day-a-week program. From 2017, children enrolled in the 2-day program will have the option of increasing their attendance to 3 days a week. The additional day will be Wednesdays, which means that your child will be at Kilvington from Wednesday to Friday.

By attending the Wednesday class, there will be more time to enjoy the program in place and to mix with the other 3-year-old group (which attends Monday to Wednesday). These children will transition to the 4-year-old program together, so there is the added advantage of knowing one another. There is no obligation to attend the 3-day program, and you are welcome to take up the option during the year.

The Program will:

- Promote a strong and positive image of children
- Advocate for their rights as citizens and to realise their own potential
- Require children to accept their responsibilities as global citizens
- Encourage the active participation and involvement of parents
- Provide an environment which will stimulate, challenge and provoke children’s thinking
- Reflect the child’s and adults’ interests and provide opportunities for different learning styles
- Value children as individuals and group members and be inclusive of differences in gender and culture
- Provide small and large group experiences which will provide complex cognitive problems for children to solve, enabling persistence and motivation to develop
- Include documentation of the children’s experiences in order to make the learning visible
- Entail reflection and research for staff, children and parents
- Value relationships that promote collaboration and communication both with and between children, parents and staff
- Encourage children to participate in research projects which will provoke them to theorise, analyse, reflect, revisit and interpret
- Provide learning experiences which are fun.

Kilvington views the ELC centre as a whole space: encompassing both indoor and outdoor areas, recognising that meaningful learning occurs within both of these environments. In offering a concurrent indoor / outdoor program, the learning environment is expanded, providing more physical space and thereby facilitating and enhancing opportunities for smaller groups of children to gather, interact and learn.

The choice between indoors and outdoors provides for longer periods of uninterrupted play that optimises children’s learning needs and provides them with opportunities to develop their play interests and ideas. Children are given the time to explore and experience things in a less hurried manner. Both educators and kindergarten environments send a message to children that their ideas and play are valued and important.

Children’s interests are used as a basis for developing learning and skills. Educators work individually with each child to encourage their interests and extend their overall development. This results in children remaining motivated and absorbed within their work and play. The learning environment created within the ELC recognises and values individual learning styles. Children are empowered and assisted to assume responsibility, solve problems as they arise and become engaged learners.
In the ELC, children have a large variety of choices within clearly defined limits. These limits are developed in partnership with the children to foster greater respect for each other, adults and their environment.

Children learn to be effective decision-makers, become independent and have healthy self-esteem. They develop the confidence to work within the routines and expectations of new environments, enjoying the challenges and stimulation that each setting brings. We aim to make all aspects of the program a learning opportunity.

“Through play children learn life skills that will benefit them in the future”

Specialist Programs

During our year the following programs are offered to all students and include:

- Library
- Perceptual Motor Program (PMP) – 4 year old program only

Term Dates for ELC 2017

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<tr>
<th>Term</th>
<th>Dates</th>
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<tr>
<td>Term 1</td>
<td>ELC classes begin the week starting Tuesday 31 January – Friday 31 March</td>
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<td>Term 2</td>
<td>Tuesday 18 April – Friday 23 June</td>
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<td>Term 3</td>
<td>Tuesday 18 July – Friday 22 September</td>
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<td>Term 4</td>
<td>Monday 9 October – Tuesday 12 December</td>
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2016 Kilvington Grammar staff

<table>
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<th>Staff</th>
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<tr>
<td>Sharon Donnellan</td>
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<tr>
<td>Nicole Moffat</td>
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<tr>
<td>MaryAnn Leembruggen</td>
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<td>Leanne Clinch</td>
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<td>Jo Laughlin</td>
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<td>Shelley Wilson</td>
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<tr>
<td>Noula Yerolemis</td>
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<tr>
<td>Max Delaney</td>
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<tr>
<td>Michelle Williamson</td>
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<tr>
<td>Melanie Rizzi</td>
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<td>Marty Matthews</td>
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Documentation

What is it?
- Photographs
- Transcripts of small group discussions and exploration of topics of interest.
- Children’s symbolic representations of their theories and ideas (drawing, sculpting, painting)
- Collaborative products e.g. a group painting, model, or some other form of representation at the culmination of a project

Why do it?
- It allows children to revisit their own discovery process and offers opportunity for further learning.
- It provides educators with a tool for research.
- It provides a means of communication with parents and the community.
- It shows that adults value both the process and the product of children’s work.
- It leaves children with traces of the past – memory.
- Documentation provides the opportunity to display to others how powerful children are:
  - Reflecting
  - Revisiting - it’s an anchor for children’s meaning
  - Recognising
  - Self-evaluation and social evaluation
- Gives parents the opportunity to know what their child does and how they do it.

