

# Ballina River Street Children's Centre Inc. Preschool & Occasional Child Care

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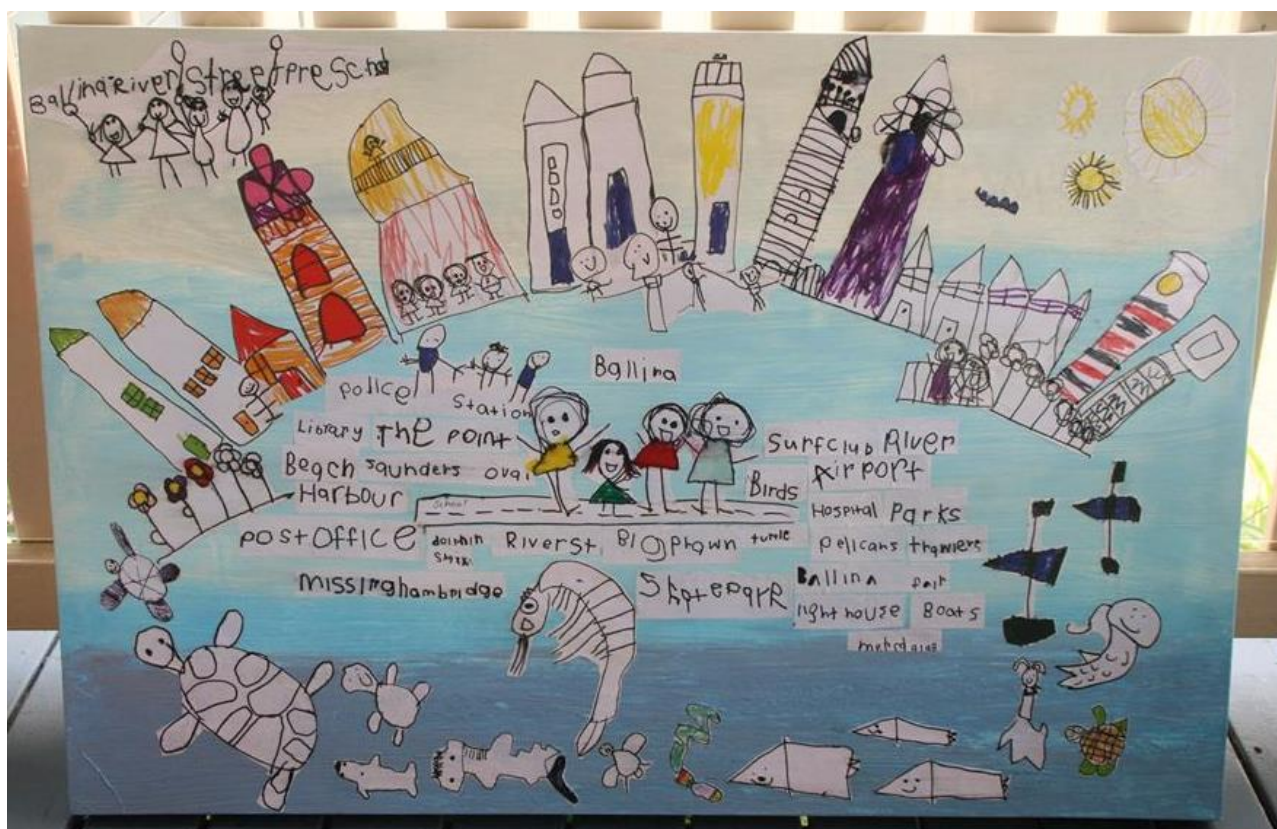
or

visit our Facebook page

or

website:

[www.riverstreetpreschool.com.au](http://www.riverstreetpreschool.com.au)



Philosophy

Attached at end 😊

# WELCOME

BALLINA RIVER STREET CHILDREN'S CENTRE offers the community of Ballina an inspirational  
Community based Preschool  
and the very unique service of our Occasional Child Care.

