

Where Every Child Sparkles!

  
**daystars**  
early learning

# Parents Handbook



**Daystars acknowledges Aboriginal and Torres Strait Islander Peoples as the Traditional Custodians of the Land, Rivers and Sea. We acknowledge and pay our respects to the Elders; past, present and emerging of all Nations**

Welcome  to **daystars**  Family

Daystars Early Learning is a family-owned educational childcare group with two purpose-built childcare centres for ages 0 – 5 in Killara and Bardwell Valley.

At Daystars, we believe that all children are naturally capable learners who learn best through a balance of play-based and structured learning experiences.

We offer children stimulating learning environments, hands-on learning experiences, and extensive school readiness opportunities to nurture learning confidence and competence.

Our aim is to nurture every child's unique sparkle by providing the highest standards of early childhood and care.

#### **ABOUT HANDBOOK**

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

**REVISED:10082022**

# PHILOSOPHY

At Daystars, our Philosophy is a mission statement identifying our beliefs and the reasons behind our practices. Our Philosophy is created to guide the operation of the service and the delivery of the education and care program for our families, educators and community.

## CHILDREN

Daystars believe all children are capable and unique with individual needs, interests, and strengths. All children receive equal opportunities regardless of their gender, culture or socio-economic background. We support the inclusion of children who require additional support.

We provide all-inclusive access and are committed to the full participation of all children. Daystars works closely with support agencies and community services to facilitate the inclusion of children with additional needs. We collaborate with families to provide individual support plans to ensure children's needs are met.

At Daystars, we encourage children to develop and grow at their own pace as individuals who engage in both individual and in collaborative learning. Our educators teach and motivate the children in a stimulating learning environment so they can become confident and independent learners.

We show a deep respect for children's interests and see play as the major learning and developing tool for young children. At Daystars, our children are encouraged to have agency and make decisions relating to their learning, fostering a strong sense of self-esteem, independence and a sense of belonging. (Belonging)

Children learn best through play and educators will support development by providing experiences that are meaningful, challenging and ignite curiosity through investigation. Children are given the opportunity to choose their own experiences that, most importantly, reflect their interests. For example, the child's knowledge is valued and can be used as a tool for enhancing the knowledge of others. (Becoming).

We appreciate the importance of the present day in our children's lives, learning about themselves in a holistic manner, building and maintaining relationships and enjoying life. (Being).

## FAMILIES

Families are the most important people in their child's life and have valuable information to share with us. Our educators value and respect our diverse families within our wider community with their diverse values, beliefs and language, cultures and rearing practices. We believe that partnerships with families are beneficial to children's success at the service. Therefore, we endeavour to create sound and reciprocal relationships with parents and the wider community. (Belonging).

## EDUCATORS

At the heart of our program is the Early Years Learning Framework (EYLF) which guides and support our program and practice. The EYLF sets principles, practices and learning outcomes which are used to direct our planning for children's learning. These outcomes are achieved through educators scaffolding children through play-based learning and open-ended opportunities and experiences. The program empowers our children to make choices through a positive learning environment which was created to equip children to learn at their own pace. Our educators guide and facilitate children to extend their learning by encouraging them to wonder, explore, test, predict, problem solve, negotiate, reflect, and research through play in partnership with each other and the educators. (Being).

## PROGRAM

We recognise and respect every educator is an individual with diverse needs, interest, skills, knowledge and experiences. Our educators continuously act as a suitable role models by showing wonder in their environment, seeking out learning opportunities and undergoing professional development. Our educators enable children to explore, whilst encouraging participation in all learning areas and experiences at Daystars.

## COMMUNITY

Daystars strives to maintain positive relationships within our community. We intend to build on strong community communication and involvement. We welcome feedback to develop, grow and meet our families' needs. We understand the importance of fostering partnerships and incorporate them into our program to reassure children and families and support their expectations.

## ENVIRONMENT

At Daystars, we engage in environmental and sustainable practices. The children at Daystars are encouraged to participate in planned experiences which support their engagement with respect for the natural environment. This in turn provides children with a sense of responsibility to care for the environment. Daystars aim to implement strategies which support children's awareness of our environment and the wider community for future generations. (Being).

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# SERVICE INFORMATION

Service Information	Bardwell	Killara
Provider number	PR-000003157	190003054A
Service approval number	SE-40006412	1900012780B
<b>OPERATIONAL HOURS</b>	7:30AM TO 6PM	7AM TO 6PM
Weeks	52	52
Phone	0295999888	0294999049
E-mail	bardwell@daystars.nsw.edu.au	killara@daystars.nsw.edu.au
Public Holidays	Close	Close

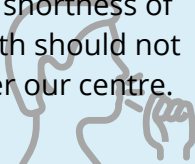


## CONDITIONS OF ENTRY TO THE CENTRE

Please do not bring food containing nuts into the centre.



