ELC Parent Handbook

Welcome to St George College Early Learning Centre.

The St George College ELC is an Early Childhood Education Centre that caters for boys and girls aged 12 months to 5 years from Playgroup to Preschool.

We have high quality teaching staff who are specially trained to observe and respond to a young child’s interest and developmental needs.

Programs are based on the whole child – aiming to meet the diverse needs by assisting children to develop social skills, intellectual independence, emotional security, spiritual and physical growth. The ELC sees a child’s self-esteem as the seed for growth, and the St George College environment will be conducive to developing this.

We believe a child’s self-esteem is at the core of all learning. It enables a child to take the necessary risks with learning and therefore develop and grow as a person in all areas.

We share the responsibility with families to provide a climate in which children can learn about living with others and extend their understanding of themselves and the world around them, in addition to acquiring the foundation skills that our society demands.

It is our belief, that in the technological age in which we live, there is a distinct and necessary requirement to foster the social and emotional wellbeing of children now more than ever before. Children’s exposure to a diverse range of social situations leads to a greater proficiency in literacy. We believe that we do this best in a co-educational environment and see our Centre as an ideal preparation for the life-long education of boys and girls. We view the Early Years as one of the most vital times in life.

Early Childhood Education is important in its own right and is the time when children gain the essential skills, knowledge and dispositions critical for success at school and later in life.

Stephanie Kosmetos
Head of Junior School
Mission Statement

Our mission is to provide quality education which meets the needs and aspirations of individual students, educates the whole person and prepares students to effectively and successfully meet the challenges of the 21st century.

Our Vision

To provide an inclusive, safe, stimulating and caring environment by nurturing each individual child’s sense of belonging, being and becoming.

Philosophy Statement

As educators at the St George College Early Learning Centre, we believe in the importance of early learning and striving for excellence in our practices. We pride ourselves on the communication and relationships we foster within our vibrant school community. We strongly recognise the importance of establishing good relationships and working in partnership with families to support children’s development, as well as facilitating a life-long interest and enjoyment of learning.

Our aim is to provide a high quality educational play-based program that responds to the needs and interests of individual children within a happy, safe, nurturing and stimulating environment. Our children flourish by forming secure attachments and reach their full potential by becoming confident, independent learners with a positive self-esteem.

Our carefully planned, quality play experiences will provide opportunities for our children to practise and develop skills and make sense of their world through investigation, exploration, manipulation, questioning and discovery.

We also respect and acknowledge each child as an individual learner with individual needs. We value diversity and uniqueness regardless of age, gender, race, cultural background or additional needs.

As educators the love and respect for our children will help them develop the ‘whole’ self. Spiritual, physical, emotional and intellectual growth will allow children to thrive and have well rounded experiences that incorporate Belonging, Being, Becoming.

We believe by working collaboratively as a team to generate effective observations of each child and by encompassing the culture and beliefs of each family, we will create a rich program to cater to each child’s interests and individual learning styles. Our goal is to support and encourage the learning of children to prepare them in becoming proficient and active participants in society.
The Early Learning Centre (ELC) lays the foundations for St. George College and provides a child directed, play based program influenced by the Early Years Learning Framework which recognises the importance of the development of communication, language, social and emotional skills in the early years. This program is implemented within the ELC for children aged between 3-5 years.

Our Values:

In the ELC we embrace the child and value:

- The period of childhood as a unique and important stage of life
- Play as being integral to the way in which children learn
- The child’s family, cultural heritage and the wider community and the important role they play in the development of the child
- Opportunities to work collaboratively with families and community to enrich the children’s lives and their learning, and give support to each child and family
- The environment and the role it plays in stimulating the imagination, promoting creativity and enhancing aesthetic development and an appreciation of nature
- That children’s sense of Being, Belonging and Becoming should be celebrated and nurtured

With this in mind the ELC aims to:

- Provide a secure, happy and loving environment that promotes feelings of trust, acceptance and belonging
- Be an extension of the family unit. We support parents in the care and upbringing of their children. The family unit is valued and culturally diverse backgrounds are celebrated and reflected in our program
- Support and encourage the interest and involvement of families to share in, contribute to and feel part of their child’s experiences at the Early Learning Centre
- Promote feelings of self-worth. ELC children are encouraged to feel unique and develop respect for differences in others
- Encourage emotional development through verbal expressions of thought and feelings, experiencing rules and limits, understanding kindness, justice and empathy by recognising and accepting emotions in others
- Allow children to take responsibility for their actions in self-help, health, safety and interpersonal areas, and to exercise appropriate independence
- Encourage the physical development of large motor skills through outdoor and indoor games and activities, as well as fine motor development through the use of manipulative equipment.
Our Values

