

JACK & JILL KINDERGARTEN

Mosman

Providing quality pre-school
education for children 2-6 years

*"We acknowledge the
important journey of life that
is uniquely early childhood"*

Hours: 7.30am - 6pm

Enquiries: 9969 6641

Email: jjmosman@bigpond.net.au

www.kindergartenmosman.com.au





JACK AND JILL PHILOSOPHY.....	4
MISSION STATEMENT.....	5
A LITTLE HISTORY OF JACK & JILL KINDERGARTEN.....	6
CURRICULUM.....	7
THE NATIONAL QUALITY FRAMEWORK.....	10
PREPARATION FOR SCHOOL.....	12
DAILY LEARNING EXPERIENCES.....	13
LEARNING ENVIRONMENTS.....	16
NUTRITION.....	17
EDUCATION STAFF.....	18
ORIENTATION.....	18
SETTLING YOUR CHILD.....	19
WHAT TO BRING.....	19
REST TIME.....	20
ROUTINE FOR PARENTS.....	20
PARKING AND ROAD SAFETY.....	21
GATE SAFETY.....	21
PARENT INVOLVEMENT.....	21
PHOTOGRAPHY.....	21
POLICY DOCUMENTS.....	22
EXCURSIONS.....	22
SUN SAFETY.....	22
KEEPING OUR FRIENDS HEALTHY.....	24
MEDICAL CONDITIONS.....	25
IMMUNISATION.....	25
MEDICATION.....	26
ACCIDENT / EMERGENCY.....	26
ENROLMENTS.....	28
FEE PAYMENTS.....	28





Jack and Jill Kindergarten Mosman

2C Alexander Ave

Mosman

NSW 2088

Ph: 02 9969 6641

Email: jjmosman@bigpond.com

Website: www.kindergartenmosman.com.au

Opening Hours: 7.30 am to 6.00 pm

*The centre is closed on Public Holidays and for a 2 week
period over Christmas and the New Year*



Jack and Jill Philosophy

At Jack and Jill we nurture children in the joy of learning through play based learning, music, literacy and art.

We support children to think independently, problem solve and respect others, their culture and background.

We understand families to be the child's first educator and support families in a caring, encouraging, and informative manner.

A team approach is fostered where staff are respected as individuals and as valued early childhood educators.

We value, respect and honour diversity and celebrate cultural differences in our families and community.

We encourage the celebrations of life such as Birthdays, Christmas, Easter and cultural festivals that engage our families and communities.

We give thanks at mealtimes with the singing of grace.



Mission Statement

We believe,

Children are capable and resourceful learners who are active contributors to their own learning.

Children need to be valued as individuals, within the context of their family and their community.

Children develop confidence and positive self-esteem through a supportive and secure environment.

Therefore we,

Implement a child centred program based upon the principles outlined in the NSW curriculum framework and the National

Early Years Learning framework – EYLF – “Belonging, Being and Becoming”

Strive to empower children, by using their thoughts and ideas to develop the program.

Promote each child’s confidence and positive self-image through a range of provisions, experiences and opportunities that build upon their understandings, skills, values and sensitivities and promote success.

Implement an inclusive approach to positively support children’s growth of identity, self-esteem and critical thinking.

Encourage each child to reach their full potential in accordance with their individual ability.

We believe,

Trust, respect and collaboration form the basis for strong partnerships between families and educators.

Families, children and educators form a caring community.

Family involvement is integral to a high-quality program.

Therefore we,

Are committed to open and constructive communication with families which include discussions, child portfolios, daily diaries, visual displays and newsletters.

Strive to have empathy and be responsive to family needs and provide support when required.

Encourage families to engage in meaningful participation with the program.

Celebrate cultural festivals with our family and community.



experiences and interactions that foster high level thinking skills. We plan opportunities for intentional teaching and knowledge building, open ended questions and reflection. We document and monitor children's learning in conjunction with families, and always welcome your perspectives. (EYLF Pg15)

Throughout your child's early learning you will often hear and read phrases associated with the central themes of Belonging, Being and Becoming. These guide educators in planning the learning and are intended to support curriculum decision making to extend and enrich children's learning in the early years and support a desire for lifelong learning.