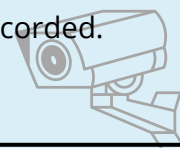
Persons displaying symptoms such as: fever, coughing, sore throat, fatigue and shortness of breath should not enter our centre.



We have children with Anaphylaxis. Anaphylaxis is a serious and rapidly progressing allergic reaction that is potentially life threatening.



Audio & video surveillance in operation by entering you agree to be audio & video recorded.



## **OUR COMMITMENT TO CHILD SAFETY**

Our Service is committed to ensuring the safety and wellbeing of children is maintained at all times whilst being educated and cared for by educators and staff at Daystars Early Learning. We promote a child safe environment that minimises the risk to all children in our care from all types of abuse, harm and neglect. We understand and abide by our responsibilities and statutory duty of care to adopt and comply with the National Principles of Child Safe Organisations and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our staff carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons (Care and Protection Act 1998) and maintain up to date with knowledge of child protection law and child protection training.

Our staff are recruited through an extensive screening process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to children in addition to holding a validated Working With Children Check.

We have zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly by management. We request that you contact our Nominated Supervisor if you have any concerns.

## **CODE OF CONDUCT**

The Code of Conduct establishes the standards for all employees of our Service. Employees are committed to adhering to the ethical responsibilities of early childhood professionals outlined in the Early Childhood Australia's Code of Ethics. The values that underpin our work ethic include equality, respect, integrity and responsibility.

## OUR EDUCATORS AND STAFF

Our Service is made up of a team of high-quality professional educators who are committed to and passionate about early childhood education and care. Our staff promote the human rights, safety and wellbeing of all children and consider and respect the diverse backgrounds and needs of children.

We create an environment that promotes and enables children’s participation and is welcoming, culturally safe and inclusive for all children and their families.

Daystars continually evaluates how our curriculum meets the educational needs of our children and reflects on ways to improve children’s learning and development. Our educators are supported by a team of highly qualified professionals. Our educational leader and early childhood teachers guide our educators in providing quality, research-based educational programs.

Our educators take into account children’s learning styles, abilities, interests, linguistic and cultural diversity and family circumstances when planning and implementing learning programs. We support and respect the history and backgrounds of Aboriginal and Torres Strait Islander people and aim to foster each child’s sense of identity.

All staff are encouraged and supported to attend professional training and development to further their knowledge and skills.

All staff hold valid Working with Children Checks/Cards and all Responsible Persons (placed in charge of the day-to-day running of the service) have current ACECQA approved First Aid, Emergency Asthma and Anaphylaxis qualifications.

For further details on the qualifications of the educators, please see our Nominated Supervisor.

### EDUCATOR TO CHILD RATIO

AGE OF CHILDREN	EDUCATOR TO CHILD RATIO
BIRTH TO 24 MONTHS	1: 4
24 MONTHS TO 36 MONTHS	1: 5
24 MONTHS TO 36 MONTHS	1: 10

## 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 Australian Early Years Learning Framework (EYLF) Daystars Early Learning. 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 at [ACECQA/nqf/about](http://ACECQA/nqf/about)

### CONTACT DETAILS

Early Childhood Education Directorate  
NSW Department of Education phone:  
1800 619 113  
Locked Bag 5107 PARRAMATTA NSW  
2124  
Website: [www.education.nsw.gov.au](http://www.education.nsw.gov.au)  
Email: [ececd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au)

### REGULATORY AUTHORITY

Our Service is regulated by the national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state licensing department in NSW. To contact our Regulatory Authority, please refer to the contact details:



## CODE OF ETHICS

The Code of Conduct establishes the standards for all employees of our Service. Employees are committed to adhere to the ethical responsibilities of early childhood professionals outlined in the Early Childhood Australia's Code of Ethics. The values that underpin our work ethic include equality, respect, integrity and responsibility.

### IN RELATION TO CHILDREN, I WILL:

- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator-initiated experiences
- understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- act in the best interests of all children
- safeguard the security of information and documentation about children, particularly when shared on digital platforms.

### IN RELATION TO COLLEAGUES, I WILL:

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviour
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty.