(our pedagogy is taken from the EYLF and inspires our daily practices with children)

## Early Childhood Pedagogy

The term pedagogy refers to the holistic nature of early childhood educators' professional practice (especially those aspects that involve building and nurturing relationships), curriculum decision-making, teaching and learning. When educators establish respectful and caring relationships with children and families, they are able to work together to construct curriculum and learning experiences relevant to children in their local context. These experiences gradually expand children's knowledge and understanding of the world.

Educators professional judgements are central to their active role in facilitating children's learning. In making professional judgements, they weave together their:

- Professional knowledge and skills
- Knowledge of children'. Families and communities
- Awareness of how their beliefs and values impact on children's learning
- Personal styles and past experiences.

They also draw on their creativity, intuition and imagination to help them improvise and adjust their practice to suit the time, place and context of learning.

Different theories about early childhood form approaches to children's learning and development. Early childhood educators draw upon a range of perspectives in their work which may include:

- Developmental theories that focus on describing and understanding the processes of change in children's learning and development over time
- Socio-cultural theories that emphasis the central role that families and cultural groups play in children's learning and the importance of respectful relationships and provide insight into social and cultural contexts of learning and development.
- Socio-behaviourist theories that focus on the role of experiences in shaping children's behaviour
- Critical theories that invite early childhood educators to challenge assumptions about curriculum, and consider how their decisions may affect children differently
- Post-structuralist theories that offer insights into issues of power, equity and social justice in early childhood settings.

Drawing on a range of perspectives and theories can challenge traditional ways of seeing children, teaching and learning, and encouraging educators, as individuals and with colleagues, to find new ways of working fairly and justly.



## **ABOUT US**

### **HOURS and DAYS of OPERATION**

The Centre's Preschool operates to 4 school terms during the year with closure for 2 weeks at the end of each term, except for Christmas when the Centre closes for 5 weeks, re-opening at the end of January.

Occasional Child Care remains open during end-of-term breaks, closing only for Public Holidays, and the January vacation period.

As the length of each term, and the timing of Easter, varies from year to year, please check for dates we are closed, including dates for Public Holidays, which will be given at the time of enrolment.

### **PRESCHOOL**

A Preschool day operates from 8.00am-3.30pm Monday to Fridays.

*Families are reminded to please collect their children **by 3.30pm** as the preschool is CLOSED from 3.30pm.*

### **OCCASIONAL CHILD CARE**

Occasional Child Care is open from 8:30am-3.30pm.

*Hours of care available throughout the day will be dependent upon availability, each child's age and developmental needs.*

This is held in the River Room

on

**Thursdays and Fridays only**

(also used by ***Little Pelicans Playgroup*** Mon/Tue/Wed)

Please contact Playgroup for all information

## THE CENTRE'S HISTORY

River Street Children's Centre has operating for over 30 years. It began operating at this location (12 River St) in 1980 in a small "cottage", originally a NSW Maritime Services Board residence. The cottage, since then, has undergone extensive renovation and extension in response to the growth of Ballina and was officially opened, as it exists now, on 27 November 1993, by Ms June Wangman, who at the time, was the Head of Studies at the Institute of Early Childhood Macquarie University.

## WHAT IS A COMMUNITY MANAGED CHILDREN'S CENTRE?

Ballina River Street Children's Centre Inc. is a community based children's service, not a private business. The Centre is **managed by a Parent Committee** consisting of elected representatives from the Annual General Meeting held at the beginning of each year, to which all parents and staff are invited.

**The Management Committee**, consisting parents & community members:

- the Executive team – President, Secretary, Treasurer, Vice President,
- and three other elected parent representatives,

The Parent Management Committee has the responsibility, along with the Centre Director, of the total management of the service. Obligations relating to the management are of a legal, financial, employment and policy nature. The Centre's Management will focus on sustaining a service that reflects quality practices as opposed to focus on profit margins.

The Centre is registered as an Incorporated Association under the 'Associations' Incorporation Act 2009' which provides the legal identity for an organisation such as this.

