LITTLE SHINING STARS

EARLY LEARNING CENTRE



LITTLE SHINING STARS EARLY LEARNING CENTRE

Family Handbook

Everything you need to know for a happy, confident start with us, from your first visit to every day after.

Wayville | Klemzig | Pooraka | Virginia | Evanston

WELCOME

Welcome to our family

Thank you for choosing Little Shining Stars. Starting childcare is a big step for your child and for you, and we are honoured to be part of it.

This handbook brings together the important information you need for the best possible start to quality education and care at our centres. It explains how we care for and teach your child, how enrolment and fees work, what a typical day looks like and how we keep every child safe and well.

Our services are proudly SA owned and privately operated. We care for children aged 6 weeks to 5 years, and we are open from 6.30am to 6.30pm, Monday to Friday, every week of the year. We are closed on South Australian public holidays.

If you ever have a question, big or small, please talk to your child's educators or our Nominated Supervisor. We are always happy to help.

With warm wishes,
The Little Shining Stars team



5
centres across Adelaide

6 wks
to 5 years of age

12 hrs
6.30am to 6.30pm, Mon to Fri

5
meals and snacks every day

Keep it handy
Read it before your first day and come back to it any time you need.

Ask us anything
Our educators and Nominated Supervisor are here to help with any question.

Full policies
Copies of all our policies and procedures are available at every centre.

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Our centres are here for you

Contact details for all five centres are on the back cover. Our full policies and procedures are available on request at your centre.



1 CHAPTER ONE

About us

Five locally owned centres, one caring team. Here is who we are, how we keep children safe and the standards we work to every day.

Our centres



Wayville

284 Young Street, Wayville SA 5034
08 8272 9194
wayville@littleshiningstars.com.au

ROOMS
Baby Room · Toddler Room · Junior Kindy Room · Kindy Room



Klemzig

10 O.G. Road, Klemzig SA 5087
08 8464 0424
klemzig@littleshiningstars.com.au

ROOMS
Nursery · Waddlers · Pre Kindy · Early Learning · Kindy



Pooraka

152-154 Bridge Road, Pooraka SA 5095
08 7081 9814
pooraka@littleshiningstars.com.au

ROOMS
Nursery · Toddler · Pre Kindy · Early Learning · Kindy



Virginia

3 Arbequina Road, Virginia SA 5120
08 8380 8878
virginia@littleshiningstars.com.au

ROOMS
Nursery · Toddler · Kindy



Evanston

Lot 10 Kendall Street, Evanston SA 5116
08 8522 5513
evanston@littleshiningstars.com.au

ROOMS
Nursery · Toddler · Kindy

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 a Little Shining Stars Early Learning Centre. We promote a child safe environment that minimises the risk of harm to all children in our care from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to adopt and comply with the National Principles of Child Safe Organisations, to build our capacity as an organisation to prevent and respond to allegations of harm or risk of harm to children.

Mandatory reporters

Our staff carry out their responsibilities as mandatory reporters as required by law under the *Children and Young People (Safety) Act 2017*, and keep up to date with child protection law and child protection training.

Carefully screened

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

Zero tolerance

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. Please 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 adhere to the ethical responsibilities of early childhood professionals outlined in Early Childhood Australia's Code of Ethics. The values that underpin our work include:

Equality | Respect | Integrity | 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.

Our educators continually evaluate how our curriculum meets the educational needs of our children, reflect on ways to improve children's learning and development, and 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.
- All Responsible Persons (placed in charge of the day-to-day running of the service) hold current ACECQA approved First Aid, Emergency Asthma and Anaphylaxis qualifications.

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

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).

We regularly self-assess our practices against the National Quality Standard and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP helps us identify the quality aspects of care we already provide and develop future goals for further improvement. Families are welcome to provide feedback and suggestions for improvement. More information about the NQF is available at acecqa.gov.au/nqf/about.

Regulatory authorities

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 South Australia. To contact our Regulatory Authority:

Education Standards Board (ESB), South Australia

1800 882 413

Level 6, The Conservatory, 131-139 Grenfell Street, Adelaide SA 5000

esb.sa.gov.au

esb.complianceinvestigation@sa.gov.au

Educator to child ratios (SA)

We comply with the National Regulations for educator to child ratios across our Service to ensure adequate supervision is provided for all children. Ratios are calculated across the service (not by individual rooms). This gives us flexibility to respond to children's interests and needs at different times during the day.

1 : 4

Birth to 24 months

1 : 5

Over 24 months and less than 36 months

1 : 11

36 months up to and including preschool age



How your child learns

Play is serious work. Our program follows the national Early Years Learning Framework, shaped around each child's interests, culture and family.

Early Years Learning Framework (EYLF)

The Early Years Learning Framework 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 them 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. These expectations are communicated through five learning outcomes.

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

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

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

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

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 technologies to access information, investigate ideas and represent their thinking

Our 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 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, with children as partners in teaching by seeking out ideas, opinions, thoughts and questions. We promote children's independence and self-help skills by involving them in the routine and in interest-based projects that further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play, supported by educators who are diligent in their responsiveness to each child. Strong intentional teaching practices provide children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

If we notice something

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

Goals for your child

> **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

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 and long-term goals for your child, based on the outcomes in the Early Years Learning Framework, that we program for and observe. These 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 deliver 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.

Documentation of learning and portfolios

Educators observe children and facilitate their learning, providing each child with a personal, confidential digital portfolio that documents their learning throughout the year. Our documentation may include:

- Your child's profile, and goals from families and educators
- Observations: learning stories and captioned photos
- Work samples: drawings, photos and recorded video
- Objectives for further development
- Checklists and transition statements
- Yours to keep at the end of the year or when your child finishes with us

Each child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. It reflects the value of individuality and is not used as a means of comparison between peers or stereotypes. The portfolio is used in parent and 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. Mornings and afternoons can be a little rushed and not the best time to discuss your child's progress, so please talk to our Nominated Supervisor to arrange a meeting with your child's educator at a mutually convenient time.