### IN RELATION TO COMMUNITIES AND SOCIETY, I WILL:

- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

## CODE OF ETHICS

### IN RELATION TO MYSELF AS A PROFESSIONAL, I WILL:

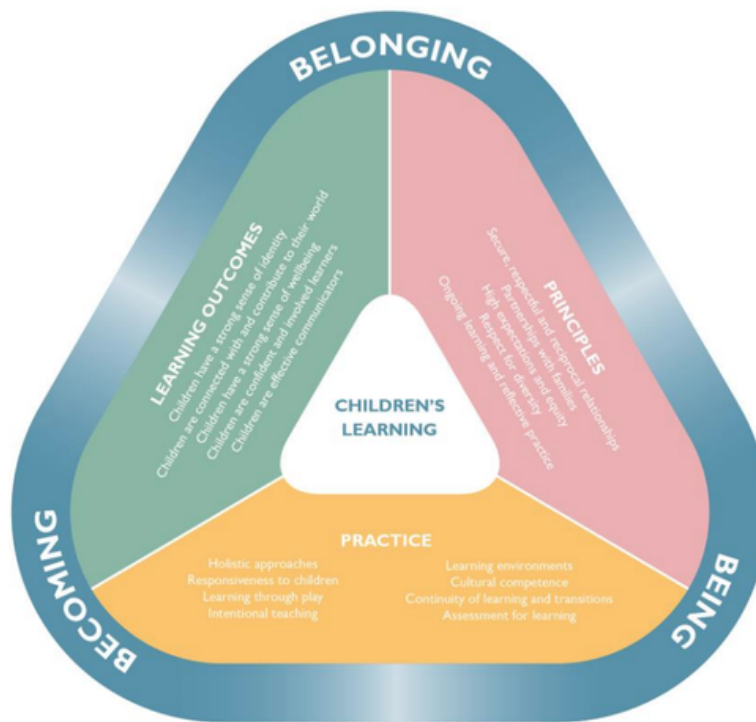
- base my work on research, theories, content knowledge, practice, evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection and ongoing professional learning
- support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.

### IN RELATION TO FAMILIES, I WILL:

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship system
- respect families' right to privacy and maintain confidentiality.



# EARLY YEARS LEARNING FRAMEWORK (EYLF)



The Early Years Learning Framework (EYLF) was developed to ensure all children in early childhood education and care settings across Australia experience quality teaching and learning through play-based, holistic learning. The EYLF is made up of learning outcomes, principles and practices which educators use in their documentation of children’s learning and in their reflection and planning. Fundamental to the EYLF 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 takes 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.



## **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.

## **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 their knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

## **BECOMING**

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

**The framework conveys the highest expectations for children’s learning from birth to five years and through transitions to school. The expectations are communicated through the five overall learning outcomes.**

**Outcome 1: Children have a strong sense of identity**

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

**Outcome 2: Children are connected with and contribute to their world**

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

**Outcome 3: Children have a strong sense of wellbeing**

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

**Outcome 4: Children are confident and involved learners**

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

**Outcome 5: Children are effective communicators**

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technology to access information, investigate ideas and represent their thinking

## **EDUCATIONAL PROGRAM**

We are committed to providing a developmental and educational program which caters for each child's individual needs, abilities and interests. Our educational program is delivered through an intentional, play-based pedagogy aligned to the Early Years Learning Framework (EYLF). Our program continues to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by helping children develop their own routines and involving the children in interest-based projects to further enhance their learning and knowledge. We value and encourage involvement from families in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and our educators are diligent in responding to each child to support this. Applying strong intentional teaching practices provide the children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

If we as educators have any areas of concern about your child's development, we will inform you, share our observations and advise of follow-up assistance e.g., speech therapy. We understand this may be a sensitive topic and it is always your decision to follow up intervention. Educators are willing to discuss any aspect of learning and development with parents and support discussions with allied health professionals.

## GOALS FOR YOUR CHILD AT OUR SERVICE

Educators' practices and the 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. Children's early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning (Early Years Learning Framework p.9).

We will create a range of short-term and long-term goals for your child. We will schedule stages for development and monitor each child's progress. These goals, based on the outcomes in the Early Years Learning Framework, will include:

- mutual respect and empathy
- concern and responsibility for self and others
- a sense of self-worth
- social awareness
- importance of sustainability
- self-discipline and self-regulation
- habits of initiative and persistence
- creative intelligence and imagination
- self-confidence as an independent learner
- a love of learning.

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.

"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being."

-Maria Montessori-

## DOCUMENTATION OF LEARNING/ PORTFOLIOS

Educators observe children and facilitate their learning to provide each child with a personal, confidential digital portfolio by documenting their learning. Our Service uses a variety of documentation to demonstrate learning which may include:

- your child's profile
- goals from families and educators
- observations- learning stories, captioned photos
- objectives for further development
- work samples: drawings, photos, recorded video
- checklists and transition statements.