## **LICENSING and FUNDING**

The NSW Department of Education & Communities (DEC) is responsible for the regulation and funding at this children's service. The Management Committee therefore must remain accountable in relation to the Service Approval and the Funding by signing the '*Early Childhood Education and Care Grants Program Funding agreement*' and '*Annual Performance Report*'.

All monies received by the Centre (funding, fees and fundraising) are directed back through the Centre to maintain and sustain this community service at the highest standard of quality possible.

## **Regulatory Authority: Australian Children's Education & Care Quality Authority (ACECQA)**

- Guides and implementation of the National Quality Framework
- Publishes guides and resources for the sector, parents and community
- Establishes, publishes and maintains national registers including Approved Providers, approved education and care services and their ratings.
- Promotes the consistent application of the National Law across all states and territories
- Provides national oversight of the NQF and ensures consistency

## **State Regulatory Authority -NSW Department of Education and Communities**

- Administer the National Quality Framework
- Issue approvals and supervisor certificates
- Assess services against the National Quality Standards
- Monitor and enforce the National Law
- Review and investigate complaints

Early Childhood Education and Care Directorate Northern Team: Ballina Team

120 Dalley Street

PO Box 4192, Goonellabah NSW 2480

East Lismore NSW 2480

Fax: (02) 66223301

Regional Operations Manager: Rosie Wheaton 66223310

Administrative Assistant: 66223315

The Regulations cover the minimum standards of care and protection for children, stating the minimum level of staffing for our Centre as well as the minimum level of qualifications required by staff.

Ballina River Street Children's Centre remains committed to providing a service of high quality by using Regulations as a minimum standard only.

The level of staffing and qualifications of the staff will be considerably higher than the Department regulations wherever and whenever possible.

## FEES

For full explanation of FEES please read the **Fees Policy** available from the website and the preschool Office. Our fees changed each year due to funding and ongoing costs, please see the Director or the Administration Officer for current daily cost of Preschool or Occasional Child Care.

**For Preschool Children:** Fee Statements will be issued at the beginning of each school Term.

Payment may be made at the Office on Monday, Wednesdays & Fridays ONLY or by direct deposit/Internet banking (please see office for account details).

Under the Start Strong Program our fees have been reduced, and our fee structure is guided by the following:

- Funded children: (turning 4 years old by 31 July)
- Equity funded children: reduced fee rate (Health Care/Pension Card holders)
- Children who are 3 year olds -eligible for partial funding

Equity funding is available for families who hold a low income Health Care Card or Pension Card. A copy of the Health Care Card/Pension Card must be provided to the Office Administrator or Centre Director when requesting a reduced fee rate. (Full fee will be charged until the Health Care Card/Pension Card is provided & fees will NOT be back dated).

All Fees need to be paid on time as part of family's agreement in the enrolment package.

### **Occasional Child Care:**

fee payment is to be made on the day of care, for the hours of care used, to the staff member who is receipting **Fee payment on that day.**

Parents using 2 days and paying by Direct Deposit can paid for both days on the Friday, fees must be paid by **5pm Friday each week.**

**Parent must call if they are NOT attending Occasional Child Care on the day. This allows us to provide care for another child.**

If Families **Do Not notify** that they are away their child place may be given permanently to another child.

**Occasional Child Care is OPEN from 8.30am and CLOSED at 3.30pm. Families must arrive and collect children by 3.30pm.**

Occasional Child Care is OPEN 48 weeks of the year – open in TERM breaks – BOOKINGS are essential and a booking fee (\$10) applies to hold the spot. (no refund) as we have limited spaces due to staffing.

## **Enrolment Information:**

Please ensure the Enrolment Information package is completed and returned to the Centre Office before your child's first day at Preschool or Occasional Child Care. Make sure all information required has been completed and all signatures and emergency contacts details are current.