We use OWNA
Our Service uses the OWNA app to share updates about your child's day.

Other ways we keep in touch with families:

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



Enrolment and fees

The practical side of starting with us: the forms we need, what care costs and how the Child Care Subsidy works.

Enrolment information

Before your child starts at our Service, you will need to complete an online enrolment form and provide documentation. If you need help with the enrolment form, please contact our Nominated Supervisor or reception staff.

Immunisation history statement

We require a copy of your child's immunisation history statement from the Australian Immunisation Register (through your myGov account or Medicare), uploaded to OWNA. It must show that your child is up to date with vaccinations for their age, **or** is on a recognised vaccine catch-up schedule, **or** has a medical condition preventing them from being fully vaccinated.

Family law and access

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

Authorised nominees

On the enrolment form you will provide details of authorised nominees: people you give permission to:

- collect your child from the Service
- consent to medical treatment for your child from a medical practitioner, hospital or ambulance service

Keep us up to date

It is essential we have up-to-date information in case of an emergency. Please tell the Nominated Supervisor (or Responsible Person) about any changes to:

- your residential address
- your child's health
- telephone and mobile numbers

- consent to the transportation of your child by an ambulance service
- consent to your child going on an excursion.

- contact details for any parent or authorised nominee
- family changes (parenting orders)
- emergency contact details.

Authorisations

The enrolment form includes authorisations for our Service to seek medical treatment and emergency transportation for your child if required. We will also ask for authorisation to apply sunscreen, to administer emergency medication in the case of an asthma or anaphylaxis emergency (Ventolin or EpiPen), and to access medical treatment and transport in an emergency.

Photographs, social media and promotion

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

Medical conditions: allergies, asthma, diabetes or epilepsy

It is vital that we know about any medical condition your child has, including diabetes, epilepsy, allergies, eczema, asthma or risk of anaphylaxis, and any potential triggers. Families must indicate any allergy or asthma on the enrolment form.

- Our Service requires a Medical Management Plan or ASCIA Asthma/Anaphylaxis Action Plan, completed by your General Practitioner, **before your child starts**.
- With the Nominated Supervisor, you will develop a Risk Minimisation Plan and Communication Plan to assist our educators and staff.
- Any prescribed medication your child may need must be provided each day they attend.
- Please update your child's Medical Management Plan or Action Plan every 12 months, or whenever their medication or treatment changes (Australasian Society of Clinical Immunology and Allergy, ASCIA).

Diagnosed disability

If your child has a diagnosed disability, please speak to our Nominated Supervisor before 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 ask for your consent to contact services and therapists working with your child, so we can 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

Daily fees, before the Child Care Subsidy (CCS) has been applied:

Centre	Full day 6.30am – 6.30pm	Casual day	Other sessions
Wayville	$159.00	$166.00	$132.00 half day: 6.30am – 12.30pm or 12.30pm – 6.30pm
Klemzig	$156.00	$161.00	$137.00 short day: 9am – 3pm $132.00 half day: 6.30am – 12.30pm or 12.30pm – 6.30pm
Pooraka	$166.00	$171.00	–
Virginia	$150.00	$156.00	–
Evanston	$162.00	$169.00	–

Fees are paid 2 weeks in advance

Fees must always be paid two weeks in advance. If your account falls behind, we will always give you notice before taking any further steps.

Statement of fees

Each week we email you a statement before your weekly debit. Please check it is correct and contact the Nominated Supervisor as soon as possible about any discrepancy.

Payment methods

Parents and guardians complete a Direct Debit form on enrolment. Fees are deducted weekly.

Other fees and charges

Enrolment fee $50, used against your first week's fees.
Centre hat $15, on enrolment.

Debt recovery procedure

- If a family fails to pay the required fees on time, a reminder letter will be issued after one week, and again after two weeks if the fees are still outstanding.
- At any time during the debt recovery process, the family will be encouraged to enter a debt agreement with the service to repay outstanding fees. A written contract will be provided for the family to sign, outlining the duration and amount of the repayments and the steps that will be taken if the repayment plan is not adhered to.
- A child's position will be terminated if payment has not been made after three weeks, and the family will receive a final letter terminating the child's position.
- At this time the Service will begin its debt collection process, following privacy and conditional requirements.
- You shall pay Little Shining Stars Early Learning Centre for all costs incurred by Little Shining Stars Early Learning Centre (including costs for which Little Shining Stars Early Learning Centre may be contingently liable) in any attempt to collect any monies owed by you to Little Shining Stars Early Learning Centre under this Agreement, including debt collection agent costs, repossession costs, location search costs, process server costs and solicitor costs on a solicitor/client basis.

Child Care Subsidy (CCS)

The Child Care Subsidy helps families with the cost of child care for children aged 0 to 13 years. Three factors determine your family's level of Child Care Subsidy:

Combined annual family income

Activity test: the activity level of both parents

Service type: the type of child care service and whether the child attends school

Families who wish to receive the Child Care Subsidy as reduced fees must apply through myGov, including completing the activity test. The subsidy is paid directly to our Service and passed on to you as a fee reduction. You pay the difference between our fee and the subsidy amount received. This is called the **gap fee**.

On enrolment, we need the Customer Reference Number (CRN) of the person linked with the child, along with the child's CRN, so we can confirm attendance and make sure you receive the right subsidy.

Complying Written Agreement (CWA)

A Complying Written Agreement is an agreement between our Service and a parent or guardian to provide childcare in exchange for fees. It includes your child's full name and date of birth, the date the arrangement starts, session details and the fees to be charged. Before the Child Care Subsidy can be paid, you must approve the enrolment information in the CWA through myGov.

Absences

Please let us know as soon as possible if your child will be absent for any day or session you have booked. We recommend notifying absences by email.