Belonging

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood, a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming, in that it shapes who children are and who they can become.

Being

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early years are grounded in the present as well as preparing for the future.

Becoming

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively within society.



Learning Outcomes

There are 5 Learning Outcomes designed to support and include the learning and development of all children:

Children have a strong sense of identity

- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and ability to make choices and decisions that influence and impact their world
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Children have a strong sense of well being

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesizing, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts

- 
- Children express ideas and make meaning using arrange of media
 - Children begin to understand how symbols and pattern systems work
 - Children use information and communication technologies to access information, investigate ideas and represent their thinking

Learning in relation to the outcomes is influenced by:

- Each child's current capabilities, dispositions and learning preferences
- Educators practices and the early childhood environment
- Engagement with each child's family and community
- The integration of learning across the outcomes.
-

The National Quality Framework

The NQF introduces a new quality standard to improve education and care across long day care, family day care, preschool/kindergarten, and outside school hours care.

All Early Childhood Services fall under the National Quality Framework that includes:

The Education and Care Services National Law

The Education and Care Services National Regulations

The National Quality Standards.

The National Quality Standard (NQS) is a key aspect of the NQF. The NQS consists of seven quality areas, each containing standards and elements, that children's education and care services are assessed and rated against. The seven quality areas covered by the National Quality Standard are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management



The Learning Journey

Jack and Jill provides a program that is developmentally appropriate to the needs of children attending the service and inspires and provides for the development and inclusion of each child's social, physical, emotional and intellectual potential, including language skills and creativity.

The director and educators develop an inclusive program. They are attuned to creating an atmosphere and environment, which is responsive to the needs of the individual child and to the group as a whole and reflects the philosophy and goals of the service. The program is balanced to provide both indoor and outdoor learning experiences. All written programs are kept in accordance with regulations and will be displayed in each relevant indoor area. Families are invited to share ideas for the learning program and share family experiences that educators can build on.

Educators gather information about each child on enrolment, through discussions with families and their own observations. Educators document each child's learning through spontaneous and intentional teaching experiences and incorporate the child's voice.

Educators document children's learning and development through a series of jottings, photographs, learning stories and educational summaries. Throughout the learning environments we thoughtfully display children's artworks, clay creations, learning stories and photos.

Each learning environment displays a daily journal, either a written journal, an upload to digital platform Kinderloop or a pictorial slide show of the day's happenings. We encourage families to look around your child's learning environment and familiarise yourself with the days' learning.

Parent perspectives and involvement is always welcome, and we acknowledged families to be their child first and most influential teacher.

“Children thrive when families and educators work together in partnership to support young children's learning. (Early Years Learning Framework Pg 9)



Preparation for school

All we do in kindergarten is designed to foster and promote a love for learning, naturally all learning and development is preparation for your child's transition to school.

School Readiness has become increasingly important as educational expectations continue to rise. It is our belief that a comprehensive and holistic Preschool Program is an essential part of a child's learning journey and transition to school.

At the core of our program is the curriculum. This provides the framework around which all our learning activities are structured. These activities are delivered by qualified teachers and educators using specific learning contexts that are designed to maximise learning outcomes.

Our aim is to ensure that each and every child that graduates from our Preschool Program is fully prepared for their next educational step. We are passionate about preparing your child for a successful transition to school.

For example,

Developing social skills such as making friends, understanding social cues,

Encourage empathy, cooperation & respect.

Learning to speak and ask questions in front of other children,

Understanding book conventions,

Supporting an awareness of numeracy and literacy,

Name recognition and abilities to write your name,

Learning independent skills of self-dressing, toileting,

Looking after belongings,

Promote health and safety concept,

We understand transitioning your child to school is a big decision and education staff are here to support your child and family in the next phase of your child's learning journey.



The kindergarten works closely with local schools in preparation for your child's transition to school. The service holds information evenings in preparation for school, supports families in decisions and invites local schools to come and visit.