## **Immunisation**

As of January 2018, the immunisation requirements are changing, the current information is available at: [http://www.health.nsw.gov.au/immunisation/pages/childcare\\_qa.aspx](http://www.health.nsw.gov.au/immunisation/pages/childcare_qa.aspx)

### **How does this differ from previous requirements?**

Since the 1<sup>st</sup> January, 2018, NSW child care centres have been prevented under the Public Health Act 2010 from enrolling children unless approved documentation is provided that indicated that the child:

- Is fully immunised for their age (AIR Immunisation History Statement), or
- Has a medical reason not to be vaccinated (Medicare Immunisation Medical Exemption Form), or
- Is on a recognised catch-up schedule (Medicare Immunisation History Form),

### **What forms will be required to provide at enrolment?**

From 1<sup>st</sup> January 2018, parents MUST provide a copy of one or more of the following documents to enrol in a child Care Centre:

- A **Medicare Immunisation History Statement** which shows that the child is up to date with their scheduled vaccinations; or
- A **Medicare Immunisation History Form** on which the immunisation provider has a certified that the child is on a recognised catch-up schedule (temporary for 6 months); or
- A **Medicare Immunisation Medical Exemption Form** which has been certified by a GP. (due to a medical reason as described at section 2.1.4 of the Australian Immunisation Handbook 10<sup>th</sup> edition)

**No other form of documentation is acceptable (i.e Blue book). The documents must be stored by the director in a secure location for 3 years, unless a child transfers to another child care centre.**

Where do parents/guardians get a copy of their child's immunisation record?

- Medicare Online Services
- By requesting a statement to be mailed out (ph: 1800 653 809)

For more information on immunisation go to- <http://www.immunise.health.gov.au>

**Accordingly, your child will not be able to attend this centre unless the required documents have been provided.**



# On your child's first day at the centre

## WHAT TO DO

### Arrival and Departure

Children must be accompanied into and taken out of the Centre by an adult. Children MUST be signed in and out and taken to one of the child's teachers/educators to be greeted or farewelled to ensure we have knowledge of the child's presence or departure to or from the centre.

### **ADULTS are the ONLY people to OPEN AND SHUT GATES...**

this is a safety procedure! (school age children are NOT to open the gates, climb on the gates or enter the centre without being the company of an adult).

### **PLEASE REMEMBER TO SIGN YOUR CHILD IN AND OUT**

of the Preschool & Occasional Child Care each day!

Please read the '**Delivery and Collection of Children & Acceptance & Refusal of Authorisation Policy**' (policies can be found in the office or on the website or in the office). **Authorisation to collect forms** can be found near the sign in sheets and must be filled out & given to your child's teacher.

### **WHAT TO BRING**

- A bag for your child's belongings.
- A spare set of clothing in the bag in case of soiling or weather changes.
- A WET bag for wet /soiled clothing (BRSCC has no plastic bags)
- Drinks and food required for your child during the day, with an emphasis on good nutrition (For further information on Nutrition read the '**Nutrition/Food/Beverages/Dietary Policy**'), all lunch boxes will be packed into the fridge in your child's room.  
(Please pack a plastic lunch box only as we have limited fridge space).

- **We are a NUT FREE Centre- No peanut/other nut butter, nuts or nut flour** allowed at the centre; many children have serious allergies which may be life threatening.

(As per our Anaphylaxis Management Policy)



- A bottle of water each day.
- A Sun Safe hat (BRSCC to provide hat on child's first day) replacement hat- \$10
- **EVERYTHING CLEARLY LABELLED (with your child's name).**

### **Also for Occasional Child Care:**

Any nappies, 'trainers' **at least 4 nappies** or training pants each day, bottles, comfort toys etc. needed by your child whilst in our care at the BRSCC during your absence.

*A Rest mat cover and storage bag (standard cot sheet fitted)* must also be provided if your child is going to sleep, please discuss this with your child's educator.

If your child does NOT sleep please discuss this with an educator.

### **Medication Information:**

PLEASE DO NOT PUT MEDICINES IN YOUR CHILD'S BAG!
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For further information, please ask to view or request a copy of the '**Medication and Medical Conditions Policy, illness policy, Health, Hygiene and infectious control and infectious diseases policies**' from the website and/or paper copy from the office

### **CHILDREN'S ABSENCES**

A phone call in advance, or on the day, of your child's absence is appreciated.