Development

Early childhood is a very important stage of development as it sets the foundations for patterns of behaviour and thinking. Throughout the year you will notice how much the children develop and mature, individually and as a group.

As qualified Early Childhood Educators we will be consistently observing your child’s development. If we have any concerns about your child’s development we will inform you. In some instances, teachers may suggest a referral to a specific professional and early intervention is recommended. We believe it is better that concerns are investigated promptly. If you are worried about any matter regarding your child’s development please feel free to contact us and make an appointment to discuss your concerns. Assessing children in our program is based on observation.

Independence

We foster independence and self-management skills in our developmentally appropriate environment. We encourage the children to put their smocks on themselves, choose their own activities, to finish what they have started and to pack away. Naturally we are there to help when assistance is required and to guide those children who are not used to doing things without adult intervention.

We encourage you to foster independence skills at the centre and at home. Encourage your child to carry their bag and store it in the locker. Make snacks and lunch easy to find by defining which is which, e.g. morning tea in a snack box/bag and lunch in a lunch box/bag. This can be done at home while you are preparing the food for the day. Waxed paper is easier than plastic wrap to unwrap and sometimes drink boxes and straws can be difficult for little
fingers. Plastic drink bottles are a good idea. Encourage your child to dress and undress themselves at home as much as possible.

**Parental Expectations**

Throughout the year your children will be very busy exploring and investigating their environment. Some children will explore every corner while others may stay in the one area for most of the time. We encourage children to extend their play and interests in all areas of the program. These objectives can take a number of weeks, depending on the child and their level of maturity and development.

We plan our program to include a myriad of play experiences - puzzles, painting, drawing, fine and gross manipulation equipment, role-playing experiences, blocks and building equipment etc. At times your children will take home things they have been very busy making at the Early Learning Centre. Please do not be disappointed if your child does not bring their “creations” home every day. Learning occurs through exploring and interacting with other children and the environment. Sometimes your child may have played with puzzles or blocks and cannot take this type of valuable play home as a product.

**Partnerships with Parents**

Parents are welcome to contribute to the individual room programs by sharing their skills and interests from cooking a batch of muffins to coming in for a game of catch ball. Individual arrangements should be made with the room teacher.

Parent/Teacher exchanges are held formally once, sometimes twice, a year but parent initiated meetings can be made at any time upon request.

**Communication between Home and the ELC**

Communication between school and home is via the following:

- Notices will be found in your child’s parent communication folder in the foyer or room
- Emails sent to families from the teacher.
- The Parent Notice Board in the Early Learning Centre is an important form of communication.
- Termly ELC parent newsletters
- If you need to speak to a Teacher for a formal discussion, please make an appointment.
- The school newsletter – *In the Know*

**Changing Information Details**

Please notify the Registrar and the ELC Co-ordinator immediately in the event of a change in any of the information recorded on your child’s enrolment form, including:

- address and telephone number of either parent
- emergency contact telephone numbers
- access and custody arrangements for your child
• any court order concerning your child
• any updated or relevant medical conditions.

Arriving

Our door opens at 8:45am and our program begins at 9:00am.

Please try to be at the Centre at 9:00am to facilitate a smooth beginning to the day for your child.

If your child is feeling nervous or anxious, please take them to an educator and we will engage them with an experience. If your child continues to be upset when separating from you both the teacher and parents will discuss and establish a routine best suited for your child’s individual emotional needs.

Departing

The end of our day may be different in each room. The educators in your child’s room will chat to you about this time of the day. Please always make sure your child’s educator knows you have arrived and never leave without saying good-bye.