Daily learning experiences

Literacy

Literacy is the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing. (Deewr2009Pg38)

Sharing books is beginning of learning how to read, whether the adult is with a child in the home, or with a group of children in an early learning setting. A love of books will encourage an interest in reading. Children making attempts to read should be encouraged in an informal way.

Small group experiences offer opportunities to focus on early literacy skills. We aim to develop children's concepts about print and how stories are made, playing with rhyme and alliteration to develop phonological awareness, connecting what happens in a story with their own experience and following the pattern and sequence of the narrative.

Drama likewise encourages children to be exposed to a broad variety of language in its different forms. These times allow children to focus and respond to what is heard and supports children give their opinion using their memory and recalling skills.

Small group experiences

An opportunity to build on children's current knowledge and explore their interests with active investigation. Also, an engaging time for children to build self-confidence and develop skills in learning to communicate within the context and safety of a small group.

Small group experiences provide the educator with opportunities to assess children's individual needs and provides opportunities to reflect on a child's social skills and emotional competency.



Numeracy

Children are supported to develop the capacity and confidence to use mathematics in daily life. Children actively engage in improving their spatial awareness, their ability to recognise and respond to number patterns as well as developing their notion of data argumentation. Developing these skills and promoting the exploration of the world mathematically solidify the cognitive tools needed to promote numeracy. Children learn to recognise patterns, sorting and categorising objects. Children explore measuring, calculating amounts, learning and understanding number values.

Science

Science exploration provides children with opportunities to investigate and wonder. Through looking at living things and how they work, we encourage children to ask questions, problem solve and look at cause and effect. Our provocation table is set up for children and educators to bring in items found in nature or curiosities from home they are interested in. Promoting an interest in science provides the foundation for higher order critical thinking abilities and encourages children to develop an interest in the world around them.

Cultural investigations

Families are warmly invited to share cultural celebrations, we encourage active engagements from families and the community. By sharing cultural events educators are able to further scaffold children's learning, this also supports our philosophy in active practice and aids in the development of children's sense of belonging. Children and educators embrace and value exploring cultures through books, food, music and a variety of specially sourced resources.

Music

We believe music has an important role in our curriculum. We believe it is important to have at least one piano whereby children are able to relate to the musician and instrument. The piano is one of the most studied and played instruments in the world. We also invite musicians of various instruments and cultural backgrounds to involve the children in a "hands on approach" to be able to touch, feel and hear different sounds. We have a large variety of sustainable instruments for the children to use daily.





Our music program includes signing, instruments and movement and drama. Children are introduced to the elements of music such as pitch, tone, beat, rhythm and a variety of sounds. Music education develops the whole brain as well as your child's imagination and curiosity. Through singing and creative movement children develop – expression, body awareness, co-ordination, language, social interaction and creative and imaginative ability.

Home corner

A lovely space for role playing, using imagination and discovering social interaction with peers and turn taking. Symbolic play that is supported with furniture, objects, dress ups and children take on role plays and invent scripts, scenarios to make meaning of who they are and their place in the world.

Dramatic play helps children understand their culture, other's ideas and learn about interests of life's challenges. It also fosters growth in cognitive intellectual and emotional development, language, conflict resolution and understanding relationships.

Nurturing creativity

Nurturing creativity starts with an image of children as wise and capable decision-makers about their own experience.

Each day there is a variety of creative experiences for children to engage in, for example, drawing, painting, potter's clay, play dough, collage. Children are provided with choice and encouraged to choose their resources thus giving the individual ownership of their creations.

Children's exploration of materials is a necessary part of the creative process. We believe in the wonder and magic of children's imagination, the originality of thought or inventiveness ... a creative mind. When children have opportunities to express thoughts and feelings through art they share a small part of themselves with us.

Educators respect children's ownership of their art and the process rather than the finished product.



Manipulative: Children experiment with colours, eg lines, swirls, dots. The children enjoy the experience of what their actions will create by using brush/crayon/oil crayon/texta/pencil on paper.

Symbolic: Create swirls, dots etc but the child uses his/her imagination to discuss art. We ask questions, eg “would you like to tell me about your painting?” (however, children have a right to choose not to discuss their painting as it is their work) The child may say “It’s a snake” – yet it may look to the adult eye anything but a snake.