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not be used as a means of comparison between peers or stereotypes. The portfolio will be used in parent/educator meetings throughout the year and is always available for you to review at your convenience.





## 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 progress. 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 the Playground app to provide real time updates about your child.

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

- Newsletters
- Phone calls
- Emails
- Letters
- Face to face
- Daily floor books
- Family weekend forms
- Mid-year and End-of-year interviews
- Formal meetings

### **Sign up for Playground as a parent**



## ENROLMENT INFORMATION

Prior to your child commencing at our Service, you'll be required to complete an online registration using [www.mywaitlist.com.au](http://www.mywaitlist.com.au), provide documentation and pay the bond and administration fee.



### Enrolment Form

If you require assistance completing the online enrolment form, please contact our Nominated Supervisor or reception staff for assistance.

We will require a copy of your child's birth certificate or identity documents and immunisation history statement from the Australian Immunisation Register. This must show that your child is up to date with vaccinations for their age OR your child is on a recognised vaccine catch up schedule OR has a medical condition preventing them from being fully vaccinated.

Please note: the names written on the enrolment form must match the names on your child's birth certificate to meet legal requirements.

### Family law and access

Our Service will uphold all responsibilities and obligations in relation to Family Law and access to the service. We require certified copies of any court order, parenting orders or parenting plans relating to your child and request that if situations change, a copy of the Court Order is provided to our Service. We will only allow children to leave the Service with the written permission of the custodial parent/guardian. Without a Court Order, we cannot stop a parent collecting a child.

## ENROLMENT INFORMATION

### Authorised Nominees

You will be requested to provide information about authorised nominees on your child's enrolment form. These are persons that you provide permission to:

- collect your child from the Service
- provide consent for medical treatment for your child from a medical practitioner, hospital or ambulance service
- provide consent for the transportation of your child by an ambulance service
- provide consent to go on an excursion.

Please understand that it is essential we have up-to-date information on your child's enrolment record in case of an emergency. It is important that you notify the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

- your residential address
- health of your child
- telephone/mobile numbers
- contact details for any parent or authorised nominee
- family changes (parenting orders)
- emergency contact information details etc.

### Authorisations

The enrolment form will include additional authorisations for our Service to seek medical treatment and emergency transportation for your child if required. Authorisations will also be requested for application of sun cream, permission to administer emergency medication to your child in the case of an asthma or anaphylaxis emergency (Ventolin or Epi-pen), permission for an educator with current first aid to administer paracetamol in an emergency and permission to access medical treatment and transport in case of an emergency. Parents must also provide the name, address and contact details of any person authorised to authorise our service to transport your child or arrange transportation for your child. This may be for authorisation for your child to go on an excursion and/or for your child to be transported by our service.

## ENROLMENT INFORMATION

### Public Holidays

Public holidays will be counted as an absence if your child would normally have attended the Service on that weekday, and fees have been charged for that day for your child.

### Excursions/ Bush Kindy / Regular Outings

Excursions are an important and valuable part of learning in early education. They expose a child to a range of different experiences and help them to observe and understand the world around them. For any excursion or regular outing in our community, we will complete comprehensive risk assessments to minimise any identified risks as part of our planning for excursions. We provide parents with information about the excursion in advance and require written authorisation for each child to participate on an excursion or regular outing. Authorisation for regular transportation and regular outings will be gained once every 12 months or whenever any of the circumstances of the transport may change.

### Photographs, social media, promotion

As part of the enrolment process, we will also ask for your permission to take photographs and video of your child during normal activities and excursions for sharing with our parent community through social media and/or to promote our Service to the community through marketing and promotional materials. Photographs and video may also be used as part of our observation and programming process.



## ENROLMENT INFORMATION

### **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.

Our Service requires a Medical Management Plan or Australasian Society of Clinical Immunology and Allergy (ASCI) 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 the Service. 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 our Service.

To ensure the safety and wellbeing of your child, please update your child's Medical Management Plan/Action Plan every 12 to 18 months or whenever a change in their medication or treatment occurs.

### **Diagnosed disability**

If your child has a diagnosed disability, please speak to our Nominated Supervisor prior to enrolment. We provide a supportive and inclusive environment that allows each child to participate fully 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.

Our Service may be able to apply for additional support through the Inclusion Support Program (ISP) to assist your child's access.

## FEES, REBATES AND ATTENDANCE

### Statement of fees

Every four weeks, we will send you a statement via email before your monthly debit. Please check these statements to ensure all details are correct and accurate. If there is any discrepancy, please contact the Nominated Supervisor as soon as possible.