- Child Care Subsidy will be paid for any absence from an approved child care service for up to 42 days per child per financial year.
- Public holidays are counted as an absence if your child would normally have attended on that weekday and fees have been charged for that day.
- If your child has not attended our Service for 14 continuous weeks, their enrolment will be cancelled and Centrelink will stop paying your CCS.

Fees in arrears and financial support

If fees are not paid on time, we will give you written notice, and the debt recovery procedure above will be followed.

Finding things tough?
If you are experiencing financial hardship, please speak to the Nominated Supervisor or Director. Additional Child Care Subsidy (ACCS) may be available to support your family, and we may be able to organise a payment plan before your fees go into arrears.

Withdrawal from care or reducing enrolment days

We require **two weeks' written notice** to withdraw and/or reduce enrolment days for your child or children from any permanent booking. Please see the Nominated Supervisor for the required form. Children cannot attract CCS for

any days after the last day they physically attend our Service, although there are some circumstances where CCS can be paid after the last day with an approved reason.

Closing time and late collection fees

Our Service and program close at 6.30pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6.30pm.

$30

per child for the first 15 minutes, or part thereof, after 6.30pm

$2

per minute after that, added to your next account

The late fee is strictly applied, 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 on the enrolment form to arrange collection within an hour of the Service closing, we may need to contact the Police or other authorities to take responsibility for your child.

Bookings and waiting lists

Permanent bookings

An ongoing booking that:

- remains the same from one week to the next
- is chargeable regardless of attendance.

Casual bookings

A one-off booking that:

- can be booked at the last minute for emergency care, provided we have vacancies. If there is no vacancy, we will put your child on a casual waiting list and contact you if a place becomes available
- is designed to support families taking on casual and shift work.

Casual waiting list: we keep a casual waiting list for casual bookings requested for sessions that are at capacity. If positions become available, we allocate them in order of application, while following Priority of Access.

Permanent waiting list: if you would like to increase your child's permanent sessions but there are no permanent vacancies, your child will be placed on a waiting list until a position becomes available. Positions are allocated in order of application, while following our Priority of Access process.

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, or a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.



Starting with us

A gentle start makes all the difference. Here is how orientation works, what happens each day and what to pack.

Service policies and procedures

A copy of our Service policies and procedures is available on request in the foyer. We expect our staff and families to follow our policies and procedures at all times, so that 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 are constantly reviewing our policies and procedures and ask for staff and family participation, to ensure they meet the needs of our families and the required regulations. Your involvement helps us improve our Service and may lead us to change our policies and procedures.

Orientation: preparing for the first day

Orientation is an important start for your child and family to connect with our Service. We encourage each child to visit with a family member before their first day, and parents stay with their child throughout every orientation session. This gives you both the chance to understand our program, the layout of the room and where to put your child's belongings, and to share information with educators about your child and how we can best support their settling in. The Nominated Supervisor will work with you to arrange visits at times that suit your family.

You stay with your child
Parents are present with their child throughout every orientation session. Orientation visits are free and usually take place in the week before your child starts.

Arrival and departure

Each day, you must digitally sign your child in on arrival and sign them out on departure, noting the date and times. We are required by legislation to maintain our attendance record at all times, and it may be used in an emergency.

Our staff have a duty of care to your child and will only release your child into the care of a parent, guardian or an authorised nominee listed on your child's enrolment record. If someone else needs to collect your child, please

provide details in writing or by phone to the Nominated Supervisor. Our staff may ask to see photo identification of the adult collecting your child to confirm their identity.

The first day and 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 support you both through this transition. 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 children and their families. Sometimes this is more upsetting for the family than the child. We understand, and offer support through phone calls during the day, photos and open communication.

Saying goodbye

On your child's first day, one of our educators will welcome you both and help your child settle in. You are welcome to stay a little while until your child is comfortable, and we will let you know how they are going during the day.

What works best

A set routine. 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 like a look around to see who has arrived and what activities are on. Rest assured, we'll contact you if your child becomes distressed.

What you need to bring

Please clearly label your child's bag, clothes, hat and bottle with their name.

Backpack

For independence, we work towards all children recognising and opening their own bag. Let your child help choose their bag and take ownership of it. Please make sure it is large enough for all their belongings and is clearly labelled.

Spare clothing

Every now and then accidents happen, and your child may need a fresh set of clothes. Please include a complete change of clothes every day, which can stay in your child's bag, just in case!

Drink bottle

A labelled drink bottle is required every day for water. Children can refill it when they need to. We always provide water and cups, but a drink bottle is a great start to school readiness.

Extras for babies

Formula in a tin or dispensing box. A bottle with water inside. Comforters, including a dummy.



Everyday life

Healthy food, active play, rest and plenty of fun. This is what a day with us looks like.

Meals

We promote healthy eating habits while providing delicious and nutritious food for your child each day. We follow the Australian Dietary Guidelines to make sure our meals meet the dietary requirements of all children. Our menus are carefully planned and prepared by a qualified cook.

Breakfast | Morning tea | Lunch | Afternoon tea | Late snack

Vegetarian centres

Our Klemzig and Pooraka centres are fully vegetarian.

Dietary needs

We cater for the dietary requirements of all children enrolled at our Services. Please discuss your child's special requirements, allergies and any other medical conditions with the Nominated Supervisor.

Food from home

To keep every child safe from allergies, and our vegetarian centres vegetarian, please don't send food from home. There are a few exceptions:

- **Babies:** formula, breast milk and baby food are welcome. Please label them with your child's name and the date.
- **Medical or special diets:** if your child has an allergy or diet we can't cater for, talk to the Nominated Supervisor and we will agree a written plan for food from home.
- **Birthdays and celebrations:** please talk to your room educators first. Cakes must be shop-bought, with the ingredients label.