Representative: The child discusses art and one can recognise what has been created, eg: a person, house, etc.

Collage

Involves the use of concentration skills, manipulation of materials, exercising choice and making decisions of how to create, and finger co-ordination with scissors.

Families are welcome to bring treasures from home to add to our collage trolleys, we focus on providing children with open-ended sustainable resources where possible.

Modelling

Eg: Potter’s clay, play dough – allows children to manipulate, and use sensory skills (touch, smell,) and to mould material into whatever they desire. Using clay is a good pre-writing skill as the hard clay helps children develop strength in their hands, essential for pencil grip.

Learning Environments

Our beautiful learning environments promote,

- Inclusiveness
- Sense of Wonder
- Investigation
- Curiosity
- Collaboration
- Problem solving and decision making
- Creativity
- Fun



The environment is rich with sensory experiences and has a variety of spaces for children to move in and through. It is an environment whereby a child is able to explore and develop at their own pace. We believe the environment influences how and what children learn. The environment is referred to as ‘the third teacher’

Outdoor environment

Our outdoor environment is organised and designed in a way to maximise children’s learning and discovery, both with loose parts, natural play resources and man-made. Outdoors educators support children learning in both intentional and a spontaneous manner. As with our in-door environment children are offered a variety of experiences such as creative art and craft, gross motor challenges, imaginative play, investigations, sensory experiences and working in the natural environment.

Sustainability

Children are encouraged to care for the environment, through recycling, reusing, actively gardening, composting and worm farming. Children take part in caring for our kindy environment and participate in the local council’s sustainability incursions and initiatives.

Nutrition

At the service all food is made on the premises with dedication to fresh and healthy meals. We plan our menus following the dietary guidelines as set by ‘Dietary Guidelines for Australians’ and ‘Caring for children dietary guidelines’

The menu is seasonal and rotated on a three-weekly cycle. Good food is essential for good health throughout life, therefore it is especially important that young children are exposed to a wide variety of culturally appropriate nutritional foods.

Children require the right food to meet their rapid growth and development. They also need to have their energy needs met so they can take full advantage of the many learning opportunities with which they are constantly presented.

Food habits and attitudes towards food begin at a very early age – these habits can affect a child’s health for a lifetime!

Water is encouraged throughout the day and at mealtimes, milk is offered at morning and afternoon tea.



Family recipes are always welcome, and children love the opportunity to share something special.

Special diets are catered for and a vegetarian option is available each day.

Celebrations

You may wish to bring something special from home to share at kindy for your child's birthday or cultural celebration. Please discuss this with your child's teacher or service director, the service needs to ensure the safety for all children and educators.

Education Staff

The centre's education staff exceed the ratioing standards as by Australian Children's Education & Care Quality Authority and all educators hold the appropriate qualifications and have a varied and wide range of experiences in the early childhood setting.

Educators are encouraged to take part in professional development to keep abreast of changing trends in early childhood education together with an onsite mentoring program.

Orientation

We encourage parents to visit the centre with their child to familiarise themselves with the surroundings and staff. Our suggestion is spending two mornings at the service the week prior to your child starting. The service also offers home visits, if you feel your child will find settling into the kindy environment challenging, your child's teacher is able to come and visit the family at home. This will support your child's confidence and sense of belonging.



Settling your Child

This is as individual as your child. Parents can develop a positive attitude in their children and reduce uncertainties by talking to them about the routine of the day. When parents are positive and encouraging children tend to feel safe and secure.

Parents are encouraged to stay as long as possible, however sometimes it may be appropriate to leave your child and return early to spend a little time before leaving, it all depends on your child.

On your child's first few days at the centre, your child's teacher will follow up with a phone call to inform you on how your child is settling. Please feel free to call us at any time to see how your child is settling.

Always say goodbye to your child and an educator will take your child's hand and give them comfort and reassurance. The educators at Jack and Jill understand this can be a challenging experience for both the child and family and will support you through the process.

What to Bring

Children need to be dressed in comfortable play clothes and shoes.

