

# Amazing Kids Children's Centre



## Parent Handbook

Loving to learn, learning through play.

Web: [www.amazingkids.org.au](http://www.amazingkids.org.au)

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# Our Philosophy / Ethos Statement

## Our Vision

For children to become confident and compassionate individuals with a positive self-image, and who are life-long learners.

## Our Mission

To develop in each child an awareness of the strength of living a life according to their Faith, and to assist each child in discovering his/her potential and becoming a valuable citizen of the world.

## Our Philosophy

We are a service provider with a Christian foundation.

We live out our Christian faith at the Centre in the following ways:

Recognising that children develop into their amazing selves through the love and commitment of family, faith, community, and education.

Welcoming children and families from other cultures and faiths. We respect the various traditions that our children and family's practice and will help children celebrate this diversity.

Encouraging families' participation and being committed to helping them to fulfil their hopes for their children.

We are committed to supporting and developing our staff group so that they can provide an interesting and stimulating learning environment for the children.

Being committed to providing a high-quality educational environment which meets the National Quality Standards and Early Years Learning Framework.

## Centre Information

Amazing Kids Children's Centre provides care for children aged 2 to school age.

We are a children service provider with Christian foundation.

We seek to live out our faith in Jesus Christ and deliver quality service to our children and their families.

We are committed to continuous improvement through supportive leadership, management and administrative systems, reflective practice and the development of policies and procedures that align with the current Education and Care Services National Law and Regulations.

### Rooms & Ratios

We offer three spacious indoor learning rooms.

Toddler Room – for children aged 2 - 3 years                      *1:5 ratio*

Pre-Kindy Room – for children aged 3 - 4 years                      *1:11 ratio*

Kindy Room – for children aged 4 - 5 years                      *1:11 ratio*

All children are encouraged to engage in play, learning, develop, grow, and create at our centre. Our team of dedicated staff are passionate, patient, and professional in nurturing children's development. They seek to support the children in discovering their potential and preparing them for life. Children are provided with opportunities to explore through natural play, learning about sustainability and recycling, and the world they live in through exploring our local community.

We will ensure that each child feels safe and secure by fostering children's physical, emotional and spiritual wellbeing, building resilience and self-belief. We encourage children to take responsibility for and learn about their own health and wellbeing. We believe that each child deserves the right to feel protected and will identify and respond accordingly to children at risk of abuse or neglect.

Our centre employs Early Childhood Teachers, Children's Services Employees and Kitchen staff in accordance with the licensing requirements set down by ACECQA. Our Educators are committed to delivering quality early education and care to children by implementing the practices, principles and learning outcomes underpinning the Early Years learning Framework.

### Opening Hours:

Open from 7:30am – 6pm (excluding weekends and public holidays).

**Please note: We will close for the 2 weeks over Christmas and New Year each year. Dates of this period will be provided with as much notice as possible to families.**

## Payment of Fees:

We charge a once off \$50 enrolment fee (**non-refundable**) payable upon enrolling your child into our service.

For children aged 2 – 3 years, our fees are \$115.00 per day.

For children aged 3 – school age, our fees are \$110.00 per day.

For children aged 4 and above we have a Kindy Program available, our fees are \$60 per day.

Please Note: Our Kindy program is **Optional**, parents must drop off / pick up strictly between 9:30AM – 3:30PM, a late fee will apply if picked up after 3:30PM.

We use Debit-success for our direct debit system for payments of fees.

If you are entitled to Child Care Subsidy, this will be paid directly to the centre and your fees will be reduced prior to being invoiced.

## Fee Increases

Fee increases are scheduled for January and July of each year, these will only be implemented when necessary and the dollar amount of each increase to fees will reflect the ongoing rise in the running costs of the service, i.e. electricity, water, wages, regulatory changes, annual CPI increases and the ongoing maintenance and improvement of the Service. Fee increases are necessary so that we can continue to provide the ongoing high-quality care and excellence that families are accustomed to.