Please be punctual when collecting your child. Understandably some delays are unavoidable, so please contact us if this situation arises. Some children become distressed if left after the others have gone, however staff will ensure your child does not feel anxious or that they are left alone.

If your contact number for the day is different to the number recorded on the enrolment form please make a note in the comments column in the attendance book and advise staff. This will ensure you can be contacted in the event of an emergency.

**Attendance Book.** If staff are unfamiliar with the person(s) collecting your child they will be asked to produce identification to ensure your child is leaving with an authorised person. Please understand this procedure is solely for the safety of your child. Parents should advise staff in advance of any variation to the usual collection routine.

Attendance Book

The attendance book is located on a table in the entry foyer or just inside the ELC room.

It is required under the “Education and Care Service National Regulations” 2012 and critical in the event of an emergency, that each child attending is recorded.

**Attendance Book** Record your arrival time, signature and name of the person collecting your child. If your child is attending After School Care, please write ‘ASC’ in this column. If someone other than yourself is collecting your child and they are not on your emergency contact list, you will need to complete a Collection Children Authorisation Form. This form will be kept next to the attendance book and please inform staff.
Separating from your child

Some children are not concerned about their parents leaving and walk in to our room like they have been attending the ELC all year. Others may become upset. Each child will display different emotions in their unique way. Together we will support and assist your child to settle into their new group and overcome any anxiety. An important objective in our program is for the children to enter their environment joyfully, confidently and with ease.

Here are some suggested techniques:

It is a good idea to discuss with your child how they want to say goodbye – e.g. “When we say goodbye, do you want to give me a hug or a kiss, or both, or two hugs?” etc. Always state when you will be coming back eg “I will be coming back after the story” etc. If young children are informed about what is happening, they can fit into patterns and routines quite securely.

Establish a morning routine – you sign the attendance book while your child puts their snack and lunch in the basket. Together enter the room if you have time and walk around to see your child’s work displays and environment. If there are any concerns about separating please discuss this with the teacher to make an individual plan for the best outcome for you and your child.

After your child has settled into the program and it is time for you to leave, we encourage you to say goodbye. A quick “Goodbye, have a great day, see you after the story” and a kiss and a hug, is the best method. Leave promptly. Long drawn-out goodbyes are stressful for your child and other children feel concerned as their parent is not staying around. Saying goodbye builds emotional trust. Parents who leave their child without saying goodbye can increase separation anxiety.

During the year the separation routine can seem to be going well and then all of a sudden your child may not want to come to the Kindergarten or may become upset when you leave. This is quite normal behaviour. In fact, we have more separation issues at the end of the year than at the beginning.

Snacks and Lunch

Each day your child will need to bring two separate food packages (in the hot months ideally one with an ice cooler insert):

- a snack and drink for morning tea
- lunch and drink

Please ensure your child’s snack and drink are placed in the labelled baskets – “Snacks” and “Lunch”. Remember to name your child’s snack and lunch box and drink container. Please choose easy to open snack and lunch boxes.

We strongly encourage healthy food and drinks. Please no fizzy drinks or lollies. Water is available for the children if they are thirsty throughout the day.

Lunch orders are available from the canteen. A menu and price list will be available at your child’s interview.
Allergic Reactions

Allergic reactions are common and occur as a result of exposure to many substances which occur in our environment. Most reactions produce symptoms which are mild and seldom serious. The most severe form of allergic reaction is called anaphylaxis. Anaphylaxis is a severe and sudden allergic reaction which can rapidly become life threatening and require immediate and urgent medical attention.

The most common causes of anaphylaxis in young children include eggs, peanuts, tree nuts, cows’ milk, sesame, insect stings (such as bee, wasp and ant) and some medications.

Kilvington’s ELC provides a service for children that, as far as practicable, is a safe and supportive environment in which all children can participate equally. We recognise a need to adopt and develop a range of procedures and risk management strategies to reduce the risk of an anaphylactic reaction.

All educators in the ELC work with the families and children to attempt to ensure that certain foods are not available to the child while they are in the care of the ELC.