For Our Children

In our interactions with children we:

- Extend and complement the home by providing a loving, stable and secure environment that supports each child and their family
- Nurture the child’s sense of wellbeing, identity and self-worth by supporting the development of the whole child
- Nurture curious, creative, confident, active and involved learners
- Encourage children to show respect for others and their environment through modelling positive attitude, respect for diversity, sensitivity to the needs of others and effective communication

For Our Families

In our interactions with families we:

- Promote in families a sense of ownership and belonging by including them in decisions related to management, policy and procedure, our curriculum and by including them in social and cultural activities
- Recognise and value each families cultural heritage and uniqueness and endeavour to incorporate these into our everyday care routines
- Offer both practical and emotional support to families through the provision of information on available services within the community and current research into child and family related issues
- Work in partnership with the family and assist parents in guiding the development of their children

For Our Educators

In support of our Educators we:

- Recognise and value the experience and professional status of our educators and provide then with opportunities for further professional development
- Recognise and value each Educator’s cultural heritage and unique way of doing things and endeavour to incorporate these into our programs
- Support an harmonious, respectful and friendly working environment through problem solving and conflict management processes that are easily accessible, open and fair
- Provide safe and healthy working conditions for staff that will support their well-being
- Promote a sense of ownership and belonging by including our Educators in decisions related to management, policy and procedure and our curriculum

For Our Community and the Environment

In support of our community and the environment we:

- Recognise that the Centre is an integral part of St. George College and the wider community
- Share our interests, knowledge and experiences with both our local community and the wider community
- Acknowledge that the diversity within our Centre is representative of the wider community
- Explore the community through excursions and community participation in our programs
- Promote respect for the environment through modelling and discussing with children and families environmentally friendly practices
Learning Curriculum

We believe that children should be given the time to grow, to try, to reflect and to experience success so that they are able to face future challenges, build on strengths and recognise limitations without fear of failure and loss of self-esteem.

Play based learning is essential to young children’s development. We meet the needs of children’s natural curiosity by providing opportunities for them to direct their own learning through experimentation, discovery, problem solving and reflection. This develops a sense of optimism, openness, curiosity and resilience in children. We use intentional teaching techniques to encourage children to find out about themselves, other people and the world around them. This reflects their lives, family and community.

All programs use the Early Years Learning Framework (EYLF). The Early Years Learning Framework encourages educators to broaden the direction of learning for children and implement specific curriculum that is relevant to each local community and early childhood setting. Educators use the framework as a basis for planning for the strengths, interests and developmental needs of children.

The 5 Learning Outcomes from the EYLF developed in the ELC acknowledge that children:

- Have a strong sense of identity
- Are connected with and contribute to their world
- Have a strong sense of wellbeing
- Are confident and involved learners
- Are effective communicators

Our Early Learning Centre program develops all aspects of a child’s personality and promotes an enthusiastic approach to learning. The necessary skills and knowledge are developed for each child to begin their educational journey with a positive self-image and an understanding of the world around them.

A curriculum of activities and events is displayed. Parents are encouraged to participate with staff in suggesting ideas. These ideas and any input from parents will be recorded and used for following curriculums and evaluations.

Each child is encouraged to be independent within a structured environment. There are times when being together as a group is a vital part of the curriculum. Children are able to use both inside and outside areas throughout the day. The program is balanced so that children are given both quiet and active experiences.

The policy of our ELC is to use learning stories, which are evaluated and used for program planning on every child in our Centre. Our records of the children are maintained by staff. As these are confidential records, only staff and families have access to their child’s progress records.

Early Learning Centre Parent/Teacher interviews:

Term 1 – Week 10
Term 3 – Week 10
Gross Motor Skills Program

This is a program of physical activities to assist children to move in a controlled and coordinated manner. The program aims to:

- Encourage the children to gain confidence in their ability to perform physical activities
- Develop gross motor skills and coordinated body movements
- Encourage practice and therefore improve the quality, speed and accuracy of motor skills
- Encourage the child to communicate and work with others

The activities involved in the program include tumbling, balancing, jumping, landing, throwing, catching, kicking and climbing.