You will need to provide your child with the following:-

- Sun hat
- A change of spare clothes including underwear
- A small fitted cot sheet for rest period
- A cotton blanket for summer/winter
- A drawstring bag to hold their items
- In changing weather jumpers
- Security item ie: Teddy, Blanket as needed

Please label all your child's items



Rest Time

All Children are encouraged to rest. The length of rest time depends on the child's age and needs. During rest, children are encouraged to respect it is "quiet time" and are provided with story books, relaxation music and quiet activities (puzzles, table construction, drawing etc).

For children transitioning to school the following year, we encourage our friends to rest their bodies during a guided relaxation exercise for a short time before engaging in another learning experience, by this age the majority of 4-5 year old's have grown out of a day sleep.

Routine for Parents

On arrival and departure please sign in on the IPAD located in the foyer. We encourage parents to arrive before if possible 9.30am as our morning routine has commenced and children generally find it easy to join in at the beginning of the days happenings.

Please inform us if:-

- Someone different is collecting your child, if the person has not collected your child before, you will need to send an email advising and the person will be required to show photo identification.
- Your child is unwell and unable to attend the centre
- You are going away on holidays etc
- Custody/access arrangements have changed
- Your address or phone number has changed
- Medication may be needed (please be sure to fill out a medication form located in your child's room)



Parking and Road Safety

There is parking at the front of the service, with a 15minute time limit.

Please ensure you park kerbside and disembark your child kerbside.

Please always hold your child's hand and be aware of traffic movement.

Gate Safety

We encourage parents not to congregate around gates talking to each other however please feel welcome to come further inside away from the entrance and exits.

Gates must be opened and closed by a parent or adult.

Whilst latches are automatic, always ensure the gates close behind you.

Siblings accompanying parents to pick up children from Kindy must stay with parents at all times and must not be responsible for the opening or closing of gates.

It is of paramount importance that these rules are adhered to, to ensure the safety and well being of your children.

Parent Involvement

Jack and Jill encourage parents to involve themselves in the Kindergarten. The Centre provides opportunities to suit parents and their families with social activities and information evenings at the service. We welcome family input and ideas as this helps the educators to build on the educational program.

Photography

Photographs and videos provide a lovely reflection of your child's time at the centre. On occasions, photos/videos may be displayed on the centre's website, in newsletters, and used within our program including Kinderloop, Jack and Jill's duty of care ensures that children's safety and privacy is always of the highest priority.



Policy Documents

Details of all Policies relating to the running of our Centre are in a folder found in the foyer. We encourage you to familiarise yourself with these policies. The service invites families to contribute to policy up-dates. Each month we have policies in review and these policies are available for viewing and input in the foyer or the policies can be emailed to you.

Excursions

Excursions enhance the children's program and where possible we shall endeavour to plan visits to our beautiful parks in our local area. Small age appropriate groups will participate in nature walks, picnics and suitable physical activities, eg: ball games and parachute play etc. We welcome parents to join us in these activities. A signed permission form will be required for all children to participate in excursions.

Sun Safety

Please take time to read our Sun Protection Policy below:

The service will use a combination of sun protection measures whenever UV Index Levels reach 3 and above. This will include:

- From October to March sun protection is required at all times. Extra Sun Protection is needed between 11am and 3pm and during this period outdoor activities should be minimized. Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.
- From April to September (excluding June and July) outdoor activity can take place at any time. However, from 10am – 2pm sun protection is required.
- In June and July when the UV index is mostly below 3, sun protection is not required. Extra care is needed for services in the far west and north of NSW and for all children that have very fair skin.

All sun protection measures (including outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and incursions.



Shade

All outdoor activities will be planned to occur in shaded areas. Play activities will be set up in the shade and moved throughout the day to take advantage of shade patterns.

The service will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning for additional shade.

Hats

Educators and children are required to wear sun safe hats that protect their face, neck and ears. A sun safe hat is:

- Legionnaire Hat
- Bucket hat with deep crown and brim size of at least 5cm (adults 6cm)
- Broad Brimmed Hat with a brim size of at least 6cm (adults 7cm)

Please note: Baseball Caps or Visors do not provide enough sun protection and therefore are not recommended.