Parents are asked to follow these simple steps to minimise the risk of contact with a known allergen:

• Be aware of foods that may contain any variety of nut and broad-beans
• Remind your child about the importance of only eating the food provided from home and not sharing food with peers.
• Encourage your child to thoroughly wash their hands and face if they have eaten food containing any variety of nut and broad-beans prior to coming to the ELC.
• Be aware of food packaging and listed ingredients.

Uniform

All children are required to wear the Kilvington Early Learning Centre uniform. Please see the Kilvington website for further details and information.

Items are as follows:

• Polar fleece jacket
• Short sleeve polo
• Long sleeve polo
• Shorts
• Track pants
• ELC hat
• Runners or closed fitted shoes to be worn
• Kilvington school bag

Please remember to NAME all belongings clearly.

Spare Clothing

All children are required to have a complete change of clothes in their bag. We do have a few spares, but children are usually happier to wear their own. If, however, your child comes home wearing and item of clothing we would appreciate it being returned promptly so that our
emergency supply is always available for whoever needs it. If you have any uniforms that your child outgrows and you are happy to donate to the ELC they would be much appreciated.

**Before School Care**

As a service to its parent community, Kilvington Grammar School is committed to offering before school care for the ELC students. The program is run in the Early Learning Centre and is specifically for children in the ELC.

The service is available for working parents and for those who need occasional or emergency care for their children. The program aims to be a substitute for home at the time when parents are not available, with committed and responsible staff giving individual attention to each child in a safe and secure environment.

Care is available on a permanent, casual or emergency basis.

Before school care settles children for the day ahead by creating an informal but well supervised environment where quiet activities are offered.

**Fees for 2016** Information is available on the School website.

**Before school care** 7:45 - 8:45am

**After school care** Session runs from 3:00 – 6:00pm

**Excursions and Incursions**

Excursions and incursions are an effective and stimulating way to enhance meaningful and real life learning experiences.

For all excursions, parents are required to complete a permission form giving staff authorisation to take their child out of the Early Learning Centre and Kilvington Grammar School premises.

- Prior to the excursion, parents will receive a permission form which will include:
  - the reason for the excursion
  - proposed activities on the excursion
  - the date and time of the excursion
  - destination
  - mode of transport
  - number of staff and number of persons accompanying the children on the excursion.
- Parents need to sign and date the permission form and return it to Kilvington Early Learning Centre before the date of the excursion.

**Medication**

If your child requires medication, parents must inform a staff member and record the following details confidentially in the medication book each day:

- your child’s name
- medication prescribed
• dosage and time of administration

When collecting your child the medication book must be signed. Please do not leave medication in your child’s school bag but instead pass it on to a staff member who will store it safely.

Accidents

All our staff members are trained in First Aid. In the unlikely event of an accident of a more serious nature, staff will contact parents and/or an ambulance.

Any accidents occurring in the ELC are required by the DEECD “Education and Care Services National Regulations” (2012) to be recorded with the following details in the Accident, Injury and Illness Book:

• Date, time and location of accident
• Staff member who observed and recorded the event
• First Aid procedure taken.

At collection time, the parent will be notified of the event and will be asked to read the report and sign and date the Accident, Injury & Illness book. Staff will call you if a serious accident occurs as you may need to collect your child from our Centre to take home for observation, or if necessary, to seek medical assistance.

Illness

In consideration of the health and wellbeing of all children and staff, please do not send your child to the ELC if they are at all unwell. It is best if they have a quiet day at home to recuperate and re-energise.

Being part of a group, following directions, communicating and engaging in our program requires a lot of energy and in our experience we consistently find that a child who is unwell has a miserable and teary day. Please let staff know if your child will be absent. (Telephone: 9578 8444)

If your child is ill at Kindergarten we will adhere to the following policy:

• Parents will be notified immediately at home or at work
• If parents cannot be contacted we will contact the emergency person(s) you have authorized and listed on your child’s enrolment form
• Arrangements will be made for your child to be collected from the centre as soon as possible
• The Accident, Injury and Illness book will be competed when they are picked up from the Early Learning Centre.
• Your child will be made to feel as comfortable as possible, and staff will observe them until you or an emergency contact person arrives.