## Late fees policy:

Our Service is not licensed or insured to have children on the premises after hours. This is a breach in the Education and Care Regulations.

It is unacceptable to pick children up late from the Service. A late fee will apply where children are not picked up prior to closing time. Currently, a fee of \$5 per minute, will be added to your account if you are late to pick up your child.

## Public Holiday / COVID-19 lockdown Policy

Whilst the centre is closed on public holiday/lock down's, FEES ARE STILL PAYABLE. (Childcare Subsidy will still be paid as part of the allowable absences). The Centre employs educators on a permanent part-time or full-time basis and therefore wages are payable on public holidays. This ensures the continuing stability and consistency of Educators.

## Absence Policy

If your child is absent/on holidays from a booked day of care, full fees (minus CCS) must still be paid to the centre on this day. However, we offer a holiday discount of (25% off full fee) for more than 14 days and up to 20 days per financial year. Please note that families need to provide written notification two weeks in advance to apply the holiday discount. Fee payments need to be up to date to receive the holiday discount.

## Am I entitled to Government Assistance?

The Child Care Subsidy (CCS) is a payment made by the Australian Government to help families with the cost of quality childcare and early education. This is paid directly to the service to reduce your weekly fees.

Three things will determine a family's level of Child Care Subsidy:

1. A family's combined income will determine the percentage of subsidy they are eligible to receive.
2. An activity test will determine how many hours of subsidised care families can access, up to a maximum of 100 per fortnight.
3. The type of childcare service will determine the hourly rate cap.

Some basic requirements must be satisfied for an individual to be eligible to receive the Child Care Subsidy. These include:

- The age of the child (must be 13 or under and not attending secondary school).
- The child meeting immunisation requirements.
- The individual, or their partner, meeting the residency requirements.

The number of hours of subsidised childcare that families will have access to per fortnight will be determined by a three-step activity test.

You can read more about the Child Care Subsidy and Activity Test, and can complete an online estimator at [www.education.gov.au/ChildCarePackage](http://www.education.gov.au/ChildCarePackage)

It is the responsibility of the parent to register for Child Care Subsidy (CCS). This can be done by contacting Centrelink either in person, by phone (136150) or by accessing your My Gov account at <http://my.gov.au/>

## Need help?

Call Centrelink on 136 150 (8am-8pm, Mon-Fri).

## Settling into Care (Orientation)

Ensuring that you and your child/ren feel safe and secure in our centre is our top priority. We acknowledge that when starting at a new early learning centre that both families and children can be full of emotions. In supporting you during this transition/orientation process into care, we arrange some “stay and play” sessions prior to the commencement of care. We recommend two sessions prior to the commencement of care. The purpose of these sessions is for the educators to spend some time talking to the parent/s to gather information about the child, routines, likes, interests, any special needs, etc. For families, this time can be used for you to see your child interacting in their new environment, exploring, and observing the establishment of building of relationships with peers and educators in their new setting.

We strongly emphasise the sharing of information about your child as required because this becomes integral to supporting the educational programs in our Centre, as our educators will incorporate your child/ren’s interests into their curriculum programs.

From the orientation process, we hope that this makes your child’s first day run more smoothly, as they seek out their new educators and friends to interact with. We want to establish an environment in which meaningful and lasting relationships can develop between educators and children, as well as between educators and families. Please feel free to call at any point of the day to discuss your child’s day with their educator as often as needed. This is strongly recommended to help families feel at ease when leaving their children in our care, and to know how their day is going. Communication is fundamental in helping all parties adjust to the care environment.

The settling in process is a unique journey for each individual child, and we cannot say how long the process can take for each child. For some children, it can be relatively short, whilst other children may take a few weeks to feel settled into their new environment. We’ll know that we have reached that destination when your child arrives into the care environment feeling confident and ready to learn. Through these actions, we’ll know that our educators have made strong, lasting connections with your child and family.

### Amazing Kids will provide:

- Nappies and wipes
- Sunscreen
- Nutritious and healthy meals including breakfast (served to 8.30am), morning tea, lunch, afternoon tea and a late snack.

