



Aranda Afters

Building Confident People

Family handbook

2022

Document Control

Date	Description of change	Version number
October 2021	Complete re-work	1.0

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2. Welcome

Aranda Afters Association Incorporated (Aranda Afters) warmly welcome you and your children to our service. The purpose of this handbook is to give you an overview of our programs and convenient access to necessary information quickly and succinctly. Aranda Afters provides After School Care and Vacation Care for school-age children attending Aranda Primary School, but we also welcome any child from the broader community for our Vacation Care Program. Care is provided on a regular or casual basis. The service is a not-for-profit organisation managed by our qualified Director and our Committee of dedicated parent and carer volunteers. We work diligently to ensure that your children, throughout important stages of their development, are safe, supported and stimulated while in our care.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how the service operates.

We have an open-door policy and you and your family are welcome to visit our service at any time.

3. Service philosophy

The Aranda Afters' service philosophy is guided by the National Quality Framework, and the My Time, Our Place (MTO) Framework for School Age Care. The MTO Framework puts children's wellbeing and learning at the centre of all that we do. We believe that working in collaboration with children and in partnership with Aranda Primary School, families and community is necessary to support children's developing senses of self, their wellbeing, involvement, and success in learning. The program is developed with play and leisure being a focus. Experiences are planned and based on their relevance to the children and to build on the interests and skills of the individual and groups of children who attend. We strive to:

1. Support every child, family and educator to participate in our program, tailor a curriculum around all children's backgrounds, needs and interests and reflect the cultures of our families and community.
2. Provide an environment which supports appropriate nutrition, hygiene, health, and safety.
3. Accommodate for children's developing needs and interests by: allowing them to pursue a range of activities and interests utilising a variety of stimulating resources; and fostering their understanding of the importance of developing and maintaining sustainable practices.

4. As educators, act according to professional standards that embed positive relationships, collaboration, mutual respect and equity for all children, educators, families, and the wider community.
5. Nurture respectful relationships that foster a sense of belonging for everyone at our service.
6. Recognise that successful partnerships are based on effective communications which builds the foundations of growth and development for children.
7. Provide a commitment to professional standards in leadership and management that ensures continuous improvement, and effective procedures and systems.

4. Acknowledgement of Country

Aranda Afters Association would like to acknowledge all Traditional Custodians of this land and appreciates their continued care for and connection to Country. We express our gratitude that we can care for our children, learn and play on Ngunnawal Land, which is abundant with life and natural resources sustained by the Ngunnawal Peoples. We are grateful to and respectful of Elders past, present and emerging.

Aranda Afters is passionately committed to celebrating and fostering ongoing connections with First Nations Peoples. We seek to engage children with First Nations culture and history and incorporate First Nations pedagogies into our program.

5. Our staff

Aranda Afters is run by our Director and supported by a Business Manager and an Administration Officer. Our Leadership Team of Program Coordinators and Supervisors carefully designs and implements diverse activities to enhance each child's daily experience at Aranda Afters. We are co-managed by our wonderful parent/carer Association who volunteer to become part of the committee and are elected at the Annual General Meeting each year.

Our diverse educator team, who work on floor with your children, reflect the diversity of the children at our service. Our educators each contribute their own unique skills and interests to the service so that all children can feel supported and engaged. More information about our staff can be found at our website, and information around staff roles and responsibilities can be found in our policies.

6. Location

We operate on Aranda Primary School Grounds. Our service provides children with access to the spacious gym and hall as well as an expansive outside area, including the basketball court, the nature-saturated 'adventure playground', two sandpits, the oval, and three playgrounds.

7. Contact details

Street Address: Banambila Street, Aranda ACT 2614

Postal Address: PO Box 426, Jamison Centre ACT 2614

Telephone: 02 6142 3039 | Mobile: 0410 620 559

Email: admin@arandaafters.com | Director's email: director@arandaafters.com

Website: <https://arandaafters.com>

8. Hours of operation

Aranda Afters caters to primary aged children and we are open Monday to Friday for After School Care (ASC) during the school term. Our service also operates School Vacation Care (SVC) during the school holidays, Monday to Friday. Our service is closed on ACT public holidays and parents will not be charged for these days. Notice will be given in our newsletters when these days occur.

8.1. ASC

Days of operation: Monday to Friday (except public holidays) during ACT school terms.

Hours of operation: 3.00 pm to 6.00 pm.

8.1.1. Roll marking

Children in Kindergarten are met at their classes to have their roll marked.

Children in Years 1 to 6 meet Educators at specified meeting areas to have their rolls marked.

8.1.2. Daily organisation

Afternoon tea and a range of play, leisure and learning activities are provided for children.

Our program information is available on our website and is regularly emailed to families.

8.2. SVC

Days of operation: Monday to Friday (except public holidays) during ACT school vacation periods.

Hours of operation: 8:30 am to 6:00 pm

Detailed information about our SVC programs will be sent out in Week 6 and the enrolment forms (via our website) will be available from Week 7. SVC programs coincide with ACT school vacation periods.

8.3. Christmas shut-down

Aranda Afters will also be closed for the section of the Christmas Holidays from the last day of fourth term until the first Monday or Tuesday of 2022, this coming year being January 4th.

8.4. Office

Days of operation: Monday to Friday (except public holidays) during ACT school term.

Hours of operation: 9:00 am to 5:00 pm

9. National Quality Framework

Our service complies with the Australian Government's National Quality Framework (NQF) which consists of the legislative framework of the Education and Care Services National Law and National Regulations, the National Quality Standard and a rigorous assessment and rating system. Our educational program and curriculum are based on the School Aged Care Learning Framework—My Time, Our Place (MTOP).