Children without a sun safe hat will be asked to play in an area protected from the sun (eg: under shade, veranda or indoors) or can be provided with a spare hat.

Clothing/Footwear

When outdoors, educators and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

- Loose fitting shirts and dresses with sleeves and collars or covered neckline.
- Longer style Skirts, shorts and trousers.
- For Safety reasons Thongs and Crocs are not appropriate footwear for Kindergarten. They are a trip hazard and do not provide support needed for a young child's foot.

Please Note: midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.



Sunscreen

All educators will apply SPF 50+ cancer council broad spectrum water resistant sunscreen to the children 20 minutes prior to going outside and reapply it every 2 hours. Sunscreen is stored in a cool, dry place and the use by date is monitored.

Role Modelling

Educators will act as role models and demonstrate sun safe behaviour by:

- Wearing a sun safe hat (see Hats)
- Wearing Sun Safe clothing (see clothing)
- Apply SPF50+ broad spectrum, water resistant sunscreen 20 minutes before going outdoors.
- Using and Promoting Shade
- Wearing Sunglasses that meet the Australian Standards 1067 (optional)

Families and friends are encouraged to role model positive sun safe behaviour.

Education and Information

Sun Protection will be incorporated regularly into learning programs. Sun Protection information will be promoted to educators, families and visitors. Further information is available from the Cancer Council website www.cancercouncil.com.au/sunsmart.

Keeping our friends healthy

Absences and Illness

If a child is to be absent, parents are asked to notify the centre as soon as possible, and inform the centre of the estimated length of absence. If a sibling is sick, please call the service and an educator will meet you at the gate to take your child into the service.

Exclusion due to Illness

A child will not be able to attend the centre for any period of time during which: -

- 
- The child is suffering from a disease or condition which is contagious through normal social contact.
 - A medical practitioner has recommended the child not attend child care or when the director of the centre request that the sick child be kept away from the centre.
 - When a medical practitioner prescribes antibiotics or anti-fungal medication for a child, the parent must ensure that the child does not attend the centre for 24 hours after commencement of the medication.
 - If a child has had a fever, diarrhoea or vomiting please observe a strict 24 hour clearance policy. For further information please follow our guide. “Staying Healthy in Childcare”

Medical conditions

If your child has a medical condition, such as anaphylaxis, asthma, diabetes or epilepsy please provide the service director with medical management plan signed by a medical practitioner and the medication. The service director will work with you to develop a risk minimisation plan. The service ensures there are suitably qualified educators with first-aid qualifications including Asthma and Anaphylaxis on site at all times. If at any time, there is a change to your child’s medical condition please discuss immediately with the service director.

If your child develops a medical condition please discuss with the service director, so a suitable plan and communication with all education staff is made available.

Immunisation

In Australia vaccination is not compulsory, however, it is strongly encouraged, and some Government payments can only be paid for children who have been immunised or have an approved immunisation exemption.

In NSW changes to the law mean that before enrolling a child in early childhood education and care, centres must obtain documents from parents/guardians to show that a child:

- is fully vaccinated for their age or
- has a medical reason not to be vaccinated

- 
- is on a recognised catch up schedule if their child has fallen behind with their vaccinations

In addition, from 1 January 2018 NSW children who are not vaccinated due to the conscientious objection of their parents will no longer be permitted to enrol in an early childhood education and care service. Penalties have been put into effect to ensure people comply with new rules.

Children who are behind with their immunisation schedule can access child care once the appropriate documentation has been provided that shows they have either caught up or are on a recognised catch-up schedule.

Unimmunised children may be asked to stay at home if there is an outbreak of a vaccine preventable disease in a child care centre.

Medication

A parent whose child requires administration of medication will: -

- Complete the appropriate medication form at the centre
- Provide the correct medication in its original container
- Provide written instructions from a medical practitioner for the administration of prescription medication
- Provide the centre staff with the doctor's name and contact phone number
- Centre staff are authorised to administer medication only in accordance with the parent's written authority.