Hot Days

We are very concerned with all aspects of safety for your child; therefore we are aware of skin safety in the playground. The children will be required to wear a hat during term 1 and term 4.
Please apply sun cream on your child prior to coming to the centre. We will encourage children to reapply sun cream during the day. Our policy is, ‘No hat, no outdoor play’. We will enforce this policy rigorously in the best interests of your child.

**Library**

An appreciation and love of books will be developed during library lessons. The children will be able to borrow a book on a weekly basis upon returning their borrowed book. To keep our books protected and in good condition your child will need a library bag. A letter will be sent home prior to our first library session, notifying you of your child’s library day.

**Birthdays**

Birthdays are a very important part of a young child’s life. If you would like to bring along a cake or something else to share with the other children, we encourage you to do that. If you choose to bring cakes, we find that individual patty cakes are the most suitable. Please remember to let an educator know what ingredients are used as we may have children with allergies who are not able to eat what is brought in.

If your child is having a private birthday party, unless every child in the group is invited please place them directly into the child’s notice folder or hand them out to parent’s discreetly. Children can get hurt if they feel omitted from such an occasion.

**Your trash is our Treasure**

As we will be engaging in many and varied art activities and imaginative play during the year, we would appreciate you collecting and bringing in a number of different items to be collected from the home.

These include:
- Margarine containers
- Cardboard rolls
- Boxes
- Foam trays
- Wrapping paper
- Cards
- Corks
- Wool
- Cotton reels
- Buttons
- Waxed bags
- Ribbons
- Scrap paper
- Old shoes
- Ties
- Old stockings
- Cardboard
- Clothes for dress-ups

**Emergency Evacuation Procedure**

Details of emergency evacuation procedures are displayed in the Early Learning Centre. All staff are fully briefed on the procedures. Fire drills and evacuations are practised during the year.

You must complete and sign the permission form provided at the beginning of the year allowing us to remove your child from the premises on fire drill and evacuation days.

**Custody and Access Arrangements**

If there are any special custody or access arrangement regarding your child please discuss them with their teacher. A copy of any custody/access order must be provided when enrolling your child or when new orders are issued. This will enable staff to ensure that your child leaves only with authorized persons.
Mandatory Reporting and Child Protection Policy

Staff are legally required to report cases of physical, emotional, sexual abuse or neglect. Concerns will be recorded and reported to the Principal, who is required to contact the Department of Human Services Protective Services Unit.

All information is highly confidential and will not be discussed with other staff members or other parents.

Code of Behaviour

Kilvington Grammar School Code of Behaviour has been designed to engender:

- Care
- Mutual respect
- Discernment
- Thoughtfulness and sensitivity
- Honesty
- Pride – integrity, self-respect
- Good manners
- Resilience
- Affirmation
- Taking responsibility
- Diligence

At all times staff implement a fair and just approach to behaviour management. Young children learn through imitation and staff must be positive role models for them.

We believe children feel secure when they know the boundaries of their behaviour and what is expected of them. Our objective therefore is to make children aware of the limits, alert them to any inappropriate behaviour and let them know the consequences of their actions.

We also believe young children should be equipped with the vocabulary to stand up for their rights and as such, we model and assist the children in learning the appropriate skills. Our long term aim is to empower children to resolve their own disputes with little or no adult intervention.

In our ELC we foster:

- The Rights of Individuals. Children need to learn that they have rights. A right to play, to take turns, feel safe, secure, accepted, a sense of belonging and inclusion and a right to their own space. Likewise, children must be aware that adults have rights, as well as children. For children to understand the notion of ‘rights’, we must provide guidance and discipline for the safety and well-being of individuals and the group. Staff will mediate and redirect children when necessary.
- Respect. We encourage and reinforce tolerance and respect for each other. We acknowledge differences and raise awareness about appreciating each other’s values, environments, cultures, thoughts and feelings. Children are expected to learn to value and care for all property and equipment at the ELC, their own belongings and other children’s belongings. Respect includes appropriate manners – saying “excuse me”, “please”, “thank you”, “hello”, “goodbye” etc.
Responsibility. Children learn to be responsible through making choices and seeing the consequences of their actions. They are guided in taking responsibility for their decisions and actions. Responsibility includes beginning and finishing a task, including packing away. It includes taking care of their belongings. Children learn to be responsible as an individual and a group.