We regularly self-assess our practices against the National Quality Standard and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP assists our service to identify quality aspects of care we are already providing and assists in developing future goals for further improvement. Families are welcome to provide feedback and suggestions for improvement.

Additional information about the NQF can be found [here](#).

10. Approvals and assessment and rating of the service

National Legislation requires the following approvals which you will see displayed at Aranda Afters:

1. **Provider approval:** nationally recognised and allows providers to apply for service approvals.
2. **Service approval:** authorises an Approved Provider to operate an education and care service. The Approved Provider must nominate a person to be the Nominated Supervisor for the Approved Service.
3. **Supervisor certificate:** People who have been granted a supervisor certificate can be a Nominated supervisor or be placed in charge of the day to day operations when the Approved Provider or Nominated supervisors are not physically present at the service.

We have legal and statutory obligations to a number of agencies and legislation including:

- Australian Children's Education and Care Quality Authority (ACECQA)] – a National Authority.
- Children's Education and Care Assurance (CECA) – an ACT government authority who monitor our compliance with legislative and regulatory standards associated our operations.
- Workplace Occupational Health & Safety Requirements.
- Current Industrial Relations Act.

10.1. The Regulatory Authority

The Regulatory Authority (Children's Policy and Regulation Unit) will appoint an authorised officer who will monitor and enforce compliance with the National Law and National Regulations. The authorised officer will complete scheduled visits and be available to provide guidance and assist the service. The scheduled visits can be:

- announced
- unannounced
- random
- targeted campaign and/or
- assessment and rating.

10.2. The National Quality Framework

The framework aims to raise the quality of services and continuous quality improvement in education and care services. The service is assessed against the National Quality Standards which includes quality areas (QA), standards and elements. The seven quality areas are:

- **Quality Area 1:** Educational program and practice
- **Quality Area 2:** Children's health and safety
- **Quality Area 3:** Physical environment

- **Quality Area 4:** Staffing arrangements
- **Quality Area 5:** Relationships with children
- **Quality Area 6:** Collaborative partnerships with families and communities
- **Quality Area 7:** Governance and Leadership

The assessment and rating process involves:

- having a QIP which is submitted to the Regulatory Authority
- assessment and Rating visit at the service
- final rating of the service is provided by the Regulatory Authority and published on www.mychild.gov.au, and the [National Registers](#) and the [Starting Blocks](#)

Partnerships with families are one of the essential elements in providing a curriculum and overall program that not only meets the interests and learning areas of your child, but also provides for continuous improvement and high quality standards.

We encourage and openly accept all contributions that families or the community offer. Please feel free to talk with our educators about the different ways you can communicate and support this process.

For further information on the Assessment and rating process please visit the National website at: <http://www.acecqa.gov.au/national-quality-framework/assessments-and-ratings>.

11. Staff to child ratios

We comply with the National Regulations for educator to child ratios across our service to ensure adequate supervision is provided for all children.

- At the service: 1:11
- Excursions: 1:8
- Swimming/water-based activities: 1:5

12. Educational program

We provide a range of both structured and non-structured play-based learning experiences that are designed to be stimulating, challenging, inclusive and meet the needs and interests of all children attending our service. The development of our program is informed through ongoing observations, evaluations and collaboration between educators, children, families and relevant stakeholders.

Our service’s curriculum follows the MTOP Framework for School Age Care in Australia as per our programming policy.

The Framework has been designed for use by school age care educators working in partnership with children, their families and the community, including schools. It represents Australia’s first national framework for school age care to be used by school age care educators and aims to extend and enrich children’s wellbeing and development in school age care settings.

Educators guided by the Framework will reinforce in their daily practice the principles laid out in the United Nations Convention on the Rights of the Child (the Convention). The Convention states that all children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities. The Convention also recognises children’s rights to be active participants in all matters affecting their lives and respects their family, cultural and other identities and languages.

The Framework acknowledges the importance of play and leisure in children’s learning and development and that their learning is not limited to any particular time or place. Developing life skills and a sense of enjoyment are emphasised. The Framework recognises the importance of social and emotional development and communication in learning through play and leisure, and it forms the foundation for ensuring that children in all school age care settings engage in quality experiences for rich learning, personal development and citizenship opportunities. (My Time, Our Place. p.4)

13. My Time, Our Place

Fundamental to the Framework is a view of children’s lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning take place through these relationships, particularly within families, who are children’s first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

13.1. 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 and 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.

13.2. 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.

13.3. 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 as children learn and grow. It emphasises learning to participate fully and actively in society.

14. Goals for your child at Aranda Afters

Children in school age care settings are challenged to be curious about what is of interest to them while at the same time developing self-identity and social competencies. (adapted from Stig Lund, Danish National Federation of Early Childhood Teachers and Youth Educators and Nordic Teachers Council)

In school age care settings educators collaborate with children to provide play and leisure opportunities that are meaningful to children and support their wellbeing, learning and development. School age care settings pay attention to the needs and interests of individual children within a context that promotes collaboration and active citizenship. Children in school age care settings have choice and control over their learning as they collaborate with educators to extend their life skills and develop dispositions towards citizenship. (My Time, Our Place, Framework for School Age Care. p.6, 2011.).

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the 5 outcomes outlined in the Framework for School Age Care-My Time, Our Place. These include:

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

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the educator is to work in partnership with families; children's first and most influential educators.