Special Needs

Curriculums are developed for children with special needs to ensure that they have the best opportunities to learn and develop. These programs are usually developed in collaboration with our learning support teacher as part of our early intervention program.

Specialist programs offered

Library lessons

- Each week both Pre-Entry and Preschool classes visit the Resource Centre
- During this time we enjoy listening to stories read by the Librarian and borrowing books to take home
- Children will be provided with a named library bag

Information Technology

- The Preschool children explore the world of technology through the use of the classroom computers and the Information Technology Centre. They receive special instruction on the basic use of computers, educational programs and games.

Experiences with computers enable children to:

- Develop computer confidence
- Develop eye/hand coordination
- Enjoy the many challenges the programs have to offer

Modern Greek

Each week both classes participate in Modern Greek lessons, where they develop language skills through activities, songs, games and books.

Religion

The Religion program helps children to gain an understanding of the world and the teachings of the Orthodox faith. The Preschool children attend Whole School Blessing and Liturgy once a term.

Junior School Hall and School Oval

Both classes make regular use of the Junior School Hall and oval for large area games, ball skills, playground, music and movement.
Saint George College Playgroup

PLAY IS A CHILD’S WORK. Play is important for children’s development and for children to bond. It offers a chance to connect with your child. You are your child’s first teacher and much of that teaching happens through play. Play helps your child learn what is expected of him or her and as children grow, play helps them learn how to act in society.

The Saint George College Playgroup is a fun, friendly environment that facilitates positive, enriching, educational play experiences in a safe environment for young children and families. Our Playgroup uses cooperation and care to create the opportunity for every child to learn through a quality play program while supporting their families in their role as primary educators.

Many parenting experiences and strategies are shared amongst families and friends in our Playgroup as children vary in age and ability 12 months – 3 years. The teacher’s role is to positively guide parents and children through a carefully planned program and offer suggestions, information regarding child development and answer any questions parents may have about their children.

Our Playgroup program is designed to:

- Provide opportunities for children to learn to play with other children and bond and socialize.
- Deliver play experiences that enable problem solving, eye-hand coordination, questioning, investigating and exploring.
- Offer children and adults opportunities to interact in both English and Greek in fun, purposeful ways.
- Promote social development and language through sharing and cooperation with others.
- Provide parents with opportunities to enhance their understanding of child development and education by communicating ideas and approaches.

Parents can play and learn too:

- Parents are provided with a cooperative, respectful environment to make new friends.
- Parents can act to reduce the isolated feeling many parents with young children may be feeling.
- Sharing concerns, ideas and feelings is always welcomed.
- Learn from other parents.
Playgroup Session Outline:

Our Playgroup sessions are designed to encourage children to participate in routine and engage in the effectiveness that group times have to offer such as, listening to others, following instructions, participating in group scenarios and participating in reciprocal relationships.

Good Morning Group Time

Indoor Playtime

Healthy Snack Time

Outdoor Play Time

Goodbye Group Time

Follow this routine and allow your child to take the lead and explore their environment. This is your chance to scaffold your child’s learning and learn about your child’s current development. Your child will be developing many skills through activities such as:

- Construction
- Reading
- Counting
- Sorting
- Matching
- Problem solving
- Puzzles
- Threading
- Imaginative play
- Building
- Painting
- Drawing
- Tracing
- Solitary, parallel and group play
- Throwing and catching
- Climbing
- Scooping and pouring
- Balancing
- Running and jumping
Saint George College Pre-entry Program

The St. George College Pre-entry Program provides an encouraging first step into education for 3-4year olds every Monday, Tuesday and Wednesday from 1:00pm – 3:00pm.

Early education is crucial, as by age three; children have reached their highest potential for new learning. By their third birthday, there are many milestones your child should be able to reach. Recognizing shapes, colours, drawing, singing and playing alongside others are all examples of behaviours your child learns in their first few years of life.