Environment

We actively encourage children to be aware of and care for their environment. This includes our room, our outdoor play area, the grounds of the school and our wider global environment.

We aim to develop:

- an interest in our natural world
- observation and awareness of the changing environment
- care and respect for the environment at all times and
- an appreciation of aesthetically pleasing surrounds.

Some of the materials used by the children in creative activities include recycled boxes. We encourage your child to bring materials that can be recycled and appreciate all contributions. No meat trays, washing powder boxes, toilet rolls or egg cartons please.

Positive Behavioural Management Techniques

- Teachers and children negotiate rules and standards for their rooms
- Rules are stage-appropriate and within the age, ability, expectation and developmental understanding of the children
- Rules are consistent and enforced at all times
- Effective limits are clearly set and negotiated to meet the needs of the individual and the group
- Children are encouraged to make their own choices
- Positive behaviour is acknowledged and encouraged
- The child’s behaviour will be addressed, not the child
- The child will be told when their behaviour/action is unacceptable or inappropriate
- When inappropriate behaviour occurs, the following techniques will be implemented:
  - children may be redirected to another experience and advised that they are welcome to re-join the group when they feel they are ready
  - given the opportunity through discussion and modelling to change their behaviour

There will be times when teachers establish behavioural management policies for individual children based on requests from family or specialists.

Business Regulations and Tuition Fees

A schedule of fees is on display in the Early Learning Centre and a copy may be collected from the Main Reception at any time.

The Victorian Government provides funding so children can access a 4 year old kindergarten program in the year before they start school. Your child will be counted as an eligible child.
when we submit our data to the Department of Human Services. Each child can only be counted at one location and can attend only one funded program at any one time. If your child is attending another children’s service that offers a kindergarten program you should draw this to the Registrar’s attention.

Where leave is granted to a student for absence of varying periods and for which a place is reserved on the return of the student, a charge of one fee instalment, payable in advance, will be made. **A full term’s notice in writing to the Principal, is required to withdraw your child.** Please refer to the School’s Business Regulations for further information.

In respect of all fees or other amounts payable pursuant to the Agreement, various methods of payment are available. Details are provided on the reverse side of the account.

**Concerns**

If you have any queries or points you would like to discuss regarding the educational program, the centre, in the first instance please do not hesitate to approach your child’s teacher. You may also like to talk with Ms Sharon Donnellan, ELC Coordinator or Mrs Monique Miotto, Head of Junior School.

We hope you will give us the opportunity to resolve any concerns or misunderstandings before they develop into problems.

If, after addressing your concerns to ELC staff, coordinator and/or the Head of Junior School you are still unhappy, you may telephone the Department of Education & Early Childhood Development (DEECD) to discuss the problem.

**Children Services Adviser**  
Department of Education & Early Childhood Development  
165-169 Thomas Street  
DANDENONG 3178  
Phone: 8765-5600

Thank you for taking the time to read this information booklet. We look forward to our exciting journey together at Kilvington Grammar School’s Early Learning Centre.

Our ELC policy manual is located in the foyer for your perusal.
Anaphylaxis Information Sheet

Anaphylaxis is a severe, life-threatening allergic reaction. Up to two per cent of the general population and up to five per cent of children are at risk. The most common causes in young children are eggs, peanuts, tree nuts, cow milk, bee or other insect stings, and some medications.

Young children may not be able to express the symptoms of anaphylaxis. A reaction can develop within minutes of exposure to the allergen, but with planning and training, a reaction can be treated effectively by using an adrenaline auto-injector called an EpiPen®.

Kilvington Grammar ELC recognises the importance of all staff responsible for the child/ren at risk of anaphylaxis undertaking training that includes preventative measures to minimise the risk of an anaphylactic reaction, recognition of the signs and symptoms of anaphylaxis and emergency treatment, including administration of an EpiPen®.