### Payment methods

Parents/guardians are required to complete a Direct Debit form upon enrolment. Fees will be deducted every month through the debitsuccess software application.

Please note that additional charges will apply for any failed transactions as a result of insufficient funds.

### Child Care Subsidy (CCS)

Child Care Subsidy offers assistance to families to help with the cost of caring for children aged 0-13 years. There are 3 factors that determine a family's level of Child Care Subsidy, which are:

- Combined annual family income
- Activity test – the activity level of both parents
- Service type – type of child care service and whether the child attends school.

Families who wish to receive Child Care Subsidy as reduced fees must apply through the myGov website. This includes completing the Child Care Subsidy activity test. Child Care Subsidy is paid directly to our Service to be passed on to families as a fee reduction. Families will contribute to their childcare fees and pay the difference between the fee charged by our Service and the subsidy amount received. This is called the 'gap fee.'

On enrolment we will need the Customer Reference Number (CRN) of the person linked with the child, along with the child's CRN so we can confirm your child's attendance and ensure that you are receiving the appropriate subsidy.

### Complying Written Agreement (CWA)

A Complying Written Agreement (CWA) is an agreement between our Service and a parent or guardian to provide childcare in exchange for fees. The CWA includes information about your child's enrolment including your child's full name and date of birth, the date the arrangement commences, session details and details of the fees to be charged. Before Child Care Subsidy can be paid, you must approve the enrolment information within the CWA via the [MyGov website](#).

## FEES, REBATES AND ATTENDANCE

### Absences

We encourage families to notify the Service as soon as possible if your child will be absent for any day or session you have booked. It is recommended that absences are notified to the Service by email.

Child Care Subsidy (CCS) will be paid for any absence from an approved child care service your child attends for up to 42 days per child per financial year.

You can access your child's absence record on your Centrelink online account statement by selecting 'View Child Care Details and Payments.' You can also do this using the [Express plus Families mobile app](#).

Public holidays will be counted as an absence if your child would normally have attended the Service on that weekday, and fees have been charged for that day for your child.

If your child has not attended our Service for 14 continuous weeks, your child's enrolment will be cancelled, and Centrelink will stop paying your CCS subsidy.

CCS is generally not payable for absences on the first or last days of enrolment. If a child is due to start enrolment on a set date and does not attend, CCS will not be paid until the child physically attends. Also if the child does not attend care on their last booked day, CCS may not be paid for any period after the child's last physical attendance at the service. There are some circumstances where CCS may be paid in these situations (including exceptions due to Covid-19 in 2022). Please speak with the Nominated Supervisor for further information.

### Fees in arrears/Financial Support

If fees are outstanding after two weeks, a late payment fee will apply. Should fees still be outstanding after three weeks, a debt recovery process will be implemented and additional recovery charges will be added to your account. Daystars Early Learning reserves the right to suspend or withdraw your child's enrolment if your account is overdue after twenty-eight days.

## **FEES, REBATES AND ATTENDANCE**

### **Withdrawal from care/Reducing Enrolment Days**

We require four weeks' written notice to withdraw and/or reduce enrolment days for your child/ren from any permanent booking. Please see the Nominated Supervisor to obtain the required form to complete. Children are not able to attract CCS for any days after the last day your child physically attends our Service. There are some circumstances where CCS can be paid after the last day your child physically attends with an approved reason.

### **Service Closing Time and Late Collection Fees**

Please be aware our Service and program closes at 6:00pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:00pm. A late fee is incurred for children collected after 6.00pm.

Applicable fees will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the Service until all children are collected. If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, we may need to contact the Police or other authorities to take responsibility of your child.

### **Permanent and Casual Bookings**

Permanent bookings are an ongoing booking that:

- remains the same from one week to the next
- must remain unchanged for a minimum of 4 weeks
- are chargeable regardless of attendance (unless you have provided the adequate notice to take up a make-up day).

Casual bookings are one off bookings that:

- can be booked at the last minute for emergency care, provided that we have vacancies. If there is no vacancy, we will put your child on a casual waiting list and will contact you if a vacancy becomes available
- are designed to support families taking on casual work and shift work
- can be cancelled at no cost, provided 24-hour notice via email is given
- can be booked using parents' app.