Our Pre-entry program is specifically designed to provide your child a ‘jump start’ to education. Based on the Early Years Learning Framework we have many standards in place, so that when your child is ready for Preschool, they are prepared and equipped to learn. The Pre-entry program offers a high-quality, nurturing and safe environment that caters for each individual; providing your child with a positive first education setting.

Some of our Pre-entry experiences include:

- Sitting with legs crossed at group time
- Taking turns speaking and listening
- Developing sharing and negotiating behaviours
- Counting
- Alphabet
- Recognizing colours
- Recognizing shapes
- Language improvements in pronunciation
- Mathematical sorting and matching
- Pre-writing activities
- Fine and Gross motor support
- Problem solving and experimentation

An Afternoon at Pre-entry:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00pm</td>
<td>Children Arrive</td>
<td>Variety of activities provided on arrival such as construction, play dough, puzzles, drawing, painting puzzles and group work.</td>
</tr>
<tr>
<td>1:30pm – 2:10pm</td>
<td>Outdoor/Indoor Play</td>
<td>Sand play, water play, climbing, dramatic play and physical skills</td>
</tr>
<tr>
<td>2:10pm</td>
<td>Pack-Up Time</td>
<td>All children develop cooperation skills as they help to pack-up.</td>
</tr>
<tr>
<td>2:15pm</td>
<td>Snack Time</td>
<td>Shared fruit experienced as a group.</td>
</tr>
<tr>
<td>2.30pm</td>
<td>Group Mat Time</td>
<td>Stories, songs, music and movement, games and discussion.</td>
</tr>
<tr>
<td>3:00pm</td>
<td></td>
<td>Dismissal</td>
</tr>
</tbody>
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Saint George College Preschool Program

Centered on the Early Years Learning Framework, the St. George College Preschool Program is specifically designed to cater for the educational needs of children aged 4 to 5 years old.

Our program is planned is develop children's language and communication, problem solving and thinking skills and to familiarize them with the routines and rhythms of school life. We place a big emphasis on the importance of teaching children independence and encouraging confidence to explore their interests in a classroom environment. Thorough preparation for your child’s transition to school is a big focus; the program operates throughout the school year every Monday to Friday morning from 8:30am to 12:00pm.

Some of our Pre-school experiences include:

- Early Literacy activities
- Early Numeracy activities
- Fine motor skills
- Problem solving skills
- Creativity
- Computing skills
- Understanding our world
- Modern Greek
- Gross motor skill support

A Morning at Preschool:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30am – 9:00am</td>
<td>Children arrive and participate in activities such as fine motor puzzles, construction, reading, drawing, and painting.</td>
</tr>
<tr>
<td>9:00am – 9:30am</td>
<td>Free Indoor/Outdoor Play</td>
</tr>
<tr>
<td>9:30am – 10:00am</td>
<td>Group time takes place with teacher directed activities.</td>
</tr>
<tr>
<td>10:00am – 11:25am</td>
<td>Shared fruit time and free indoor/outdoor play activities</td>
</tr>
<tr>
<td>11:25am</td>
<td>Pack up time. All children help to pack away activities.</td>
</tr>
<tr>
<td>11:30am</td>
<td>Relaxation Group time for songs, rhymes, music and movement.</td>
</tr>
<tr>
<td>12:00am</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
What you need

What you will need to bring to Pre-Entry and Preschool classes

- Children must wear the Early Learning Centre Uniform which can be purchased at the School Uniform Shop
- A St. George College sun hat for sun protection (must be clearly named)
- A bag (a backpack or similar which must be clearly named)
- A change of clothes and underwear as sometimes accidents can happen!
- Fruit, vegetables, cheese and plain crackers to share

Toileting

It is a pre requisite of commencement in the Early Learning Centre that a child must be fully toilet trained.

Parental Involvement

Parents are encouraged to be involved in our Early Learning Centre Programs and are always welcome by assisting in activities such as:

- Preparing fruit for snack time
- Cooking activities
- Art and craft activities
- Playing musical instruments for the children
- Providing materials for art and craft
- Mothers Committee

As well as:

- Helping with excursions and
- End of term clean up

Via the Parents’ Notice Board and Communication Pockets we are able to inform you about our weekly program, newsletters, events and items of interest.
For the exciting times ahead

A few housekeeping notes for parents. Please…..