Breastfeeding

We are a breastfeeding friendly service. Mothers who are breastfeeding are welcome to visit during the day to feed their infant, and we have a private, clean and quiet area to breastfeed or express breastmilk. Families who are breastfeeding should speak to the Nominated Supervisor or Responsible Person about our policies on storing and serving breast milk. Families who are formula feeding should also talk with us about how formula needs to be prepared and stored. Regular communication helps us make sure your infant's needs are met as they grow.

Clothing

Please dress your child in comfortable, practical, easy-to-wash clothes so they feel free to join in all activities and develop independence. Shoes should let children run, climb, hop and jump, and be easy for them to take off and put on by themselves.

Please do

- Joggers and sandals
- Clothes that let children move easily and dress themselves
- T-shirts with sleeves
- A broad-brimmed hat for sun safety (essential)

Please avoid

- Thongs, slippers and gumboots
- Long dresses, overalls, braces, belts and stiff buttons, which make toileting hard
- Sleeveless or midriff tops

Toys

Our Service has an abundance of toys, so we ask that children do not bring toys from home. This avoids toys getting lost or broken, disappointment for other children, and educators needing to track numerous toys throughout the day.

Wellbeing

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

Behaviour guidance

We encourage children to engage in cooperative and pro-social behaviour, and give them the opportunity to self-regulate their behaviour during play to develop confidence and self-esteem. Educators follow a Behaviour Guidance Policy across the whole Service, giving consistent expectations in all rooms. We use a positive approach to guiding children's behaviour, helping them develop respect for others, for property and for themselves. For more information on this policy, please ask our educators or refer to our Policy manual.

Physical play

Physical play uses movement to let children use their energy and enhances their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life, and provide a range of physical activities every day that challenge large and small muscles, so children gain increasing control over their bodies. Physical play gives children 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 their limits | Learn to cooperate and share | Promote healthy growth and development

Rest and sleep

Rest and sleep routines vary according to individual needs. We aim to make rest time relaxed and pleasant for all children. We provide beds and play soft music in the background. Your child may bring a security item for rest time, and you are welcome to discuss their rest or sleep needs with educators. Each day we let you know when your child rested or slept. Quiet activities, such as puzzles and books, are available for children who do not sleep.

Sustainability

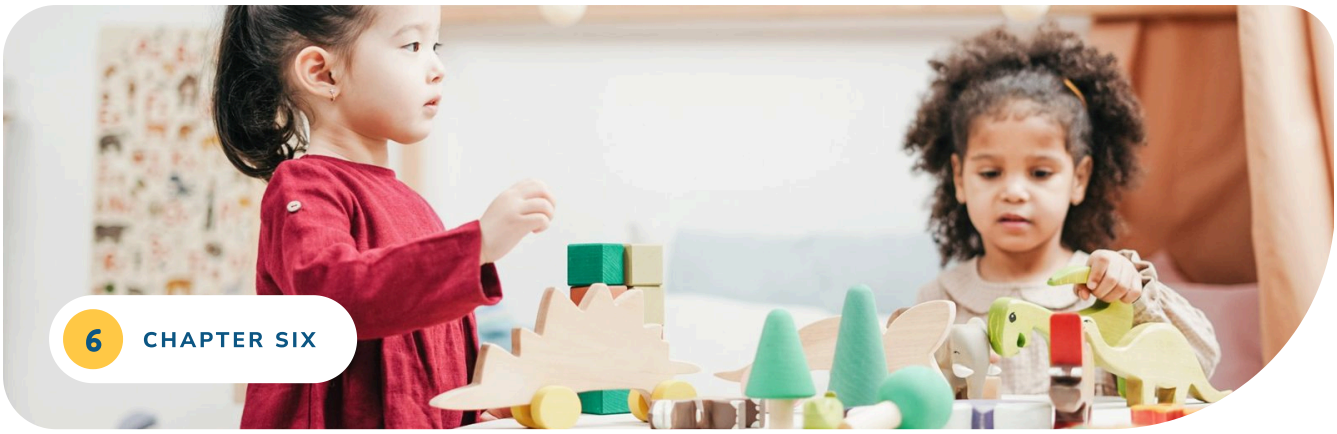
Our Service is passionate about sustainability. We embed sustainable practice into our daily operation, infrastructure and teaching, emphasising children's ability to make a difference. Children discuss sustainable practice, take part in a recycling program, reduce energy and conserve water, so they gain the skills and knowledge to become environmentally responsible.

Sun safety

We follow the National SunSmart Early Childhood Program to keep children healthy and safe. We use a combination of sun protection measures whenever the UV index reaches 3 and above. We monitor UV levels daily and schedule outdoor activities when levels are safe. Our outdoor environment provides shade for play, and we conduct regular risk assessments to make sure the play space and equipment are safe.

Please apply sunscreen before you arrive

Children and educators must wear hats and appropriate clothing, including footwear, outside. Educators encourage children, including by modelling, to avoid too much sun and to wear sunscreen (SPF30 or higher, broad-spectrum, water resistant), reapplied as the manufacturer recommends. Please apply sunscreen before arriving so your child can play outside straight away rather than waiting 20 minutes. Consent to apply sunscreen is included in our enrolment form.



Working together

You know your child best. We love it when families share their ideas, skills and cultures with us.

Parent participation and feedback

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

We respect that time is limited for most families, so please tell us your preferred way to communicate. We can arrange meetings with your child's educator at a time that suits you throughout the year, and offer email, SMS, newsletters and OWNA daily reflections. We pride ourselves on strong conversation every day, and seek input from families on all aspects of the Service, particularly your child's goals, observations and program.

Questions or concerns

If, for any reason, you question or do not understand any aspect of the Service or your child's experience, our Dealing with Complaints Policy supports everyone in our community. Like all our policies, it is available for families to read at any time. Copies of our policies are available in each room and the office, and you are welcome to take a copy home.