Accident / Emergency

In the event of an accident or emergency resulting in the need for medical attention, the parent hereby gives authority to the director or their delegate to arrange such medical assistance and / or ambulance as deemed necessary. Every reasonable effort will be made to contact the child's parent. However, if we are unable to contact them, the director or their delegate may authorise the administration of medication, transportation to the hospital and administration of treatment as is recommended by the child's doctor, any attending doctor, ambulance officer, police or State Government Officer, on behalf of the parent. The parent will be responsible for any costs incurred because of transportation or treatment.

The parent will notify the centre of any changes or development in the child's medical history.



Emergency Contacts

The parent must provide the centre with the names and address of three responsible persons who can collect the child in case of emergency or illness. **This information must be kept up to date.**

When contacted by the centre director or their delegate, the parent or responsible person authorised by the parent, must go immediately to the centre to collect a sick or injured child.

Persons to Collect a Child

A child may be released into the care of their parents, a guardian, or a responsible person into whose care a custodial parent has signed permission for the child to be released. This may include persons nominated as emergency contacts, person nominated on the enrolment form to collect the child, or persons nominated to collect the child on specific occasions.

The person collecting the child should be eighteen years of age or over and should be able to produce proof of identity.

If you have someone who is not nominated on the contacts list collecting your child, please send an email to the service to clarify. The service will request photo identification, if the child's educator has not met the collecting person previously.

Notifications of Child Abuse

Under the Child Care and Protection Act, centre staff are mandatory reporters and as such are obliged to report any suspected incidents of child abuse or neglect or concern to the licensing body.

Court Action

Should a child or children attending the centre be subject of any court action, particularly custody or access issues being heard before the Family Law Court, the centre does not allow staff to issue statements or provide reports regarding children except where instructed to do so by the court itself.



Enrolments

Once a place has been offered a refundable bond of \$500 is payable. The centre requests 4 weeks written notice of your intention to withdraw from the centre. Once your account has been paid in full the bond will be refunded within four weeks of your child finishing at the centre.

Fee Payments

Fees are payable fortnightly, fees not paid on time will incur a \$35 late fee. If you are experiencing financial hardship, please speak with the service director. The director will work with you to develop a payment plan before your fees go into arrears. Jack and Jill reserve the right to withdraw an enrolment if the fees are continually overdue.

Responsibility for Payment of Fees

The child's parent or guardian is responsible for paying the child's fees.

Fees are payable when your child is absent from the service including illness and holidays.

Withdrawal of Enrolment

When a child is to be withdrawn from the centre, the parent must give four full weeks written notice.

Notice of withdrawal will be accepted during the normal opening hours of the centre, however will not be accepted during the centre's two-week closure over the Christmas / New Year holiday period.

Child Care Subsidy

For information about child care subsidy please see attached handout, refer to the link below or contact the Jack and Jill Kindergarten administrator (02 9969 6641)

<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>



The service has an open-door policy and warmly invites you to visit and be a part of our curriculum.

If you have any concerns no matter how trivial you may think, please contact our nominated supervisor, Wendy. You are also welcome to put any concerns in writing and Wendy will contact you. Any issues remain confidential and all staff members are fully aware of this.

We look forward to sharing the unique journey of early childhood education with your family.

Margie Little

Service Provider





Update for Families: New Child Care Subsidy

What is the new Child Care Subsidy (CCS)?

In **July 2018** the Australian Government will introduce a new child care fee assistance package, which will include a new payment known as the Child Care Subsidy (CCS), which will replace the existing child care fee payments. The new Child Care Subsidy (CCS) will provide financial support to families using Early Childhood Education and Care (ECEC) services. This includes Long Day Care services, Occasional Care services (both to be known as Centre-based Day Care services), Before School Care, After School Care and Vacation Care (Outside School Hours Care services), In Home Care and Family Day Care services.

The new CCS will replace the Child Care Benefit (CCB) and Child Care Rebate (CCR). This payment will be made directly to the ECEC service and the family will pay any difference between the actual fee charged and the subsidy that is paid on their behalf.



How will the new Child Care Subsidy (CCS) affect existing subsidies for families?

While the new system will provide **many working families with greater financial support** to assist them in paying for child care services, unfortunately it will leave **some families with lower subsidies**, and **some families will no longer be eligible for any subsidy at all**.