15. Documentation of children's learning

Children's learning may be documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships.

Documentation may include:

- child's profile
- goals from families and educators
- observations
- objectives for further development
- work samples
- checklists

The individual child's documentation is maintained and used as a direct tool for critical reflection, evaluation and future planning within the service's program. This makes the program reflect the value of individuality and is not to be used as a means of comparison between peers or stereotypes.

16. Communication

We work in partnership with you and your family. We support and encourage communication with your child's educators about your child's unique needs and their general enjoyment of their day at our service. Everybody has a preferred time and method of communication. Sometimes, mornings and afternoons can be a little rushed, and not the best time to discuss your child's day and enjoyment at the service. You are encouraged to talk to our Nominated Supervisor to arrange to meet your child's educator at a mutually convenient time.

Our service uses Xplor.com and email to provide updates about your child.

We have many types of communication we use for families, including:

- newsletters
- phone calls
- emails
- letters
- face to face

- formal meetings

17. Enrolment information

Detailed information about our enrolment process can be found in our Enrolment Policy on our website.

18. Fees, rebates and attendance

Detailed information about our fees, rebates and attendance can be found in our Fees Policy on our website.

19. Day-to-day attendance at Aranda Afters

To assist our youngest attendees in their transition from school to Aranda Afters, Kindergarten children are collected from their classroom corridor every day.

Please ensure your children's Kindergarten teacher knows the after school arrangements. Kindergarten teachers and Aranda Afters educators work together to ensure everyone has arrived safely.

19.1. Attendance sheets: Signing in and out

It is a legal requirement that this information is completed correctly and on a daily basis. Children are signed in daily by Aranda Afters educators. Each day, parents or an authorised collector, are required to sign their child out of the program on the rolls provided.

Unfamiliar adults (even those who are authorised) will be asked to provide photo identification upon arrival. The master rolls through Xplor (digital sign in and out sheets), are used for ensuring:

- children have arrived safely from school
- during emergency evacuations all children are accounted for and safe
- children have been safely collected and there are no children left on the premises at closing.

Additionally, children need to be correctly signed in and out daily during the School Vacation Care Program. Children must be signed in and out by an authorised person, as specified on their enrolment form. These records are used for attendance checks.

19.2. Car park procedures

Parents are requested to observe the following:

- take extreme care while driving in the school grounds
- be considerate to all other drivers
- remember that children can be unpredictable when crossing roads
- give way to pedestrians
- do not park in the car spaces allocated to the Principal and executive staff of Aranda Primary School or other signed and designated spaces
- park only in parking bays and not behind other cars or on the driveway
- please hold your child's hand in the car park and please teach your child to use the footpaths.

19.3. Departure of children

All children must be signed out by their parent or an authorised person.

A late collection fee will be charged at the rate of one unsubsidised OSHC session fee per five minutes, or part thereof, for the late arrival of a parent and finalisation of pick-up of a child, after 6.05 pm.

This fee may also be applied to families who regularly pick-up their children after 6.00 pm and before 6.05 pm. Families will be notified of this in advance.

The rolls, for signing children out of our OSHC program, are located at the top landing near the all-purpose court during Terms 1 and 4. They are located near the door to the Hall in Terms 2 and 3 or in the instance of bad weather in Terms 1 and 4.

19.4. Collection of children – persons authorised to collect children

It is a legal requirement that attendance be recorded. We use the Xplor app. Any authorised collector listed on that child/ren's enrolment form must use the Xplor app (either using Xplor Home or the Hub Guest iPad) to record attendance upon arrival (during the SVC Program) and departure (for both the ASC and SVC Programs).

Parents are expected to keep information on authorised emergency contact and authorised nominees up-to-date at all times. This can be done by emailing the service at admin@arandaafters.com.

Only those persons identified on the enrolment form, or updated family records, will be authorised to collect a child.

19.4.1. Permanent authorisations for the collection of children

Parent(s) and other people authorised to pick up children may need to identify themselves to the senior member of staff when collecting their children.

Authorisations to collect children from Aranda Afters are provided on the enrolment form.

Additional authorisations can only be added by the Primary Carer in Xplor via Hub Guest.

All changes to permanent authorisations must be completed and submitted at least 24 hours before they come into effect.

19.4.2. Temporary authorisations for the collection of children

We appreciate that emergency, or “one off”, situations arise which may require families to request an alternate arrangement for the pick-up of a child to those indicated in their enrolment information.

Temporary authorisations will be accepted on a once-only basis and must be provided, by email, to admin@arandaafters.com no later than 1.30pm on the day that the temporary authorisation is requested.

Temporary authorisation notifications need to provide the name, and contact phone number, of the person who will be picking up the children and indicate the approximate time that the children will be picked up.

If the person is unknown to the staff member on duty at the rolls table they will need to show photo identification before being able to sign the children out of the service. In extreme emergencies you may ring the Director for a verbal authorisation but we will on completion of the phone call ring the contact numbers we have to ensure authenticity.

We will also request that an email be sent with the information discussed on the phone. Current photo identification will be required to check the person’s identity and age.

If the parent or authorised person forgets to sign the child out they will be contacted by telephone to ensure the safety of the children. This will incur a cost to the parent to cover the staff time required to make contact. If the departure is verified the children will then be signed out by the Director or delegated staff member.

Children may leave the premises if a parent or authorised nominee provides written authorisation for the child to leave the premises, including authorisation to go on an excursion.