Family involvement

We welcome and encourage the involvement of all families at our Service. Your ideas, experiences and skills are greatly valued and help us extend each child's interests, abilities and knowledge. We understand busy lives can't always afford the time, but any contribution, big or small, is much appreciated. Here are some ways to be involved:

Your occupation or hobby

You are the most important person in your child's world. We welcome all parents to talk about their job or hobby, such as music, craft or cooking. Children are fascinated by what parents do, and these talks are wonderful learning resources that can grow into interest projects.

Your home culture

We invite you to share aspects of your culture, history, language and celebrations with our Service. Your involvement greatly enriches 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: empty food containers, ribbons, wrapping paper, towel tubes (not toilet, egg or milk, for hygiene and allergy reasons), paper or anything interesting from your work.

Special events

We organise special events throughout the year, such as fundraising, celebrations and information sessions, and let families know in good time. We encourage parent input in every aspect of these events.

Suggestions

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

Raising a concern

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 a concern.

Community information

Our community notice board at the entry to each centre displays programs, menus, notices, updates and reminders for children and families. Please check it regularly. Our staff can also provide information about early intervention, supported playgroups, the Child Care Subsidy, Aboriginal Child and Family Centres and health clinics.



7 CHAPTER SEVEN

Health and safety

Keeping every child safe and well is our first responsibility. Please read this chapter carefully.

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. We follow Public Health recommendations to reduce the spread of illness and infection.

All staff diligently practise and model personal hygiene, such as hand washing, cough and sneeze etiquette and disposal of tissues. We ask all children and visitors to wash their hands or use alcohol-based hand sanitiser on arrival. Our educators teach and model correct hand washing to children and regularly clean and disinfect high-touch objects throughout the service to reduce the spread of infection.

When should I not send my child?

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. We ask that families are vigilant and keep children at home if they are unwell.

To minimise the spread of infection and disease, we follow the National Health and Medical Research Council (NHMRC) guidelines, *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (6th edition), and SA Health advice. Our Sick Children and Control of Infectious Diseases policies and procedures are available for all families to view.

A day at our Service is full of play, learning and activity, and that takes a lot of energy from little bodies and minds. When a child is unwell, the best place for them to rest and recover is at home with the people they love. If your child becomes unwell while they're with us, we'll keep them comfortable and cared for and contact you to collect them.

Some contagious diseases have set exclusion periods that we must follow, as outlined in *Staying Healthy* (6th edition) and SA Health advice. If your child has a contagious illness, please let us know and we'll tell you when they can return.

24 hrs

24 hrs

48 hrs

at home after paracetamol was given for a temperature

at home after starting antibiotics, to rest and reduce the spread of infection

excluded after vomiting or diarrhoea

For certain illnesses, a medical clearance certificate may be required before your child returns.

If your child becomes unwell with us

We will contact you or an authorised nominee to collect your child within 30 minutes where possible. If your child cannot be collected, educators will contact your child's emergency contact. When you collect your child, you will receive an Incident, Injury, Trauma and Illness Record completed by the educator, with information about your child's illness, their symptoms, general behaviour and any action taken. You will be asked to sign and acknowledge the record.

Infectious diseases

The table below shows the minimum exclusion periods for children from an early childhood education and care service, as set by SA Health in line with the national *Staying Healthy* guidelines (6th edition). Please tell staff if your child has any of the following, so we can notify the Public Health Unit and other families. Confidentiality is always maintained.

Condition	Exclusion
Hand, foot and mouth disease	Exclude until all blisters are dry
Hib (Haemophilus influenzae type b)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days
Hepatitis A	Exclude until a medical certificate of recovery is received, and until at least 7 days after the onset of jaundice or illness
Cold sores (herpes simplex)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions should be covered by a dressing where possible
Influenza and flu-like illnesses	Exclude until well (at least 7 to 10 days for children)
Measles	Exclude until 4 days after the onset of the rash
Meningitis (bacterial)	Exclude until well and appropriate antibiotics have been received
Meningococcal infection	Exclude until appropriate antibiotic treatment is completed and the person is well
Mumps	Exclude for 5 days after the onset of swelling
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash

Condition	Exclusion
Salmonella	Exclude until there has been no diarrhoea or vomiting for at least 24 hours
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received appropriate antibiotic treatment for at least 24 hours and feels well
Tuberculosis	Exclude until cleared by the SA Tuberculosis Service of SA Health
Whooping cough (pertussis)	Exclude until 5 days after starting antibiotic treatment, or for 21 days from the start of any cough
Worms (intestinal)	If diarrhoea is present, exclude until there has been no diarrhoea for at least 24 hours

Sources: SA Health, *Exclusion from childcare, preschool, school and work* (October 2026); NHMRC, *Staying Healthy* (6th edition). Our centres may apply longer exclusions, such as the 48-hour rule after vomiting or diarrhoea above. If your child is unimmunised according to our records, they will be excluded until the threat has passed, on advice of the Public Health Unit.

Immunisation

The *Public Health Act 2010* requires all families to provide an Immunisation History Statement from the Australian Immunisation Register (AIR) before enrolment in an early childhood education and care service. The 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 given before age five, and they must be recorded on the AIR.

The only unimmunised children who can be enrolled in child care are those on a recognised catch-up schedule, or those who are unimmunised for medical reasons as described in the Australian Immunisation Handbook. Parents must provide an AIR Immunisation History Form or an AIR Immunisation Medical Exemption Form on enrolment. In the case of an outbreak of any vaccine preventable disease, management will contact families as soon as possible. Please tell us immediately if someone in your 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 disease at our Service. For an up-to-date immunisation schedule, please refer to your enrolment pack.

Medication

If your child needs medication while at our Service, you must complete an Administration of Medication Record to give consent for an educator to administer prescribed medication to your child. Medication must be given directly to an educator for safe storage. Educators can only administer medication that is:

- prescribed by a registered medical practitioner, with instructions attached to the medication or in writing from the medical practitioner
- in its original packaging, with the original label clearly showing your child's name
- before the expiry or use-by date.