## SERVICE POLICIES AND PROCEDURES

### Priority of Access

Our Service aims to assist families who are most in need and may prioritise filling vacancies with children who are:

- at risk of serious abuse or neglect
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

### Fees & Charges

Waitlist	\$100
Late collection fee	\$5 per minutes
Late payment fees	\$2 per day
Debt collection admin fees	\$250
Debt recovery agency	30% of the total outstanding amount
Direct debit dishonour fee	\$15 per occurrence
Extra curricular activites	Refer to manager



## SERVICE POLICIES AND PROCEDURES

### Review of Policies and Procedures

You will find a copy of our Service policies and procedures at the entrance. 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 National Regulations.

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

We constantly review our policies and procedures. We ask for staff and family participation to ensure our policies and procedures adhere to the needs of our families and meet required regulations. Your involvement helps us to improve our Service and may lead us to change our policies and procedures.



## ORIENTATION

### Preparing for your child's first day

Orientation is an important start for your child and family to connect to our Service. We encourage each child to attend our Service in the company of a family member before they start their first day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to put your child's belongings, provide educators with additional information about your child and how we can best support their transition and settling in period. The Nominated Supervisor will contact you to arrange suitable times and days for visits.

If your child is reluctant to attend, please discuss this with their assigned educator so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child in our environment to show and discuss at home with them. Some children like to take a book from our library to read at home and return on the next visit.



# WHAT YOU NEED TO BRING



## **ORIENTATION**

### **Arrival and Departure**

Each day, you must sign your child in upon arrival and sign out upon departure and note the date and times. We are required by legislation to maintain our attendance record at all times. This record may be used in the event of an emergency situation at the Service.

Our staff have a duty of care to your child and will only allow your child to be released into the care of either a parent, guardian or an authorised nominee as listed on your child's enrolment record. If your child needs to be collected by another person for some reason, an authority to collect form must be provided in writing to the Nominated Supervisor. Our staff may ask to view photo identification of the adult collecting your child from care to confirm their identity.

### **The first day/week**

The first day in a new service is a big step for you and your child. Please don't be alarmed if your child experiences some separation anxiety. This is normal and our experienced educators will assist you and your child through this transition period. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from educators for both the children and their families. Sometimes this experience is more upsetting for the family than for the child. We understand this and offer support through phone calls during the day, photos and open communication.

### **Saying goodbye**

What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Rest assured; we'll contact you if your child becomes distressed.

## ORIENTATIONS

### Meals

Our Service promotes healthy eating habits and provides delicious and nutritious food for your child each day. We provide a nutritionally balanced breakfast, morning tea, lunch, afternoon tea and supper, carefully planned and prepared by a qualified cook. We follow the Australian Dietary Guidelines to ensure our meals are prepared to meet the dietary requirements for all children.

We cater for the dietary requirements of all children enrolled at our Service. Please discuss your child's special requirements, allergies and any other medical conditions with the nominated supervisor. (Reference: Nutrition Australia <https://nutritionaustralia.org/factsheets/adgs-recommended-daily-intakes/>)

### Breastfeeding

We are a breastfeeding-friendly service. Mothers who are breastfeeding are welcome to attend the Service during the day to feed their infant. We have a private, clean and quiet area for mothers to breastfeed their infants or express breastmilk.

Families that are breastfeeding should speak to the Nominated Supervisor or Responsible Person to be aware of our policies on storing and serving breast milk.

Families that are formula feeding should also consult our Nominated Supervisor or Responsible Person to be aware on how we need the formula prepared and stored. Regular communication is encouraged to ensure your infant's needs are met as they grow. Please refer to our *Breastfeeding Policy*.



## ORIENTATIONS

### **Clothing**

It is helpful to your child if they are dressed in non-restrictive, serviceable and easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes need to allow children freedom to run, climb, hop and jump as well as being easy for the child to take off and put on by themselves. Joggers and sandals are appropriate shoes to wear.

Thongs, slippers and gumboots are not suitable, and we prefer that these are NOT worn to the Service. Also, please consider clothing that enables the child to move around easily and allows children to be independent. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves and do not allow midriff tops. Broad-brimmed hats are essential for effective sun safety.

### **Toys**

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

### **Behaviour Guidance**

We encourage children to engage in cooperative and pro-social behaviour. We give children the opportunity to self-regulate their behaviours during play to develop their confidence and self-esteem. Educators follow a Behaviour Guidance Policy that extends across the whole Service giving consistency of expectation in all rooms. We use a positive approach to guiding children's behaviour to help them develop respect for others, for property and for self. If you require further information on this policy, please ask educators and refer to our Policy manual.

### **Wellbeing**

Wellbeing is more than just feeling happy; it is about our overall health -- physical, social, emotional and mental. We provide opportunities for your child to develop a strong sense of wellbeing through dance, movement, yoga, mindfulness, music and relaxation.