No child will be released into the care of an unauthorised person. If the person becomes aggressive or violent and will not leave the premises the Director, or educator, will:

1. ensure the safety of all children and adults at the service and implement lockdown procedures if required
2. ring the police on 000.

The Director and senior staff will ensure that the authorised nominee pick-up list for each child is kept up to date. It is our policy that we do not allow anyone under the age of 16 to collect children.

Educators cannot prevent an incapacitated parent from collecting a child but must consider their obligations under the relevant child protection laws. If the person collecting the child appears to be aggressive, intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:

1. discuss their concerns with the person, if possible without the child being present
2. suggest they contact another parent or authorised nominee to collect the child.

Educators will inform the police of the circumstances, the person's name and vehicle registration number (if it can be obtained) if the person insists on taking the child.

If a child has not been collected by the time we are due to close the service, the Nominated Supervisor will:

1. attempt to contact the parents or other authorised nominees
2. leave a voicemail or SMS message on the parent's phone if they do not answer advising he or she will wait up to 30 minutes before ringing the police or Child Protection Hotline
3. wait for 30 minutes and, if the parents or any authorised nominee/s have not arrived nor made contact with the service, ring the police or Child Protection Hotline for guidance on the appropriate action to take.

At the end of each day educators will check the premises including outdoors and indoors to ensure that no child remains on the premises after the service closes. Children may leave the premises in the event of an emergency, including medical emergencies. Details of absences during the day will be recorded.

20. If your child is going to be absent

If your child is going to be absent please contact us by email (our preferred method for notification about absences); SMS; or by phone to notify us of your children's absence.

To ensure we receive your notification in a timely manner, and to avoid the possibility of you being charged a 'No Notice' fee please ensure that the notification of a child's absence is made:

- as early as practicable and
- no later than 2.00pm on the day of the absence for an ASC session.

21. Collection of children who are sick or due to unacceptable behaviour

We do not have the facilities to look after sick children. Parent(s), or an authorised person, will be required to collect their children as soon as possible. The Director, or delegate, will notify parents as soon as possible if a child becomes too ill to stay at Aranda Afters – or if their behaviour is unacceptable, particularly if it represents a risk to the health and safety of other children or staff.

When a child is not collected within half an hour of their parent(s) or emergency contacts being contacted, an additional fee will be charged to cover the additional supervision costs incurred. After the first half an hour, a fee of a full session cost, will be charged per quarter hour, or part thereof, that the child remains in the care of Aranda Afters.

22. General information for families

22.1. What to bring to ASC

Children will need to have the following things when they attend ASC sessions:

- a drink bottle
- a sun smart hat (labelled with name, no caps please) as advised by the Cancer Council
- a jumper/jacket in cooler weather.

22.2. Volunteers and children

On occasions there will be new faces in the service when volunteers and children visit to gain experience in the education field. These new faces will also include relief educators which will be registered and hold a working with vulnerable people card.

22.3. Damage to property

Aranda Afters reserves the right to recover from a child's parents or guardian any costs incurred due to wilful damage to Aranda Afters Association Incorporated property or to Aranda Primary School property by a child attending the service.

22.4. Personal property

In line with school policy, Aranda Afters does not allow children to bring toys, games or electronic equipment to the ASC or SVC Programs. Aranda Afters does not accept any

responsibility for loss or damage to these items if they have been brought to either of our care programs.

22.5. Lost property

Any lost or left behind items at Aranda Afters are placed in lost property bucket which is kept at the Rolls table. Anything that looks valuable will be taken to the Office. Aranda Afters does not take any responsibility for lost items.

22.6. Communication with families

At Aranda Afters, we believe that regular communication supports the development of relationships with children and partnerships with families. This enables us to exchange information relevant to your children's care, experience and progression of learning.

We will communicate with you via email, notice boards, newsletters, telephone, meetings – informal and formal, and during pick up times (and drop-off times during the SVC Program).

We are open to other suggestions and want to develop communications with all families which support your needs in this area.

22.7. SVC program

Aranda Afters provides a School Vacation Care Program on a regular and casual basis.

The SVC program runs from 8.30 am 6.00 pm, Monday – Friday, during ACT school vacation periods (excluding public holidays and from the end of fourth term until the first Monday in January of the subsequent year, or the day immediately after this date).

Detailed information on our SVC program and the enrolment forms will be available in Week 6 of each term prior to each holiday period. Information about costs for the SVC program is included in the enrolment form for each SVC program.

22.7.1. Excursions and Onsite Activities

The SVC Program may also include excursions and onsite activities which are included in the standard daily cost for the SVC Program.

Please note 48 hours' notice is required for cancellation of attendance at the SVC Program.

22.8. What to bring to the SVC program

Please prepare your child for the day with the following items:

- a bag (labelled with name)
- a lunch box (labelled) that contains a nutritious morning tea and lunch unless advised in the program that this will be supplied

- please provide plenty of nutritious food, as children will get quite hungry throughout our busy days
- a spare change of clothes including underwear and socks (labelled and in a zip lock bag)
- a refillable water bottle (named)
- closed in shoes
- a sun smart hat (labelled with name, no caps please) as advised by the Cancer Council
- sun smart clothing (no singlets or sleeveless dresses).

Bicycles, scooters and skateboards are allowed at the holiday program everyday as long as the correct safety gear is worn whilst using them.

Check daily program for any special requirements.

23. Behavioural guidance

Aranda Afters follows the Aranda Primary School philosophy that a consistent approach to behaviour management is the most effective way to achieve an environment where:

1. children are responsible for their own choices and behaviour and
2. children understand the choices they make can have consequences.