When you collect your child at the end of the day, you or an authorised person will be asked to sign the Administration of Medication Form. Our services do not administer Panadol to children.

No Panadol at our centres
We do not keep Panadol (paracetamol) at any of our centres, and our educators do not give it to children. If your child becomes unwell or has a temperature, we will contact you to collect them.

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 First Aid, emergency asthma, anaphylaxis management and CPR qualifications on shift whenever we provide education and care to children. First aid kits are located throughout the Service.

- **Minor injury:** first aid is provided as required, and an Incident, Injury, Trauma and Illness Record is completed. When you collect your child, you will be told about the injury and asked to acknowledge and sign the record.
- **Head injury:** if your child injures their head, even a small bump, you will be contacted. Educators will monitor your child closely and advise if you should collect them.
- **Serious injury or incident:** if we believe urgent medical attention is required, the Nominated Supervisor will contact you immediately. If we cannot contact a parent or guardian, we will try an authorised nominee for consent. If neither can be contacted, we may call an ambulance. If you cannot meet the ambulance at the Service, one of our educators or staff will accompany your child.

An Incident, Injury, Trauma and Illness Record will be completed, and a parent will be required to acknowledge and sign it. We will also ask for a copy of any documentation from the hospital or treating doctor. Our Service must notify the Regulatory Authority of any serious incident or injury, and you may be contacted by our Approved Provider and the Regulatory Authority to follow up the incident and the actions taken.

Ambulance cover
Please note that ambulance cover is the responsibility of each family.

Emergency and evacuation procedures

Our Service conducts regular risk assessments and develops emergency management plans for a range of possible hazards. Throughout the year we carry out emergency and evacuation drills, which may happen at any time of the day or week so that all children know what to do. Drills are carried out in a well-organised and orderly way and simulate a range of situations, such as fire (bushfire), lockdown or flood. Under regulations, we practise emergency and evacuation drills every three months. Educators are trained to use the fire extinguishers in the Service, and an emergency evacuation plan and lockdown procedure are displayed in every room, with exits clearly marked.

Drop-off and pick-up safety

Early childhood services are busy places, especially during morning drop-off and afternoon pick-up. Please be extremely mindful of danger when arriving and leaving.

- Always hold your child's hand in the car park
- Be alert to reversing drivers: it is very hard to see small children
- Use the kerbside, rear passenger door to get your child in and out of their restraint
- Never leave a child or infant in the car unattended
- Never leave the front entry door or gate open
- Always check around your vehicle before driving
- Make sure children do not enter adult or staff-only areas

Workplace health and safety

We are committed to 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 ask everyone at our Service to follow our Workplace Health and Safety policies. Each morning, educators carry out safety checks of the indoor and outdoor environment and alert management to any potential risk or hazard, so it is fixed before children use the equipment or area. We welcome all feedback about safety. If you see something that concerns you about safe work practices, the safety of the building and equipment, or general work health and safety, please contact the Nominated Supervisor immediately.

Social media

We use social media to communicate, share information and celebrate what is happening in our Service with enrolled families and our community. We promote the safety and wellbeing of all children and are committed to safe online environments when using digital technology, including social media. Our social media accounts are managed by the Nominated Supervisor with the highest privacy and security settings. Content is regularly checked, and any offensive language or comments are removed immediately and the users blocked. Photographs of your child will only be added if written authorisation has been provided on the enrolment form, and we never publish personal information about families, children or educators online.

Stay connected and find us on Facebook: facebook.com/profile.php?id=100064105897414

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, we need to collect information from you, which helps us 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 (this may include the Child Information Sharing Scheme or Family Violence Information Sharing Schemes in our state). 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 at any time or request a copy.

Our Privacy and Confidentiality Policy is available to view at any time. It sets out how our Service meets 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 the Education and Care Services National Regulations, and all staff understand the requirements of the Notifiable Data Breaches (NDB) scheme. Any privacy complaints are managed promptly and consistently, as set out in our Dealing with Complaints Policy.

Our Service is required to keep detailed records about children, parents and staff in accordance with the National Law and Regulations and Family Assistance Law. All records are stored in a secure, locked location and kept for the prescribed periods relating to child enrolment, attendance, medication records, incident, injury, trauma and illness records, child assessments and any relevant legal information or documents. Full details are available in our Record Keeping and Retention Policy.



Medical Conditions Policy

To support children's wellbeing and manage specific health care needs, allergies or relevant medical conditions, our Service works in accordance with the Education and Care Services National Regulations to ensure health related policies and procedures are implemented. We aim to take every reasonable precaution to protect children's health and safety by explicitly following individual medical management and risk management plans and responding to any emergency situation should it arise.

National Quality Standard (NQS), Quality Area 2: Children's health and safety

2.1	**Health**	Each child's health and physical activity is supported and promoted.
2.1.1	**Wellbeing and comfort**	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	**Safety**	Each child is protected.
2.2.1	**Supervision**	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	**Incident and emergency management**	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

Education and Care Services National Regulations

12	Meaning of a serious incident	**93**	Administration of medication
85	Incident, injury, trauma and illness policy	**94**	Exception to authorisation requirement: anaphylaxis or asthma emergency
86	Notification to parent of incident, injury, trauma or illness	**95**	Procedure for administration of medication
87	Incident, injury, trauma and illness record	**136**	First aid qualifications
89	First aid kits	**162(c), (d)**	Health information to be kept in enrolment record
90	Medical conditions policy	**168**	Education and care services must have policies and procedures

90(1)(iv)	Medical conditions communication plan	170	Policies and procedures are to be followed
91	Medical conditions policy to be provided to parents	173(2)(f)	Prescribed information to be displayed: a notice stating that a child diagnosed as at risk of anaphylaxis is enrolled at the service
92	Medication record	174	Time to notify certain circumstances to Regulatory Authority

Related policies

- Acceptance and Refusal of Authorisations Policy
- Administration of Medication Policy
- Asthma Management Policy
- Anaphylaxis Management Policy
- Child Safe Environment Policy
- Enrolment Policy
- Health and Safety Policy
- Incident, Injury, Trauma and Illness Policy
- Nutrition Food Safety Policy
- Privacy and Confidentiality Policy
- Sick Children Policy
- Supervision Policy
- Work Health and Safety Policy

Purpose

The Education and Care Services National Regulations require approved providers to ensure services have policies and procedures in place for medical conditions. We aim to efficiently respond to and manage the medical conditions, health care needs or allergies of children and staff, ensuring the safety and wellbeing of all children, staff, families and visitors at our Service.