- Name all of your child’s items
- Discourage toys from coming to the Centre (to avoid disappointment when precious belongings are lost or broken)
- Ensure children wear safe shoes (please no thongs, rubber boots or slip on shoes)

In the Early Learning Centre we aim to promote independence and an awareness that each child needs to be responsible for their own belongings.

You can help by:

- Ensuring that their bag, drink bottle and items are all easy for them to manage and operate themselves
- Encouraging your child to carry their own bag, put their fruit in the fruit basket, place their bag into their locker and their library bag into the box etc.

This may be the first time your child has been separated from you. If either of you are feeling anxious please talk to the staff and together we can support each other in making the transition a positive and happy one.

As you may be aware, illnesses spread quickly amongst young children. Please help reduce the spread of infection by keeping children at home if they are unwell and notify the staff if your child has an infectious illness and will be absent.

The Early Learning Centre phone number is 8159 8122

Celebrating Birthdays and Name Days

We celebrate your child’s special days with a song and you are welcome to share a treat with the rest of the class if you wish. Please see staff regarding possible food restrictions and allergies.

(For more information please refer to the Infectious Diseases guide in this booklet). Please keep information details up to date; emergency phone numbers etc.
Settling In and Orientation

At St. George College the staff play an active role in gathering information from each family to determine the best practices for settling your child. Our aim is to make the transition between home and the ELC happy and positive, while maintaining consistency of care.

A Parent Information Evening is conducted to discuss all aspects of the Early Learning Centre in Term 1 of each year. Parents are also encouraged to bring their child to an orientation visit that is arranged for all new students prior to their start date. This allows the children to explore their new environment with the security of their family. We inform all enrolled families of these events via a letter.

A primary caregiver is assigned to each child to assist in the settling process and make records of a child’s wellbeing. Staff will communicate with parents to learn about the children in order to respond sensitively to individual needs. A ‘buddy system’ may be used to pair your child with another child in their class. This promotes the feeling of belonging and instigates social networking.

Signing In and Out

Each child must be signed in and out of the ELC every day of attendance. This is a legal requirement.

On arrival at the ELC please:

- Document the time, sign and print your name
- Complete your child’s relevant information on the ELC Student Sign In Sheet
- Assist your child to place their belongings in the appropriate places. Fruit in the fruit basket, School bag in labelled locker
- Present your child to an ELC staff member

Before you leave the ELC please:

- Greet your child
- Assist your child to collect your child’s belongings
- With your child, say goodbye to an ELC staff member
- Collect the relevant communication from staff from your child’s classroom pocket
- Document the time, sign and print your name

Collection of Children

Children will only be released to their parent or to persons known to the ELC staff. If the child is to be collected by any person other than the parents or grandparents, the Centre requires a signed note giving the authority from the parent. In case of an emergency where someone else is to collect your child, please notify a staff member via telephone. On collection of your child please make sure as you enter and leave that the door and front gate are securely closed.

Parents of a child that has not been collected 15 minutes after dismissal time will be contacted via telephone; if unavailable your nominated emergency contact person will be telephoned and asked to collect your child.
NATIONAL QUALITY FRAMEWORK

National Law and National Regulations set the ‘National Quality Framework for Early Childhood Education and Care’. The Australian Children’s Education and Care Quality Authority oversee this National Quality Framework. Long Day Care, Family Day Care, Preschool/Kindergarten and Out of School Hours Care Services in all States and Territories are required to comply with the National Law, which gives effect to the National Quality Framework.

The National Quality Framework consists of Seven National Quality Standards (NQS) that are used by services to self-assess current practice; determine where quality improvements can be made, and plan effective implementation of these improvements. Regulatory Authorities complete an ongoing assessment of each service and have the primary responsibility for service approval, monitoring and quality assessment.

The Quality Areas are:

- Educational Program and Practice
- Children’s Health and Safety
- Physical Environment
- Staffing Arrangements
- Relationships with Children
- Collaborative Partnerships with Families and Communities
- Leadership and Service Management
**Behaviour Management Policy**

The Early Learning Centre provides a safe, secure, caring and stimulating environment that encourages children to cooperate in order to enhance their self-esteem and encourage their abilities to positively interact with others, and where acceptable behaviour is promoted and any recriminations are kept to a minimum. Where a child continues to behave in an unacceptable manner, parents/guardians will be consulted and asked to work with the Head of Junior School and staff members to ensure behaviour management techniques are consistent and clear.