**For Preschool**, fees remain payable during absences (this includes exclusion for non-immunisation reasons). Notice of departure from the Centre's Preschool must be given with 2 weeks' notice OR 2 week's fees paid in lieu of that notice. Full fees must be paid for departures after December 1. Extend leave for holidays (in term time) must also be paid to retain your child place at Preschool.

**For Occasional Child Care** cancellation/absence of a booked place for your child must be before 8.30am making way for another child on that day. Parents will often ring to check for cancellations on the day they are seeking care. If you DO NOT advise BRSCC of your child's absence your place will NOT be held and you will need to re-book. Families can ring and leave a message on the answering machine any time.

### **Children's clothing**

Please make sure all clothing, particularly hats, shoes and jumpers are **marked clearly with your child's name**. This really does save upsets as many children's clothing and footwear are similar.

Comfortable PLAY clothes are best – *very good clothing* would not be appropriate for your child to paint and play in around water and sand, mud, playdough and clay....and remember.... *long dresses* are very difficult to climb and crawl in, and *overalls* are not easy for children to take off independently when in a hurry to go to the bathroom.

Although we do have aprons on hand for children to wear during craft activities, often paints and pastes still do get wiped onto clothing. These are most usually water soluble, however some paint colours at times, do not seem to wash out completely.

For this reason, PLEASE, help your child dress in clothes you won't mind them getting dirty.

## **Birthdays and Celebrations**

We recognise and respect the importance of birthday celebrations and welcome the opportunity to do this as a group with your child and the class group. Please feel welcome to bring a cake to share remembering it will need to be shared amongst about 20 friends. A single layer cake or **individual patty cakes** are very suitable for sharing.

**Please remember we are a 'nut-free' children's centre.**

Many other events in your child's life will be important and there are many ways of celebrating them – the birth of a new brother or sister, a grandparent coming to stay, a special holiday, a first tooth falling out, something specific to your own family culture, and many more. If you share this information with us we will make certain an appropriate "celebration" of that event will occur – it may simply be by sharing 'The news' with the class group, sharing photos, or painting a picture with a documented story.

## **Excursions**

Due to the need for high adult to child ratios when leaving the Centre, and the high cost of public transport, excursions are minimal, although still viewed as a valuable part of our program when and where possible.

A risk Assessment will be carried out for an excursion before permission is sought. The risk assessment will identify and assess risks that the excursion may pose to the safety, health and wellbeing of any child being taken on the excursion, and detail strategies for minimising and managing those risks. Risk assessment information is available to view by parents upon request.

Any Routine or Non Routine Excursion planned requires the Centre to give parents advance notice and seek written parental permission. As the Ballina Library is next door we will be doing regular visits with children. Please refer to your enrolment form for permission.

**Occasional Child Care children** will NOT leave the Centre for an excursion of any type. For further information, please ask for a copy of the Excursion Policy and the Emergency Procedure Policy.

## **PARENT INVOLVEMENT**

Parents and other family members are encouraged and given the opportunity at all times to be involved within the Centre at a level and in a way, which best suits each individual. From nominating to participate at Management Committee level, to assisting with Centre Activities, or simply sharing time with your child, children's friends and teachers at the BRSCC – ***the door is always open and parents are always welcome.***

## **Communication**

Communication between parents and Teachers, Educators and staff is crucial to the well-being of the children and to ensure we all work effectively together. By sharing information, parents and teachers/educator's/staff members can work together to meet your child's educational and developmental needs.

## **Newsletters**

Newsletters are distributed via email or placed on display on notice boards and near the sign in & out sheet to your child's room.

Occasional Child Care parents can find a copy to read near the Sign In area.

**Please make sure you READ the newsletter** to ensure you remain informed of current and upcoming events, and general Preschool & Occasional Child Care events and activities that are going to happen in your child's room or at the Preschool or Occasional Child Care service. We also place upcoming events or shows on our Facebook page.