## ORIENTATIONS

### Physical Play

Physical play is a vital part of everyday life. It incorporates activities that use movement to allow children to develop their concentration, motivation, learning and wellbeing. We believe in providing children every day with a range of physical activities and experience for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

- develop strong bones and muscles
- improve strength and balance
- develop flexibility and coordination
- develop Fundamental Movement Skills
- develop spatial awareness
- develop 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.

### Rest and Sleep

Rest and sleep routines vary according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide beds for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with educators. Each day we provide information about the times your child rested or slept.

Quiet activities, such as puzzles and books are available for those children who do not sleep.





## ORIENTATIONS

### Sustainability

Our Service is passionate about sustainability. We believe in supporting children's appreciation and care of the environment by embedding sustainable practice into the daily operation of our infrastructure and teaching.

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

### Birthdays

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday, it is recommended that cupcakes be provided as this reduces the major allergy risks associated with most other cakes and helps us provide a hygienic celebration with only the birthday child blowing out the candles. Families are required discuss cake options with educators prior to the celebration as we monitor food and treats to ensure the safety of all children and staff. *For further information, please see our Celebration Policy.*

### Family Walls

We have a *Family Wall* in each of our rooms. This is a strong and valuable tool in our environment. It helps children build connections. It helps them feel that they and their family are valued and that their family is a part of the Service, even if they are not always there. If you would like to bring in a couple of photos that represent your family, we would love to add them to our wall.





We work in compliance with the National SunSmart Early Childhood Program to ensure children’s health and safety is maintained at all times. We use a combination of sun protection measures whenever the UV Index Levels reach 3 and above. We monitor the UV index levels daily and schedule outdoor activities when levels are safe. Our outdoor environment provides shade for play experiences and we conduct regular risk assessments to ensure the play space and equipment is safe for children. We complete daily Playground Surface Temperature checks during summer months or extreme hot weather to check for potential hazards.

Children and educators must wear hats and appropriate clothing, including footwear when outside. Educators will encourage children, including by modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF30 or higher broad-spectrum water resistant), which is reapplied according to the manufacturer’s recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the required twenty minutes after application. Consent to apply sunscreen is included in our enrolment form.



**Slip**



**Slop**



**Slap**

## YOUR INVOLVEMENT

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:

### **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 comes from discussions about occupations and hobbies in our program and the ideas explored can turn into interest projects providing valuable learning.

### **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.

### **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!

### **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.

### **Special events**

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

## FEEDBACK

### **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.

### **Community Information**

We have a community notice board at the entry to our Service. This board is used to display relevant programs, menus, notices, updates and reminders for children and families. Please ensure you check this on a regular basis.

Our staff can also provide information for families about a range of topics including: early intervention; supported playgroups; Child Care Subsidy; Aboriginal Child and Family Centres; health clinics.

### **Feedback**

Our Service has an Open-Door Policy and actively seeks and encourages involvement of families. This can range from evaluating and adding input to your child's program, volunteering within the Service and sharing skills and experiences that will benefit the children and the program.

You can be involved in our Family Committee. Your involvement can be as formal or active as you like as time permits. 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, Facebook, Newsletters, Day Book Journals. We 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 the Service or your child's experience we have a Dealing with Complaints Policy that supports all stakeholders in our community. Like all policies, it is available for families to consult at any time. Copies of our policies are available in each room, the office and parent library. You are welcome to take a copy home and review at your leisure.

## HEALTH AND HYGIENE

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.

### Medication

If your child requires medication while at our Service, you must complete an *Administration of Medication Record* 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.

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.

Upon collection of your child at the end of the day, you or an authorised person will be requested to sign the *Administration of Medication Form*.

### 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).

## HEALTH AND HYGIENE

### When should I not send my child to the Service?

Please monitor your child's health and do not bring your child to the Service if they are suffering from any illness or infectious disease.

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.

Our Service is a busy and demanding day for the bodies and minds of our children. 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.

If your child becomes ill while at the Service, we will contact you or an authorised nominee to collect your child within a 30-minute time frame where possible. If your child is unable to be collected, educators will contact the child's emergency contact for collection. When your child is collected, you will be provided with an Injury, Incident, Trauma and Illness Record completed by the educator which includes information about your child's illness, their symptoms, general behaviour and any action taken. You will be requested to sign and acknowledge the details in this record.

Your child should not attend the Service if they have had paracetamol within 24 hours for a temperature. Children who are on antibiotics are to be kept away from the Service 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.

Please remember that Make-up Days are only applicable when the Service has been informed of the child being away by the opening time on the day, not if they are sent home during the day.