Children attending Aranda Afters will be provided with opportunities to focus on developing respect and responsibility for:

1. Themselves by following the health and hygiene rules; such as washing their hands before eating; and wearing sunscreen, sun safe clothes, hats and jumpers.
2. Peers by respecting and giving space to others, sharing, including others in play experiences, speaking nicely and considering everyone's feelings and rights children in all activities.
3. Educators by listening to, and trusting, the educators and vice versa. The educators are there to keep children safe and support their play and learning.
4. The equipment by using it properly, using it in the right place and putting it away.
5. The boundaries by playing where they are allowed and staying where an educator can see them.
6. The environment by demonstrating an increasing awareness of the impact of human activity on natural and constructed environments and the interdependence of living things.

For further information please refer to our Relationships with children policy.

As a service, we believe that children should be supported to act with autonomy and responsibility. We work to communicate clear, calm and consistent behaviour expectations and management principles in accordance with each child's level of development. We believe all children have the right to be heard and understood. We take a therapeutic, discussion based and logical consequence approach to behaviour management. We never engage in corporal or punitive punishment, denial of necessities such as food and water, or isolation-based approaches to discipline. We will communicate with you and Aranda primary school to ensure consistent support for your child/ren.

To uphold our duty of care to our staff and other children, in extreme situations Aranda Afters may put a temporarily hold on a child's attendance to the service for a period of up to 20 days, or to withdraw a child's enrolment from the service. This is in the case that a child is persistently and wilfully non-compliant, threatens to be violent or is violent to another child/staff member or adult attending the service, or acts in a way that otherwise threatens the good order of the service or the safety or wellbeing of another member of the Afters community. If this is the case, we will work with you to discuss the options to support your child for reintegration into the service if possible.

24. Orientation of children

Adjusting to a new environment can be difficult, and all children have different needs and interests. We seek to ensure all children are welcomed and included at Aranda Afters and can smoothly transition from school to our service. We encourage you to share any helpful information about your child's social and environmental needs to assist us in supporting them during their orientation.

25. Inclusion and support

At Aranda Afters, we want all children, families, employees and volunteers to be included and treated equitably regardless of their background, race, culture, language, beliefs, gender, sexuality, age, socioeconomic status, abilities, additional needs, family structure or lifestyle. Aranda Afters is home to a diverse community, and we aim to foster a supportive environment and provide a sense of belonging for all, where all members feel they are respected and valued for who they are and are given opportunities to express themselves. We work to meet the individual needs of each child, and to ensure all children can fully participate in the service. We offer, to the best of our ability, individual support plans for children who require additional structures and routines or alternative program options.

26. Aranda Afters policies and procedures

You will find a copy of our policies and procedures on our website – www.arandaafters.com. Go to 'About Us', then to 'Our Policies'. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations and Family Assistance Law.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or extraordinary circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures meet family's needs and adhere to required regulations. Your involvement helps us to improve our service and may lead us to change our policies and procedures.

27. Technology, television and devices (including mobile phones)

Our service encourages the use of technology to assist with the implementation of our program, activities and research. Children are able to access a range of technologies at the service to facilitate their homework and other areas of interest (such as, song requests during group musical games). This will always be carried out under staff supervision. Permission for children to use computers and other technology is requested in our Chromebook permission form.

On occasion we may program a movie during quiet/rest time or wet weather. Consideration is made of the content and the suitability to the age of the children involved. All permitted media (films, music and games) are classified G or PG.

Mobile phones are not permitted to be used in our service as we provide a balance of activities for students where a mobile device is not required. Some children with a disability or health condition, may rely on the use of a mobile device for support needs will be exempt from this restriction. Exemptions must be made to Management or the Approved Provider and clearly documented in the child's enrolment record.

28. Food/menu

Our service provides a nutritious menu that has been developed in consultation with the Australian Dietary Guidelines and is prepared by our Canteen Manager. We provide afternoon tea during the after school care program and vacation care program.

The general menu consists of a healthy variety of fresh fruits and vegetables, proteins, and complex carbohydrates. We cater to children's individual special dietary requirements by providing alternate options to what is being offered on the menu. Please ensure that your child's health, allergy and cultural dietary requirements are kept up to date to ensure that our team are providing appropriate food options for your children. You can check out our food menu under 'Our Programs' on our website.

29. Toys

The service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on educators to track numerous toys throughout the day.

30. Physical play

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, co-ordination, motivation, learning and wellbeing. We feel that physical play is a vital part of everyday life and is especially important in an OSHC setting given the amount of time children have been non-active in the classroom throughout the day.

Aranda Afters provides children with a wide range of both indoor and outdoor physically active play based learning experiences.

Physical play provides children with the opportunity to:

- use their imagination
- roster self-esteem and confidence
- develop strong bones and muscles
- build resilience
- promote peer groups/friendships
- become more independent
- improve strength and balance

- test abilities and experience adventure
- challenge their fears
- develop flexibility and coordination
- improve spatial awareness
- develop and improve mathematical concepts
- be confident as they learn to control their bodies and understand their limits
- learn to cooperate and share with others
- promote healthy growth and development.

31. Sustainability

We are passionate about sustainability and we believe in supporting children to appreciate and care for the environment. We embed sustainable practice into our daily operations via our infrastructure and teaching.

In order to empower our sustainability program we emphasise children's ability to make a difference. We enable children to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging discussion about sustainable practice, encouraging participation in a recycling program, using recyclable materials for art/craft resources, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.