Scope

This policy applies to children, families, staff, educators, management, the approved provider, the nominated supervisor and visitors of the Service.

Duty of care

Our Service has a legal responsibility to take reasonable steps to ensure the health needs of children enrolled in the service are met. This includes our responsibility to provide:

- a safe environment for children, free of foreseeable harm, and
- adequate supervision of children at all times.

Implementation

We will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. Our Service is committed to following privacy and confidentiality procedures when dealing with individual health care needs, allergies or relevant medical conditions, including having families provide written permission to display the child's medical management plan in prominent positions within the Service.

There are a number of concerns that must be considered when a child with a diagnosed health care need, allergy or medical condition is enrolled at the service. Key procedures and strategies must be in place before the child starts, to ensure their individual health, safety and wellbeing. It is imperative that all educators and volunteers follow a child's medical management plan in the event of an incident related to the child's specific health care need, allergy or medical condition.

The Approved Provider, Nominated Supervisor and management will ensure:

- all enrolment forms are reviewed to identify any specific health care need, allergy or medical condition
- existing enrolment forms are reviewed, and parents contacted to confirm whether the existing diagnosed health care need, allergy or relevant medical condition still applies and whether any new needs have been diagnosed
- parents are provided with a copy of the Service's Medical Conditions Policy and any other relevant medical conditions policy
- a child is not enrolled at, nor will attend, the Service without a medical management plan and medication prescribed by their medical practitioner. In particular, medication for life-threatening conditions such as asthma, anaphylaxis or diabetes must be provided at the service each day (for example asthma inhalers, adrenaline auto-injection devices or insulin)
- educators, staff and volunteers have knowledge of and access to this policy and relevant health management policies (Asthma Management Policy, Anaphylaxis Management Policy)
- educators, staff and volunteers have a clear understanding of children's individual health care needs, allergies or relevant medical conditions that may be ongoing or acute/short term in nature
- new staff members are provided with induction and ongoing training, and children with medical management plans are clearly identified

- all aspects of the operation of the Service are considered to ensure the inclusion of each child in the program
- a communication plan is developed in collaboration with the Nominated Supervisor/Responsible Person and lead educators, so communication between families and educators is ongoing and effective
- at least one staff member or nominated supervisor is in attendance at all times with a current accredited first aid certificate, emergency asthma management and emergency anaphylaxis management certificate (as approved by ACECQA)
- educators and staff have a clear understanding of their role and responsibilities when caring for children with a diagnosed health care need, allergy or relevant medical condition
- families provide required information on their child's health care need, allergy or relevant medical condition, including:
  - medication requirements
  - allergies
  - medical practitioner contact details
  - medical management plan
- a medical management plan has been developed in consultation with parents and the child's medical practitioner and provided to the service, and/or:
  - an individual Asthma or Anaphylaxis Action Plan is developed in consultation with parents and the child's medical practitioner, for example ASCIA or the National Asthma Council of Australia
  - an individual Diabetes Management Plan is developed in consultation with parents and the child's medical practitioner
- a risk minimisation plan has been developed in consultation with parents and management before the child starts at the service
- educators and staff are informed immediately about any changes to a child's medical management plan and risk management plan
- prescribed health information is recorded, and copies of a medical management plan, anaphylaxis management plan or asthma management plan and risk minimisation plan are kept in the child's enrolment folder
- educators have access to emergency contact information for the child
- casual staff are informed of children and staff members who have specific medical conditions or food allergies, the type of condition or allergy, and the Service's procedures for dealing with emergencies involving allergies and anaphylaxis
- a copy of the child's medical management plan is visibly displayed (in an area not generally available to families and visitors) but known to all staff and volunteers in the Service
- procedures for the administration of medication are followed at all times
- the administration of medication record is accurately completed and signed by the educator and a witness
- copies of children's medical management plans and medication are taken on any excursion or emergency evacuation from the service
- a notice is displayed prominently in the main entrance of the Service stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the Service, and providing details of the allergen(s) (regulation 173)
- information about the health and wellbeing of a child or staff member is not shared with others unless consent is provided in writing, or the disclosure is required or authorised by law under relevant state legislation. See the Child Protection Policy for further information about legal obligations to share information under the CISS or FVISS schemes.

The Approved Provider, Nominated Supervisor, Responsible Person and educators will ensure:

- in a high-risk scenario where a child suffers an allergic reaction, incident, situation or event related to a medical condition, the Service and staff will follow the child's emergency medical management plan, as per Regulation 90(1)(c)(ii)
- the first aid responder will start first aid measures immediately, as per the child's medical management plan
- urgent medical attention from a registered medical practitioner is sought if required
- an ambulance is called by dialling 000 if the child does not respond to initial treatment
- the nominated supervisor will contact the child's parent/guardian or emergency contact as soon as practicable
- the Director/Nominated Supervisor will ensure the Incident, Injury, Trauma and Illness Record is completed in its entirety
- the Director/Nominated Supervisor will notify the regulatory authority (within 24 hours) in the event of a serious incident.