## What to bring to childcare?

- Bag
- Spare clothes
- Sunhat (provided upon enrolment)
- Milk bottle if required (labelled)
- Comfort items (e.g. dummy, soft toy, blanket)
- Water bottle – labelled
- Gumboots in wet weather

\* Please ensure all your child's belongings are labelled.

\* We ask that formula bottles are not pre-made as per our bottle warming policy, but that the boiled water is supplied in the bottle and formula provided in a formula container for easy measurement and mixing. We are unable to give a bottle that does not have the child's name clearly marked. Bottles will be rinsed then placed back in your child's bag after use.

\* We discourage children bringing in their personal play toys to our centre. This will avoid them getting lost or broken during their day.

## Arrivals and Departures:

Upon arrival at the centre, you must sign your child in through our Kiosk located in the foyer, and let an educator know your child is here. You also need to sign your child out on departure, and let the educator know you are taking your child home. This is a government regulation. Should someone other than an authorised contact be collecting your child from care, who has not been to the centre before, then please inform us. We ask that they carry a form of photo ID – a driver's licence is perfect! If we have not been informed, then you will be contacted for permission to release your child into the care of another person.

- In the event that a child has not been collected 15 minutes after closing time, then the parents/guardians will be contacted. If parents/guardians could not be reached, the alternative contacts listed on the enrolment form will be contacted.
- If the child has still not been collected 30 minutes after closing time, then staff will follow the Department of Communities Abandoned Child Procedures including contacting the Child Protection and Crisis Centre 24-hour service.

## Car Parking

Please use the gravel car park adjacent to Council library when dropping off and collecting your child between 9am to 5pm. The car park lots directly outside the church are strictly permit only from 9am to 5pm. Council will issue fines if you park your vehicle in the permit only car park even for a short period of time after 9am and before 5pm.

## Meals & Nutrition:

All meals are provided for your child, these include a healthy morning tea, lunch and afternoon tea. All meals are planned and freshly prepared by the Centre cook. The daily menus consist of fresh quality produce that is both healthy and delicious.

Children will be encouraged by educators to try new foods but will never be forced. Our menu is designed to vary on a 4 weekly basis and be reflected through multiculturalism and ongoing through the children's voice (foods they like or would like to try). Each menu will include fresh fruits, vegetables, whole grain breads, meats, poultry and dairy.

Filtered water is provided at each meal and throughout the day for children. It would be appreciated if you could supply your child with a bottle filled with water that will be accessible to them throughout the day.

**Please note that our centre is a nut-free centre. We do not allow food from outside.**

## Food allergies / intolerances:

Our centre cook will take the utmost care in ensuring that children with food allergies and / or intolerances are provided with meals that will accommodate their dietary needs. If you require further information, please speak to the Centre Director.





## Curriculum at Amazing Kids:

At Amazing Kids, the Early Years Learning Framework (EYLF) is used by all educators for planning and programming purposes. This is the National Curriculum Document for children from birth to five years.

Educators will also use the EYLF curriculum document when documenting your child's individual learning journey. Children will be encouraged to participate in a wide range of activities to develop their interests, construct their identities and understandings of their world and foster their independence.

Educators will use information collected from observations, children's interests and family input to create meaningful and relevant learning programs to foster your child/ren's development. Through play, children will be encouraged to learn, grow, create and develop their skills to apply to everyday aspects of their life.