32. Sun safety

Children and educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer's recommendations. We have a Sun Smart station where children can apply sunscreen upon arrival to ASC and before playing outside during SVC.

Note: Please provide your own if your child has allergies to sunscreen.

32.1. Sun hat

A sun protective hat must be worn every day when playing outside for protection against the sun (this can be their school hat), unless advised by the Cancer Council one isn't needed. Our Educators check the Sun Smart app daily. Please make sure to include it in your child's bag every day regardless of the weather conditions. Please note that educators will enforce

the 'no hat, no outdoor play' rule and children will be instructed to play under shelter or indoors.

33. Parent participation and feedback

Aranda Afters has an Open-Door Policy and we actively seek and encourage families to be involved. This can range from evaluating and adding input to your child's program and observations, volunteering at Aranda Afters and sharing skills and experiences that the children and the program will benefit from and providing feedback.

We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's educator at a time that suits you throughout the year and offer email, SMS and Newsletters and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of Aranda Afters or your child's experience, please contact us. Copies of our policies are available on our website.

All parents who complete and submit an enrolment form and who have paid their annual, non-refundable, membership and bookkeeping fee, become members of Aranda Afters Association Inc. Aranda Afters is an accredited, not-for-profit organisation, managed by members of the Association who volunteer to become part of the Committee.

We welcome and encourage the involvement of all parents/families at our service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

33.1. Your occupation or hobby

You are the most important person in their world. We welcome all parents to the service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

33.2. Your home culture

We aim to foster relationships among families and community and invite you to share aspects of your culture, history, language and celebrations with our Service. Your involvement greatly assists us to enrich the lives of all our families and children.

33.3. Reading

Children love to be read to. If you or your parents have the time, please contact your room educators to organise a day for reading. We love grandparents visiting our Service.

33.4. Recyclable items

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

33.5. Special events

Our service organises special events throughout the year. We will communicate these to families in a timely manner. We encourage parent input in all aspects of these events. Some of these include fundraising, celebrations and information sessions.

33.6. Suggestions

Parents are welcome to visit or call the service at any time. If you have any suggestions or ideas on how we best can work together in the service, please let us know.

If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns.

34. Health and hygiene

For more information about our policies on health matters please refer to our Medical Conditions Policy and our Incident, Injury, Trauma and Illness Policy.

34.1. When your child is unwell

In the event of a child becoming ill at Aranda Afters a senior educator will contact parents or emergency contacts to request that the child be collected and taken home as soon as possible.

Families and/or emergency contacts will be contacted when a child:

- has a temperature is higher than 38°C. If your child has a temperature (38°C or above) they are to be kept home for a minimum of 24 hours without fever before returning.

- has diarrhoea
- has vomited
- is generally not coping with the day's activities
- is not their "usual self".

Please ensure that you do not send your child back to Aranda Afters before your child has made a full recovery. If you are unsure about returning please contact your family doctor.

34.2. Please adhere to the following guidelines

1. No child can attend the centre until vomiting and diarrhoea has ceased for 24 hours.
2. When antibiotics have been prescribed, children need to have been taking them for 24 hours before returning to the centre.

34.3. Communicable diseases

Aranda Afters appreciates and values a safe and healthy environment for children. Families and guardians will be asked to collect their child from the service immediately if it is suspected that a child may have a communicable disease. A medical certificate confirming the contagious period has passed may be requested before your child can return to the service.

Our service has effective and systematic risk management systems in place to identify any possible risk of hazards to our learning environment and practices. All staff diligently practice and model personal hygiene measures such as hand washing, cough and sneeze etiquette and disposal of tissues. We request that all children and visitors to our service wash their hands or use the alcohol-based hand sanitiser upon arrival.

Our educators teach and model correct hand washing techniques to children and regularly clean and disinfect high touch objects throughout the service to reduce the spread of infection.

34.4. When should I not send my child to the service?

Our service cares for children after a busy and demanding day for the bodies and minds of our children at school and during vacation care. We are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

To minimise the spread of infections and diseases, and maintain a healthy environment for all children, educators and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC)– Staying Healthy in Childcare. Our policies

and procedures for Sick Children and the Control of Infectious Diseases are available for all families to view.

Please monitor your child's health and do not bring your child to the service if they are suffering from an infectious disease/illness or are generally unwell.

If your child becomes ill whilst at Aranda Afters, we will contact you or an authorised nominee to collect your child. If your child is unable to be collected, educators will contact the child's emergency contact for collection. An Incident and Injury Record is sent to parents after it has been checked and scanned in the office. If your child becomes ill whilst at school and returns home, please ensure our service is aware.

Your child should not attend Aranda Afters if they have had paracetamol within 24 hours for a temperature. Children who are on antibiotics are not to attend Aranda Afters for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been vomiting or had diarrhoea, they will be excluded for 48 hours. For certain illnesses, a medical clearance certificate may be required before your child returns.

If your child has been away due to illness, please check with us as to whether or not you will need a certificate before your child returns.

34.5. Infectious diseases

The National Health and Medical Research Council have supplied the following information regarding minimum exclusion period for children from an early childhood education and care service. Please inform staff if your child has any of the following so that we can notify the Public Health Unit and other families of any infectious disease/illness. (Confidentiality is always maintained).