## HEALTH AND HYGIENE

CONDITION	EXCLUSION
Hand, foot and mouth disease	Until all blisters have dried
HIB	Exclude until medical certificate of recovery is received
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness
Herpes- Cold sores	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible
Influenzas and flu-like illnesses	
Measles	Exclude until well
Meningitis (Bacterial)	Exclude for at least 4 days after onset of rash
Meningococcal Infection	Exclude until well
Mumps	Exclude until adequate carrier eradication therapy has been completed
Pertussis (Whooping Cough)	Exclude for 9 days or until swelling goes down (whichever is sooner)
Rubella (German measles)	Exclude the child for 5 days after starting antibiotic treatment
Salmonella	Exclude until fully recovered or for at least 4 days after the onset of rash
Streptococcal Infection	Exclude until diarrhoea ceases
(including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well
Tuberculosis	
Worms (intestinal)	Exclude until a medical certificate from an appropriate health authority is received
	Exclude if diarrhoea present

If your child is unimmunised according to our records, then they will be excluded until the threat has passed and upon advice of the Public Health Unit.

## HEALTH AND HYGIENE

### Immunisation

The Public Health Act 2010 requires all families to provide an Immunisation History Statement from the Australian Immunisation Register (AIR) for their child prior to enrolment in an early childhood education and care service. The immunisation history statement must show that each enrolled child is up to date with immunisations for their age.

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Immunisation Register (AIR).

The only unimmunised children who can be enrolled in child care are those who are on a recognised catch-up schedule or those who are unimmunised due to medical reasons as described in the Australian Immunisation Handbook. Parents must provide an AIR Immunisation History Form or an AIR Immunisation Medical Exemption Form upon enrolment. In the case of an outbreak of any vaccine-preventable disease, management will contact families as soon as possible. We ask that families immediately inform our Service if someone in their family is diagnosed with an infectious disease to help minimise the risk to other children, families and educators.

We are legally required to notify the Public Health Unit of any cases of vaccine preventable diseases occurring at our Service. For an up to date immunisation schedule, please refer to your enrolment pack.





## HEALTH AND HYGIENE

### 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. First Aid kits are located throughout the Service.

In the event of a minor injury, first aid will be provided as required. An *Incident, Injury, Trauma and Illness Record* will be completed and when you collect your child, you will be notified about the injury and asked to acknowledge and sign the record. If your child injures their head, even if it is a small bump, you will be contacted 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 the Service, we will send one of our educators or staff members to accompany your child in the ambulance. Please note that Ambulance cover is the responsibility of each family.

An *Incident, Injury, Trauma and Illness Record* will be completed, and a parent will be required to acknowledge and sign this record. A copy of any documentation from the hospital or treating doctor will also be requested. Our Service 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.

## **SAFETY IN OUR SERVICE**

### **Emergency and evacuation procedures**

Our Service conducts 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 day and week to ensure all children know what to do in case of an emergency. 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.

Educators are trained to use the fire extinguishers that are in the Service. An emergency evacuation plan and lock down procedure are displayed in every room and exit locations are clearly indicated.

### **Drop off and pick up time**

Early childhood education and care services are busy places especially during the morning drop off and afternoon pickup. We ask that parents be extremely mindful of danger when arriving and departing from our Service.

- Please always hold your child's hand in the carpark area
- Be alert of reversing drivers in the car park as it is very difficult to see small children
- Use the kerbside, rear passenger door when getting your child into and out of their restraint
- Never leave a child or infant in the car unattended
- Never leave the front entry door/gate open
- Always do a visual check around your vehicle before driving
- Please ensure children do not enter areas in the Service that are for adults/staff only.

Each morning, our educators conduct daily 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 our Service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general work health and safety issues, please contact the Nominated Supervisor immediately.

## **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 child/ren, we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not 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.

We do not 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 or request a copy of information in the file at any time .

Our Privacy and Confidentiality Policy is available to view at any time. This policy sets out how we ensure our Service acts 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 as outlined in our Dealing with Complaints Policy.

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. Full details about record keeping is available in our Record Keeping and Retention Policy.

### **Social Media**

We use social media to communicate and to celebrate what is happening in our Service with enrolled families and our service community. Our social media accounts are managed by the Nominated Supervisor and we set the highest level of privacy and security settings on the accounts. Content is regularly scanned, and any offensive language or comments removed immediately, and these users blocked.

We promote the safety and wellbeing of all children and are committed to ensuring safe online environments when engaging in digital technology including social media. Photographs of your child will only be added if written authorisation has been provided on the enrolment form.



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



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