In the ELC, we encourage positive, co-operative behaviour through:

- Establishing trust and confidence between adults and children
- Considering the stage of development of each child
- Considering the interests, concerns and abilities of the individual child
- Showing sensitivity to the child’s background and current home situations
- Examining the reason behind the behaviour that suggested a need for re-direction
- Getting down to the child’s level to establish and maintain eye contact
- Using language that is positive, clear and developmentally appropriate for the child in question
- Being consistent with behavioural expectations
- Setting limits and reminding children of such limits consistently
- Involving the children in the setting of limits and explaining why a certain type of behaviour is unacceptable
- Encouraging the children to show sympathy for children experiencing difficulties
- Guidance and discipline to encourage individuality and confidence of children so as to enhance their self-esteem
- Offering the children clear alternatives to help them develop their ability to make decisions and direct themselves
- Positive role modeling by adults e.g “sand stays in the sandpit” rather than, “don’t throw sand”, and by showing the child how to dig in the sand
- Discussing with parents the behaviour management policy and seeking their assistance for solutions should the need arise

**Parent Grievances**

Our Grievance Policy can be found in the ELC Policies Folder in the Centre, however if you do have a grievance, the first point of contact should be your child’s teacher. We will work with you to resolve the problem. If the grievance cannot be resolved, more formal procedures are appropriate. The aim of any grievance procedure is to discuss and resolve the matter within a general framework of cooperation. The emphasis is on the resolution and the prevention of further disputes in such a way that positive relationships are built.

If the grievance is thought to be serious, any subsequent steps may be bypassed and the matter brought to the attention of the Head of Junior School or Principal.

All grievances will be taken seriously and we will work diligently to resolve them. All outcomes will be discussed with the parent who is concerned.
Communication

Students are assessed on an ongoing basis and all teachers have an open-door communication policy. The school and the home can communicate in many ways and throughout the year you will have the opportunity to discuss your child’s progress at formal and informal meetings. Should you wish to discuss any issue regarding your child’s development, please speak to staff and make an appointment.

Excursions

Excursions are an integral aspect of each child’s development. Children will see quality performances from visiting artists, as well as go on excursions to complement classroom themes. The children are taken on excursions for which a signed consent form is required. Authorisation for your child to participate in short local walks under staff supervision is included on the enrolment form. Police clearances are required from all volunteers going on excursions. Our Excursion Policy can be found in the ELC Policies Folder located in the Centre.

Hot Weather Policy

If the weather forecast for the day is 36 degrees or exceeds this, children are kept indoors and a modified program may operate if appropriate.

Sun Protection

Staff and children will wear sun safe hats that protect their face, neck and ears. St. George College has a ‘NO HAT NO PLAY’ policy. Children without a sun-safe hat will be asked to play in an area protected from the sun (e.g. under shade, verandah or indoors)

An example of a sun safe hat is a Legionnaire hat. Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended.

All staff and children will apply SPF30+ broad-spectrum water-resistant sunscreen as they enter the ELC, and staff will help them reapply in the afternoon before outdoor play. Sunscreen is stored in a cool, dry place and the use-by-date monitored.

Role Modelling:

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

- Wearing a sun safe hat
- Wearing sun safe clothing
- Applying SPF30+ broad-spectrum water-resistant sunscreen
- Using and promoting shade
- Wearing sunglasses that meet the Australian Standard 1067 (optional)
- Families and visitors are encouraged to role model positive sun safe behaviour. Our Sun Protection policy can be found in the ELC Policies Folder, located in the Centre.
Messages

If your child is unwell, or will not be attending the ELC for other reasons, please telephone and leave a message with staff on **8159 8122**.

Notices

A class letter to parents with the program is sent home weekly outlining what the children will be doing at school during the week and will include any pertinent notices for the week ahead.

Toy Policy

We discourage children from bring special toys to school as it causes great distress when they are lost or broken. Toy guns and other toy weapons are not permitted in the Centre.