The cook and food handlers will ensure:

- they keep up to date with professional training to help manage food allergies in ECEC services
- practices and procedures are in place, and followed, for safe food handling, preparation and consumption of food
- any changes to children's medical management plans or risk minimisation plans are implemented immediately.

Families will ensure:

- they provide management with accurate information about their child's health needs, allergies, medical

conditions and medication requirements on the enrolment form

- the Service enrolment form is completed in its entirety, providing specific details about the child's medical condition
- they acknowledge they have received, or have been given access to, the Service's Medical Conditions Policy and Administration of Medication Policy at the time of enrolment
- they provide the Service with a medical management plan before their child is enrolled
- they consult with management to develop a risk minimisation plan and communication plan
- they notify the Service of any changes to the medical management plan through the communication plan and/or meetings with the nominated supervisor
- they provide adequate supplies of the required medication and medical authorisation on the Administration of Medication Record
- they provide an updated copy of the child's medical management plan annually, or evidence from a medical practitioner confirming the plan remains unchanged
- they provide enrolment documentation of any medical condition annually
- they provide written consent for their child's medical management plan to be displayed in the Service.

Medical management plan

Any medical management plan provided by a child's parents and/or registered medical practitioner should include:

- specific details of the diagnosed health care need, allergy or relevant medical condition
- supporting documentation (if required)
- a recent photo of the child
- current medication and dosage prescribed for the child
- if relevant, what triggers the allergy or medical condition
- first aid or emergency response that may be required from the Service
- any medication that may need to be administered in an emergency
- further treatment or response if the child does not respond to the initial treatment
- when to contact an ambulance for assistance
- contact details of the medical practitioner who signed the plan
- the date the plan should be reviewed.

A copy of the medical management plan will be displayed for educators and staff to see, to ensure the safety and wellbeing of the child, while protecting the child's privacy by displaying it only in an area generally available only to staff. The Service must ensure the medical management plan remains current at all times, and educators and staff are updated immediately about any changes.

Risk minimisation plan

All children with a diagnosed health care need, allergy or relevant medical condition must have a risk minimisation plan in place (Regulation 90(1)(c)). The Approved Provider/Nominated Supervisor will arrange a meeting with the parents or guardian as soon as the Service is told about the diagnosed health care need, allergy or medical condition. During this meeting, a risk minimisation plan will be developed with the parent or guardian to ensure:

- the risks relating to the child's specific health care need, allergy or medical condition are assessed and minimised
- practices and procedures for the safe handling, preparation, serving and consumption of food are developed and implemented
- families are notified of any known allergens that pose a risk to a child, and strategies for minimising the risk are developed and implemented
- practices are developed and implemented so that all staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication
- the child does not attend the Service without medication prescribed by their medical practitioner for their specific health need, allergy or medical condition
- risk minimisation plans are reviewed at least annually and/or revised with each change in the medical management plan, together with parents or guardians
- all relevant information about the child's health and medical condition is communicated to parents at the end of each day by educators
- parents are told in advance about any special activities, such as celebrations, sporting events or excursions, so plans for safe inclusion can be developed
- appropriate hygiene practices are followed by educators when managing medical conditions, in accordance with the Control of Infectious Diseases Policy.

Communication plan

The communication plan explains how relevant staff members and volunteers are informed about the medical management and risk management plans, and how the parent of the child can communicate any changes to the diagnosed health care need, allergy or medical condition. A communication plan will be created after the meeting with the parents or guardian to ensure:

- all relevant staff members and volunteers are informed about the Medical Conditions Policy, the medical management plan and the risk minimisation plan for the child; and
- an individual child communication book or document is created, so a parent can communicate any changes to the

medical management plan and risk management plan in writing.

At all times, families of a child with a diagnosed health care need, allergy or medical condition will be given a copy of this policy and other relevant policies specific to their child's health management and communication plans.

Resources

- ASCIA anaphylaxis e-training for schools and early childhood education and care
- ASCIA plans for anaphylaxis
- Coeliac Australia
- Cystic Fibrosis Australia
- Diabetes Australia
- Epilepsy Foundation
- National Asthma Council Australia
- National Allergy Strategy

Continuous improvement and reflection

Our Medical Conditions Policy will be reviewed annually in consultation with children, families, staff, educators and management.

Sources

Australian Children's Education & Care Quality Authority (2014). Australian Children's Education & Care Quality Authority (ACECQA) (2021). Policy and Procedure Guidelines: Dealing with Medical Conditions in Children Policy Guidelines. Australasian Society of Clinical Immunology and Allergy (ASCIA), allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis. Early Childhood Australia Code of Ethics (2016). Education and Care Services National Law Act 2010 (amended 2023). Education and Care Services National Regulations (amended 2023). Federal Register of Legislation, Privacy Act 1988. Guide to the National Quality Framework (2017, amended 2023). National Health and Medical Research Council. Staying Healthy: Preventing infectious diseases in early childhood education and care services (6th ed.). Commonwealth of Australia. SA Health, Exclusion from childcare, preschool, school and work (2026). Occupational Health and Safety Act 2004. Revised National Quality Standard (2018).



We can't wait to meet you

Call or visit any of our centres. We are open 6.30am to 6.30pm, Monday to Friday.

Wayville
284 Young Street, Wayville SA 5034
08 8272 9194 wayville@littleshiningstars.com.au

Klemzig
10 O.G. Road, Klemzig SA 5087
08 8464 0424 klemzig@littleshiningstars.com.au

Pooraka
152-154 Bridge Road, Pooraka SA 5095
08 7081 9814 pooraka@littleshiningstars.com.au

Virginia
3 Arbequina Road, Virginia SA 5120
08 8380 8878 virginia@littleshiningstars.com.au

Evanston
Lot 10 Kendall Street, Evanston SA 5116 08 8522 5513 evanston@littleshiningstars.com.au

Little Shining Stars
Early Learning Centre

littleshiningstars.com.au
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Family Handbook, updated October 2026