Condition	Exclusion of cases	Exclusion of contacts
Amoebiasis (entamoeba histolytica)	Exclude until diarrhoea ceases.	Not excluded.
Campylobacteriosis	Exclude until diarrhoea ceases.	Not excluded.
Chicken pox (varicella and herpes zoster)	Exclude until the last blister has scabbed over. The child should not continue to be excluded only because of some remaining scabs.	Not excluded. Any child with an immune deficiency (e.g. with leukaemia, or because of receiving chemotherapy) should be excluded for their own protection. Urgent medical advice should be sought, and varicella-zoster

Condition	Exclusion of cases	Exclusion of contacts
		immunoglobulin (ZIG) administered if necessary.
Conjunctivitis (acute infectious)	Exclude until discharge from eyes ceases.	Not excluded.
Cryptosporidiosis	Exclude until diarrhoea ceases.	Not excluded.
Diarrhoea	Exclude until diarrhoea ceases.	Not excluded.
Diphtheria	Exclude until: <ul style="list-style-type: none"> at least 2 negative throat swabs have been taken (the first not less than 24 hours after antibiotic treatment ceases and the second not less than 48 hours later); and a certificate is provided by a doctor recommending that the exclusion should cease. 	Exclude family and household contacts until approval to return has been given by the chief health officer.
Giardiasis	Exclude until diarrhoea ceases.	Not excluded.
<i>Haemophilus influenzae</i> type B (HIB) infection	Exclude until a certificate is provided by a doctor recommending that the exclusion should cease.	Not excluded.
Hand, foot and mouth disease	Exclude if: <ul style="list-style-type: none"> child is unwell; or the child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing. 	Not excluded.
Hepatitis A	Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a doctor recommending that the exclusion should cease.	Not excluded.
Herpes (cold sores)	Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.	Not excluded.

Condition	Exclusion of cases	Exclusion of contacts
Impetigo (school sores)	Exclude until appropriate treatment has begun and sores on exposed surfaces are covered with a watertight dressing.	Not excluded.
Influenza and influenza-like illnesses	Exclude until well <i>(not including Covid-19)</i>	Not excluded.
Leprosy	Exclude until approval to return has been given by the chief health officer.	Not excluded.
Measles	Exclude for at least 4 days after the rash appears.	<ul style="list-style-type: none"> • Immunised contacts not excluded. • Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. • Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. • Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.
Meningitis (bacterial)	Exclude until well.	Not excluded.
Meningococcal infection	Exclude until adequate carrier eradication therapy has begun.	Not excluded if receiving rifampicin or other antibiotic treatment recommended by the chief health officer. Otherwise, excluded until 10 days after last contact with the index case.
Mumps	Exclude for 9 days after onset of symptoms, or until parotid	Not excluded.

Condition	Exclusion of cases	Exclusion of contacts
	swelling goes down (whichever is sooner).	
Poliomyelitis	Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a doctor recommending that the exclusion should cease.	Not excluded.
Ringworm, scabies, pediculosis (lice), trachoma	Exclude until effective treatment has begun.	Not excluded.
Rotavirus	Exclude until diarrhoea ceases.	Not excluded.
Rubella (German measles)	Exclude for 4 days after the appearance of the rash.	Not excluded. Female staff of child-bearing age should ensure that their immune status against rubella is adequate.
Salmonellosis	Exclude until diarrhoea ceases.	Not excluded.
Shigellosis	Exclude until diarrhoea ceases.	Not excluded.
Streptococcal infection (including scarlet fever)	Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.	Not excluded.
Tuberculosis	Exclude until approval to return has been given by the chief health officer.	Not excluded.
Typhoid and paratyphoid fever	Exclude until a certificate is provided by a doctor recommending that the exclusion should cease.	Not excluded unless the chief health officer notifies the person in charge of the school. If the chief health officer gives notice, exclusion is subject to the conditions in the notice.
Whooping cough (pertussis)	Exclude for 21 days from start of cough, or for at least 5 days after starting a course of antibiotics recommended by the chief health officer.	Exclude non-immunised household, home-based care and close childcare contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the chief health officer (whichever is sooner).

Condition	Exclusion of cases	Exclusion of contacts
Worms (intestinal)	Exclude until diarrhoea ceases.	Not excluded.

34.6. Immunisation

When enrolling your child you will be asked to provide an Immunisation History Statement as recorded on the Australian Immunisation Register (AIR) to prove that your child is up to date with their scheduled immunisations. This statement is available through your online Medicare account through myGov.

For eligibility for Child Care Subsidy and other family payments, immunisation must be in accordance to the National Immunisation Program (NIP) Schedule.

If your child is not fully immunised and an outbreak of a vaccine preventable disease occurs at Aranda Afters, your child will be considered as not being immunised and will not be able to attend the service.

34.7. Medical conditions – allergies, asthma, diabetes or epilepsy

It is vital that we are aware of any medical condition including diabetes, epilepsy, allergies, eczema, asthma, risks of anaphylaxis of your child including any potential triggers. Families are required to indicate any allergy or asthma on the enrolment form.

We require a Medical Management Plan or Asthma/Anaphylaxis Action Plan to be completed by your General Practitioner to assist in managing your child's needs. This needs to be provided prior to your child's commencement at Aranda Afters. In consultation with the Nominated Supervisor, you will be asked to develop a Risk Minimisation Plan and Communication Plan to assist our educators and staff. Any prescribed medication that your child may require must be provided each day they attend Aranda Afters.

To ensure the safety and wellbeing of your child, your child's Medical Management Plan/ Action Plan must be updated every 12 months or whenever a change in their medication or treatment occurs. (Australasian Society of Clinical Immunology and Allergy [ASCIA]).