Nutrition

The ELC aims to encourage families to provide children with food and nutrition that is supported by national dietary guidelines. We also aim to support and provide adequately for children with food allergies or specific cultural practices. If your child has specific dietary needs, please discuss this with staff. Food and nutrition will be used as a learning experience through the curriculum and at times the children will take part in various activities e.g playdough, cooking experiences, still life drawing. Food will also be used to introduce the children to other cultures. The Centre increases children’s awareness of food and nutrition through cooking, excursions to garden centres, gardening and growing of fruit, vegetables and herbs.

The ELC will:

- Promote a child’s normal growth and development
- Promote appropriate food choices and physical activity
- Regularly review children’s physical growth, and
- Educate children on correct hand washing procedures before and after eating

Fire and Emergency

Regular fire drills are held at St. George College and speedy evacuation is ensured in the event of a fire. Children are evacuated out of the school grounds through Dew Street double gates. Fire extinguishers are strategically located throughout the ELC. As part of our fire safety measures all children in attendance are noted from the Attendance sheets. Each child is identified during a fire drill. This supports the importance of ensuring that you sign your child ‘In’ and ‘Out’ of the ELC each day. Please refer to our Fire and Emergency Policy, located in the Policies Folder in the Centre.
Parent Participation

At St. George College we believe that a child’s overall development is best achieved when parents, children and staff work together in harmony and close cooperation. Through a strong partnership, your child will develop socially, intellectually, physically and emotionally in a warm and caring environment.

Parents are most welcome in your child’s classroom and we encourage you to contribute and share in your child’s education. We hope that you will be able to make time to participate in various activities. There are a number of ways in which you can become involved in the St. George Community. Parents are welcome to spend time in the ELC and share special occasions, ideas and activities with their child. Each teacher will involve parents in the education of their children in slightly different ways. For example, some may involve parents in activity groups, excursions, as guest speakers or gardening. Please speak to your child’s teacher if you are able and willing to assist in any way.

Parents who wish to volunteer their time in assisting on excursions or in the ELC will need to complete a police check online. Police checks last for 2 years, therefore if you already hold a police clearance, please bring a copy to the Office for our records.
Medical Information

At St. George College parents are responsible for providing the school with accurate, up to date information about their child’s needs. Medical Information Forms are issued at the beginning of each new school year to be completed by parents and returned as soon as possible. If any of the information provided changes throughout the year, parents must notify the school in writing. It is in the best interest of your child that the school holds current information at all times.

Student Medication

Parents whose child needs oral medication administered throughout the day, need to deliver the medication accompanied by written and signed instructions to the front office at the beginning of the day. A note also needs to be given to the class teacher indicating the time at which the child is to be sent to the office for the medication to be administered during the day.

First Aid/Sick Room

The sick room is located in the front office and is monitored at all times by staff who have completed their Senior First Aid Certificates. All ELC staff are required to complete the 2 day training in Senior First Aid every three years. Teaching staff refer students to the sick room for further attention. It is imperative that emergency contact numbers are updated in writing and that office staff have current information.

Students with a Pre-existing Condition

The parents of those students with a pre-existing condition which may require immediate medical intervention (i.e: diabetes, anaphylaxis, asthma) are required to complete the School Asthma Form and the Action Plan for Anaphylaxis. These forms must be completed by the student’s doctor and needs to provide detailed information relating to the condition, symptoms, action to be taken and relevant contact details for medical service providers.

Emergency medication such as puffers and Epipens are to be clearly named and are kept at the front office in the first aid room.

Due to the importance of all staff familiarising themselves with the needs of these students information is provided in a number of ways:

- Shared information at staff meetings
- Updated training sessions
- Photos (with explanation of condition) displayed in First Aid Room
- Copies of forms are given to the student’s class teacher
**Infectious Diseases**

These guidelines have been drawn up on the premise that children who have been ill with an infectious disease will not return to school until they have fully recovered. The only exception to this rule is that children with certain skin diseases may return once appropriate treatment has commenced. The recommended exclusion periods are included as a guide and may be modified in individual cases as circumstances warrant.

Parental records of immunisation status of children should be accurate and kept up to date. All children should be immunised against measles, mumps, rubella, poliomyelitis, diphtheria, whooping cough and tetanus before entry into a school.