## **Noticeboards**

Noticeboards also display current information specifically related to the Preschool, Occasional Child Care service OR the local community. Notice boards can be found on the front verandah and in the OCC room.

## **Informal/formal discussions**

Discussions with your child's Early Childhood Teacher, about the day's events, your child's development, or anything else, may happen regularly as you arrive with or return to collect your child. These discussions are generally a brief sharing of information.

For more time to discuss your child's on-going development in greater detail, we suggest you make a time suitable to you and your child's teacher for a more **Formal discussion**, preferably at a time when you are able to talk without your child.

## **Educational Program and digital technology**

The Educational Program is displayed near the door of each room for you to read as you return to collect your child. Teachers will record specific activities, both planned and unplanned/spontaneous, that occurred during the day with your child's class group to give you the knowledge of 'what they have been up to' in your absence. This then helps to give you a starting point when chatting with your child about "what did you do today?"

Parents are **NOT** permitted to take a photo of the program or photos within the Centre. This is to protect the privacy of All children enrolled in BRSCC.

## **CHILDREN'S DEVELOPMENT**

At River Street Children's Centre our educational practices are guided by the Early Years Learning Framework. This is Australia's first National Early Years Learning Framework and the aim of this framework is to extend and enrich children's learning from birth to five years and through the transition to school.

The framework forms the foundation for ensuring that children in all early childhood education settings experience quality teaching and learning. It has a specific emphasis on play based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

Fundamental to the Framework is a view of children's lives as characterised by *belonging, being and becoming*.

**Principles:**

1. *Secure, respectful reciprocal relationships*
2. *Partnerships*
3. *High expectation and equity*
4. *Respect for diversity*
5. *Ongoing learning and reflective practice*

**Practice:**

1. *Holistic approaches*
2. *Responsiveness to children*
3. *Learning through play*
4. *Intentional Teaching*
5. *Learning environments*
6. *Cultural competence*
7. *Continuity of learning and transitions*
8. *Assessment for learning*

**Learning Outcomes:**

1. **Children have a strong sense of identity**
2. **Children are connected with and contribute to their world**
3. **Children have a strong sense of wellbeing**
4. **Children are confident and involved learners**
5. **Children are effective communicators**

The Framework supports a model of curriculum decision making, as an on-going cycle. This involves educators drawing on their professional knowledge, including their in-depth knowledge of each child.

Working in partnership with families, educators use the Learning Outcomes to guide their planning for children's educational and developmental learning.

The diversity in family life means that children experience ***belonging, being and becoming*** in many different ways. They bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning.

Educator's practices and relationships they form with children and families have a significant effect on children's involvement and success in learning.

Children thrive when families and educators work together in partnership to support young children's learning.

(Information sourced from *BELONGING, BEING & BECOMING*, The Early Years Learning Framework for Australia, copies available from the office produced by DEEWR)

## **Children's Individual Developmental Documentation Folders.**

Whilst working with your children, teachers/educators will be engaged in observation and documentation (collected in your child's *Developmental Documentation Folder*), of the children's on-going development with particular focus on:

- What they are doing
- How they are doing it; and
- Who they are doing it with

Teachers and Educators will focus on processes, interactions and relationships with valuable information gathered by observing what the children are doing and talking about, information from parents, what is going on in the community, and interests expressed directly by the children.

A meeting to discuss your child's development and documentations about your child may be made at any time with your child's Early Childhood Teacher. This time should be suitable to both parent and Teacher and away from the "busyness" of children's play.

Written information about your child is confidential and may only be accessed by Centre staff and the child's parents.

You are encouraged to read and add to your child's Developmental Documentation Folder regularly. Children's Folders are found in your child's room. Please ask your child's teacher/educator for assistance. This folder will be given to your family at the time your child leaves the Centre or at the end of each year.

## **National Quality Standards**

BRSCC works towards providing a service that meets the highest level of the National Quality Standards.