Staff and parents/guardians will be made aware that it is not possible to achieve a completely allergen-free environment in any service that is open to the general community. Staff should not have a false sense of security that an allergen has been eliminated from the environment. Instead the Kilvington Grammar ELC staff recognises the need to adopt a range of procedures and risk minimisation strategies to reduce the risk of a child having an anaphylactic reaction, including strategies to minimise the presence of the allergen in the service. In accordance the following procedures will be followed:

• A risk minimisation plan will be completed, which includes strategies to address the particular needs of each child at risk of anaphylaxis, and this plan will be implemented
• Parents of a child at risk of anaphylaxis will be provided a copy of the service’s Anaphylaxis policy
• All parents/guardians will be made aware of the Anaphylaxis policy
• All Anaphylaxis action plans for the children are to be signed by the child’s doctor and are visible to all staff
• EpiPen® (within expiry date) is available for use at any time the child is in the care of the service
• EpiPen® is stored in an insulated container, in a location easily accessible to adults (not locked away), inaccessible to children and away from direct sources of heat
• All staff, including relief staff, are aware of each EpiPen® kit location
• Staff responsible for the child/ren at risk of anaphylaxis undertake anaphylaxis management training, which includes strategies for anaphylaxis management, recognition of allergic reactions, emergency treatment and practise with an EpiPen® trainer, and is reinforced at yearly intervals
• The service’s emergency action plan for the management of anaphylaxis is in place and all staff understand the plan
• A treat box is available for special occasions (if relevant) and is clearly marked as belonging to the child at risk of anaphylaxis
• Parent/guardian’s current contact details are always available
• Information regarding any other medications or medical conditions (for example asthma) is available to staff
• If food is prepared at the service, measures are in place to prevent contamination of the food given to the child at risk of anaphylaxis.
Infectious Illnesses Information Sheet

If your child has an infectious illness they must be excluded from the Early Learning Centre as stipulated on the school exclusions table (see attached).

It is imperative that the ELC is notified if your child has contracted an infectious illness. This is particularly important if there is the possibility that children with immune deficiency conditions or pregnant staff members or parents have been in contact with the child.

Parents of Early Learning Centre children will be notified if a child has contracted an infectious illness. Please do not send your child to the Early Learning Centre if they have:

**Been prescribed antibiotics.** A child who has been prescribed antibiotics should be kept home for at least 24 hours to enable the body to rest and build immunity.

**Cold sores (herpes simplex).** Cold sores usually manifest around the mouth. They can be very painful and children could have a fever as well. The condition requires medical intervention. A child with open ‘wet/weeping sores’ should be kept away from young babies, as they are highly infectious. It is advised that you should be kept home until the sores are healed.

**Conjunctivitis.** This condition is also highly contagious and children may not return to the centre until the discharge has cleared.

**Diarrhoea.** A child who has diarrhoea must remain at home until the diarrhoea has completely ceased.

**Fever.** A child with a high fever of more than 38°C must stay at home or will be sent home from the Early Learning Centre. It is advisable to closely observe your child for 24 hours at home after the fever and until their energy level and appetite have returned. Observe for secondary conditions such as possible ear infections or tonsillitis.

**Hand Foot Mouth Disease.** This is a highly contagious disease consisting of small lesions which tend to spread quickly on the side of the tongue or inside the mouth and around the cheek region. Lesions could also appear on the hands, feet and legs and occasionally on the buttocks area. Parents are advised to keep their child at home until all lesions have gone.

**Head Lice.** A child with head lice must be treated before returning to the centre. All family members must be checked and treated if necessary. Head lice are quite common in schools and are highly contagious.

**Slap-Face.** Slap-face is a red mark that looks the size and shape of fingers or a hand that appears on the cheeks of children. It sometimes appears on their tummy, back or buttocks. It can present as raised red bumps or flat red skin. This condition is contagious and it is advised that you should keep your child home for at least 24 hours in case they come down with a fever.

**Vomiting.** Vomiting, like diarrhoea, can be highly contagious and spreads through the Centre very quickly. A child who is vomiting must stay home until the vomiting has ceased.

For additional information please see School Exclusion Table Appendix 1.