Therefore the need to exclude case contacts should not arise. Non-immunised students who come into contact with students with an infectious disease should be referred to a medical practitioner.
<table>
<thead>
<tr>
<th>Infectious Disease</th>
<th>Exclusion Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox (Varicella and Herpes Zoster)</td>
<td>Exclude until fully recovered or until all lesions have crusted and there are no moist sores</td>
</tr>
<tr>
<td>Conjunctivitis (Acutely infectious)</td>
<td>Exclude until discharge from eyes has ceased</td>
</tr>
<tr>
<td>Diarrhoea (Rotavirus, Shigella, Giardia, Salmonellae, Campylobacter)</td>
<td>Exclude until diarrhoea has ceased</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery following at least two negatives throat swabs, the first not less than 24 hours after cessation of antibiotic treatment and after 48 hours later</td>
</tr>
<tr>
<td>Glandular fever</td>
<td>Exclusion is not necessary</td>
</tr>
<tr>
<td>Head Lice (pediculosis)</td>
<td>Exclude until the day after appropriate treatment has commenced</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until receipt of a medical certificate of recovery but not before 7 days after the onset of jaundice or illness</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion not necessary</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion not necessary</td>
</tr>
<tr>
<td>Human Immunodeficiency virus infection</td>
<td>Exclusion is not necessary unless the person has secondary infection requiring exclusion in its own right</td>
</tr>
<tr>
<td>Influenza/Influenza-like symptoms</td>
<td>Exclude until well</td>
</tr>
<tr>
<td>Impetigo (School Sores)</td>
<td>Exclude until appropriate treatment has commenced. Any sores on exposed surfaces must be covered with a dressing</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least 4 days from the appearance of the rash</td>
</tr>
<tr>
<td>Meningitis (Bacteria)</td>
<td>Exclude until well</td>
</tr>
<tr>
<td>Meningococcal Infection</td>
<td>Exclude until well</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for at least 9 days after onset of symptoms, or until swelling goes down (whichever is sooner)</td>
</tr>
<tr>
<td>Parvovirus (Fifth Disease, Slap-face virus)</td>
<td>Exclusion not necessary</td>
</tr>
<tr>
<td>Ringworm/Tinea, Scabies, Pediculosis (Lice)/Trachoma</td>
<td>Exclude until the day after treatment has commenced</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>Exclude until fully recovered or for at least 4 days after the onset of rash</td>
</tr>
<tr>
<td>Streptococcal sore throat Infection (including Scarlet Fever)</td>
<td>Exclude until the person has received antibiotic treatment for at least 24 hours and the person feels well</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until production of medical certificate from appropriate health authority</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>Exclude until five days after starting antibiotic treatment</td>
</tr>
<tr>
<td>Worms</td>
<td>Exclude if diarrhoea present</td>
</tr>
</tbody>
</table>
**Uniform Information**

All students must wear the St. George College uniform while at school. The school asks that the parents are supportive in ensuring that the school uniform is worn correctly. All articles must be clearly named.

**Hats**
- All students are required to wear the school legionnaires hat in terms 1 and 4

**Boys and Girls Accessories**

Regulations regarding jewellery and hair apply to uniforms all year.

**Jewellery**
- Only a plain watch may be worn
- If ears are pierced ONLY one pair of plain gold or silver studs or sleepers may be worn. We found earrings to be dangerous during P.E and play periods
- Symbol of the cross may be worn on chain

**Hair Accessories**

Hair accessories must be used to tie shoulder length or longer hair back and up from the neck. If hair falls forward over the eyes, it should be clipped back with appropriate accessory from list below.
- Ribbons (red and blue) available from Uniform Shop

**Hair Styles**
- Extreme styles and colour are not acceptable for boys and girls

**Nair Polish**
- Not permitted

**Uniform Shop**

Location: Senior Campus 73 Rose Street, Mile End
Telephone: 8354 4037

**Uniform**

<table>
<thead>
<tr>
<th>Pre-Entry and Preschool</th>
<th>Polo Shirt</th>
<th>Coolmesh Red Short Sleeve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rugby Top</td>
<td>Long sleeved with monogram</td>
</tr>
<tr>
<td></td>
<td>Tracksuit Pants</td>
<td>Fleece pants with monogram</td>
</tr>
<tr>
<td></td>
<td>Shoes</td>
<td>Predominately white sandshoes</td>
</tr>
<tr>
<td></td>
<td>Socks</td>
<td>White anklet sock with SGC on band</td>
</tr>
</tbody>
</table>