34.8. Diagnosed disability or additional needs

If your child has a diagnosed disability or learning, behavioural or other diagnosed difficulty, please speak to our Nominated Supervisor at least 2 weeks prior to enrolment.

We provide a supportive and inclusive environment that allows each child to fully participate in quality education and care. We aim to develop and sustain supportive relationships with families and encourage discussions about how we can support your child to have equitable access to resources and participation. If your child has a National Disability Insurance

Scheme (NDIS) package, we may need your consent to make contact with services and/or therapists who are working with your child to seek information regarding their learning plan to support continuity of learning.

Aranda Afters may be able to apply for additional support through the Inclusion Support Program (SIP) to assist your child's access.

34.9. Medications

If your child requires medication whilst at Aranda Afters, you must complete a Medication Authorisation form to give your consent for an educator to administer prescribed medication to your child. Medication must be given directly to an educator for appropriate safe storage. Under no circumstances should medication be left in children's bags.

Educators can only administer medication that is:

- prescribed by a registered medical practitioner (with instructions attached to the medication or in written form from the medical practitioner)
- in its original packaging and have the original label clearly showing your child's name
- before the expiry/use by date.

We keep medication such as asthma inhalers, adrenaline auto injectors (EpiPen) or Insulin (for diabetes) on-site.

34.10. Incidents, injury or trauma

We aim to minimise the risk of accidents and injury as much as possible however, through play, exploration and adventure, children sometimes have accidents. We always have an educator with a First Aid, emergency asthma, anaphylaxis management and CPR qualification on shift at all times we provide education and care to children.

In the event of a minor injury, first aid will be provided as required. An Incident and Injury Record will be completed and when you collect your child, you will be notified about the injury. If your child injures their head, even if it is a small bump, we will contact you to advise you of the injury. Our educators will continue to monitor your child closely and advise if you should come and collect them.

If an injury or incident is serious and we believe urgent medical attention is required, the Nominated Supervisor will contact you immediately. If we cannot contact a parent or guardian, we will attempt to contact an authorised nominee for consent. Where you or your authorised nominee cannot be contacted, we may call an ambulance. If you are unable to meet the ambulance at Aranda Afters, we will send one of our educators/staff members to

accompany your child in the ambulance. Please note that Ambulance cover is the responsibility of each family.

An Incident and Injury Record will be completed and sent to parents via email. A copy of any documentation from the hospital or treating doctor will also be requested. We will also be required to notify the Regulatory Authority in the event of any serious incident or injury. In these circumstances, you may be contacted by our Approved Provider and the Regulatory Authority to follow up the incident and actions taken by our service.

35. Safety at Aranda Afters

35.1. Emergency and evacuation procedures

We conduct risk assessments regularly and develops emergency management plans for a range of possible hazards. Throughout the year we follow our policies and procedures to carry out emergency and evacuation drills. These may occur at any given time throughout the After/Vacation School Care session. Emergency and evacuation drills are carried out in a well-organised and orderly manner and will simulate a range of possible emergency situations such as fire (bush fire), lock down or flood. Under regulations, we are required to practice emergency and evacuation drills every three months.

An emergency evacuation plan and lock down procedure are displayed at the Rolls table and exit locations are clearly indicated.

35.2. Child protection

All educators at Aranda Afters who work with the children must be aware of the current child protection law for ACT and understand their obligations under that law.

Aranda Afters has a Child Protection Policy which covers the actions to be taken if an educator or parent of becomes aware or reasonably suspects that harm has been done to a child by:

- other staff
- people outside Aranda Afters
- by other children.

More information about our Child Protection processes is outlined in our Child Protection Policy.

35.3. Court orders and shared custody arrangements

If there are Family Law court orders, restraining orders, shared custody arrangements or parenting plans pertaining to your children Aranda Afters must be supplied with current copies of such orders. Parents are expected to keep Aranda Afters informed of any changes to orders or agreements. Failure to provide current orders may result in cancellation of care.

35.4. Workplace health and safety

We are committed in providing an environment that is safe and healthy for every employee, volunteer, child, family and visitor. We have made every reasonable effort to minimise the risk of serious injury and request all persons to our service to adhere to our policies regarding workplace health and safety.

Each afternoon, our educators conduct safety checks of the indoor and outdoor environment and will alert management of any potential risk or hazard to children to ensure this is rectified before children use the equipment or area.

We welcome all feedback regarding the safety of Aranda Afters. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general work health and safety, please contact the Nominated Supervisor immediately.

35.5. Privacy and confidentiality

We are committed to protecting the privacy and confidentiality of children, individuals and families and have policies in place to ensure strict confidentiality is maintained.

To plan programs for your children, we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not:

1. disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law
2. ask for personal information about you or your child from other professionals or organisations without your consent.

You can look at the information in your child's file at any time or request a copy of information in the file.

Our Privacy and Confidentiality Policy is available to view at any time. This policy sets out how we ensure we act in accordance with the requirements of the Australian Privacy Principles and the Privacy Act 1988. We ensure all personal information is protected, records and documents are maintained and stored in accordance with Education and Care services National Regulations and that all staff understand the requirements of the Notifiable

Data Breaches (NDB) scheme. Any privacy complaints will be managed promptly and in a consistent manner.

Our service is required to keep and maintain detailed records about children, parents and staff in accordance with relative legislation contained in the National Law and Regulations and Family Assistance Law. We ensure all records are stored in a secure and locked location. We must keep records for the prescribed periods of times as legislated related to child enrolment, attendance, medication records, incident, injury, trauma and illness records, child assessments and any relevant legal information/documents.