The factors that will determine your family's level of CCS support include:

- Combined family income
- Activity level of both parents to be assessed via an "Activity Test" – www.bit.ly/ActivityTest (i.e. hours of paid work, self-employed work, approved training or study, and voluntary work)
- Type of child care services you use.

Greater support goes to families on lower incomes. Families earning up to \$66,958 per year will receive an 85% subsidy rate, while those on higher incomes will receive a lesser percentage on a sliding scale. Families earning \$171,958 to \$251,248 will receive a 50% subsidy rate, while families earning \$351,248 or more will not receive any subsidy. You can read more about the subsidy rates at www.bit.ly/CCSRates.



New Child Care Subsidy

In two parent families both parents, unless exempt, must meet the Activity Test. In the case where both parents meet different steps of the Activity Test, the parent with the lowest entitlement will determine the hours of subsidised care for the child.

According to the information released by the Australian Government, those families that meet the Activity Test (ie. that work a minimum of 8 hours per fortnight of paid work, self-employed work, approved training or voluntary work), will receive the following hours of subsidy:

Step	Hours of activity (per fortnight)	Maximum number of hours of subsidy (per fortnight)
1	8 hours to 16 hours	36 hours
2	More than 16 hours to 48 hours	72 hours
3	More than 48 hours	100 hours

The CCS is also based on the type of child care your family uses. It will be calculated by the hour using an hourly rate cap:

- Centre-based care – \$11.77[^] per hour
- Family Day Care – \$10.90[^] per hour
- Outside School Hours Care – \$10.29[^] per hour
- In Home Care – \$25.48[^] per hour (per family)

Exemptions to the Activity Test

If your family receives a combined income of \$66,958 or less a year, and you do not meet the Activity Test, you will still have access to **24 hours of subsidised care per fortnight** under the new Child Care Subsidy (CCS) without having to meet the Activity Test.

This equates to 12 hours a week of subsidised care, which could be delivered over a period of one or more days. Families who are eligible for 12 hours a week of care under this arrangement will need to speak to their ECEC service about how they can access these hours of care.

Will the new Child Care Subsidy (CCS) affect my Family Tax Benefit A or B?

The introduction of the Child Care Subsidy **will not impact your Family Tax Benefit**. If you are currently receiving Family Tax Benefit, you'll continue to receive this as long as you're eligible.

What should families do to claim the new Child Care Subsidy (CCS)?

From April 2018, you will receive a notification from Centrelink outlining what you need to do to make sure you transition from CCB and CCR to the new Child Care Subsidy. This notification will come via the format your family has previously chosen to receive all myGov correspondence. This could be letter, email or text message.

You will be asked by Centrelink to provide your activity and income estimate for the 2018-19 financial year and confirm other details, via your myGov account. This information will be used to calculate your CCS. You will be asked to do this through your Centrelink account which you can access via your myGov account. If you don't have a myGov account, you are encouraged to create one and link it to your Centrelink account.

You won't have to fill out a new claim form, unless you are a new family using child care for the first time. Centrelink will tell families what their entitlement will be, based on all of the information provided.

Where can families get more information about the new Child Care Subsidy (CCS)?

The Department of Education and Training has published a list of frequently asked questions to help families understand the new package. These are available at www.education.gov.au/new-child-care-package-frequently-asked-questions.

Families can now calculate the level of fortnightly financial support they can expect to receive using Centrelink's [Payment and Service Finder](#). This online tool will ask families a set of questions about their circumstances, including the **hourly rate** of their particular Early Childhood Education and Care (ECEC) service, to provide an estimate of their fortnightly Child Care Subsidy.

Please note: *In most cases, families will need to calculate their hourly rate before using this tool. To do this they need to look at one of their weekly/fortnightly billing statements from their ECEC service, find the full daily fee before CCB/CCR payment, then divide it by the number of hours of their child's daily session, which is effectively the number of hours that the service is open - in many cases this is 12 hours but families will need to check with their service*

If you have any further questions about these upcoming changes, talk to your child care service or contact the Centrelink Family and Parent line on **136 150** (Mon – Fri 8am – 8pm).