The National Quality Standard will improve quality through guiding principles: these principles are:

- The rights and best interest of children are paramount
- Children are successful, competent and capable learners
- Equity, inclusion and diversity underpin the framework
- Australia's Aboriginal and Torres Strait Islander cultures are valued
- The role of parents and families is respected and supported
- Best Practice is expected in the provision of education and care services

## **RATING AND ASSESSMENT**

The National Quality Standard comprises quality areas, standards and elements, there are seven quality areas including:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

Some of the key changes include:

Each service will receive a rating for each quality area and an overall rating. These ratings will be displayed by the service and will be published on the website of the Australian Children's Education and Care Quality Authority (ACECQA) website [www.acecqa.gov.au](http://www.acecqa.gov.au)

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### A New Ratings System

A five point ratings scale

- Excellent rating (highest level)
  - Exceeding National Quality Standards (the second highest rating level)
  - Meeting National Quality Standard
  - Working Towards National Quality Standards
  - Significant Improvement Required
- 

### POLICIES

Ballina River Street Children's Centre Inc. operates to a set of policies which have been developed (and continue to be developed) by Nominated Supervisor, Management Committee members, Early Childhood Teachers, Educators and parents.

These policies are essentially a set of guidelines which outline what happens and what is expected to happen within our service. The following list of policies can be found on the website or a paper copy at the Office.

- Acceptance & Refusal of Authorisations
- Enrolment and Orientation
- Educational Program
- Centre Philosophy
- Medication and medical conditions
- Incident Illness Accident & Trauma
- Sun Safety
- Child protection
- Excursions
- First aid
- Nutrition/Food/Beverages/Dietary requirements
- Anaphylaxis Management
- Asthma Management
- and many more

These policies are influenced by:

- Australian Children's' Education & Care Quality Authority
- Education and Care Act 2010
- The NSW Department of Families and Community
- Occupational Health and Safety Act 2000
- The National Quality Framework
- The National Quality Standards

- The Early Years Learning framework
- The Early Childhood Australia Code of Ethics
- The Centre's stated Philosophy and Goals
- And other early childhood practices and philosophies which aim for best professional outcomes.

Current Department Regulations and accountability documents require the development of policies which are accessible to families within the Centre.

Clear policies regarding the operation of the Centre allow staff and management to make decisions more easily and from a sound, objective basis.

All policies will be revised periodically with changes possibly being made in response to legislation, funding agreements, the circumstances of families at the Centre, and individual needs of the families, the service and the staff.

BRSCC *Centre Policies* are available from our website & at the Office. You are most welcome to view or request specific policies to be copied. Please refer to the list policies included in this booklet as they are essential reading.

Periodically a policy may be printed for parent information or review in the Newsletter, or added to the website notice board.



## **STAFF TEAM/QUALIFICATIONS**

### **CENTRE DIRECTOR and EARLY CHILDHOOD TEACHER**

**Maxine Smith** - Nominated Supervisor  
Bachelor of Teaching (Early Childhood)

### **EARLY CHILDHOOD TEACHER**

**Carly Smith** – Certified Supervisor, Educational Leader  
Bachelor of Teaching (Early Childhood)

### **EARLY CHILDHOOD TEACHER**

**Lisa Ledgard** – Certified Supervisor  
Bachelor of Education (Early Childhood)

## **EDUCATORS**

**Melissa Layton** - Diploma of Community Services (Children's Services)

**Emily Betts** - Diploma of Community Services (Children's Services)  
*(currently on Maternity Leave)*

**Jenny Hayes** - Diploma of Community Services (Children's Services)

**Vincenza Ciccia**- Diploma of Community Services (Children's Services)

**Doug Egan** - Certificate III in Children's Services (currently studying  
Diploma)

**Sarah Scandrett** - Certificate III in Children's Services

**Lisa Rabbitt** - Certificate III in Children's Services

**Keira Audsley** - Certificate III in Children's Services

**OFFICE ADMINISTRATOR- Tracey Wheeler** -Certificate IV in Business Administration

## **SUPPORT AND RELIEF STAFF MEMBERS**

In the absence of regular staff team members or when in need of extra staff, relief/casual staff will be employed wherever and whenever needed