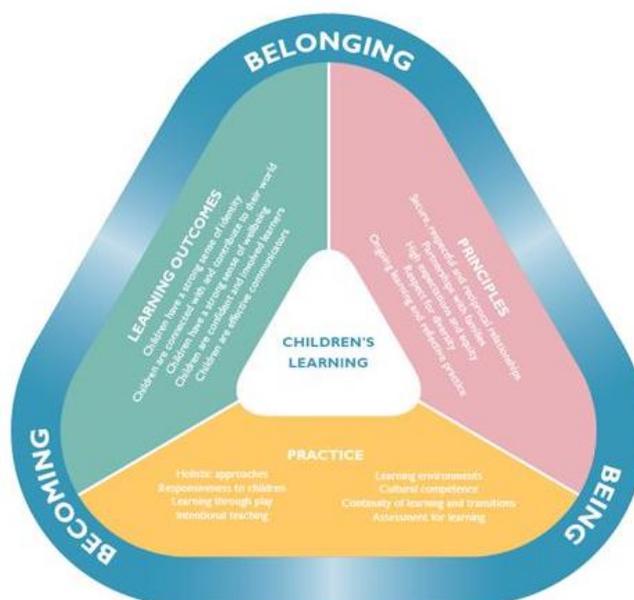
The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

- **Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationship they have with their family, community, culture and place. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be' – time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become. Becoming emphasises learning to participate fully and actively in society.  
(Belonging, Being & Becoming – The Early Years Learning Framework for Australia, 2009, p.7).

Through the EYLF's five learning outcomes, educators will assist your child/ren to develop:

- A strong sense of their identity
- Connections and contributions with their world
- A strong sense of wellbeing
- Confidence and involvement in their learning
- Effective communication skills

Our centre also offers an extensive preschool and school readiness program based on EYLF. EYLF holds a strong emphasis on play-based learning being the best vehicle for young children's learning through providing appropriate stimulus for brain development. We aim to guide your child in becoming an effective learner through creating an environment that is challenging and stimulating for each individual child. The overall aim of our programs is to help your child in developing their skills and learning in all areas necessary for success now and in the future.



(Belonging, Being & Becoming – The Early Years Learning Framework for Australia, 2009, p.10).

### Observing Your Child's Progress:

As previously outlined, educators will use the EYLF to observe your child's learning so they can build upon it by planning next steps to extend your child's skills and thinking. Ways that this can be achieved include listening, watching, and talking to your child.

At Amazing Kids Children's Centre, we use Storypark which is an online platform to document and record your child's learning journey. StoryPark is your child's online portfolio. When you sign up to become a part of this platform, you are the administrator of your

child's portfolio and can choose who it's shared with. When enrolling your child, please speak to our Educators regarding this. Each day Educators take 'Daily snapshots' to share with you about what your child's learned that day, along with Individual notes and photos specific to your child.



### *Preschool Program:*

We offer an Early Childhood Education Program for four-year olds. Developed and implemented by our Early Childhood Teacher, our preschool program is customised to meet the individual needs of each enrolled preschool child. Our educators will actively encourage your child's interest in literacy and numeracy as well as social and problem-solving skills and will provide them with the building blocks to develop and practice these skills. The four-year-old child's preschool year is an important year in their development as it prepares them for transition to primary school. Primary schools are challenging places for young children. A school age child is expected to co-operate with others, share equipment, follow rules, take turns and be considerate of others. They must learn to take care of themselves and their belongings, and to keep themselves safe. At school, your child will be motivated to use new words, to express themselves with words, music, and paint, and to listen to and comment on stories and ideas.

In the year before your child's primary school journey begins, our educators, in their daily interactions, will encourage your child to develop a passion for learning and support them to begin this exciting journey to "big school" through classroom routines and learning experiences.

### *Incursions and Excursions:*

To extend children's learning and development they will be provided opportunities to participate in incursions and excursions relevant to the room program and children's interests (additional charges may apply). You will receive a notice with the details outlining the destination, duration, costs, the educational benefits for the children, and a request for parent/carer permission beforehand.

## Additional Programs:

We will also offer children the opportunity to explore extra-curricular programs such as Kindergym, dancing, music, or sport lessons.

Additional charges will apply for the instructor and your child to participate.

## Language

Children will be provided the opportunity to develop their language skills by learning an additional language offered: Mandarin. Providing children with the opportunity to further their learning by engaging in an additional language promotes critical thinking and creativity in our children. Through a play-based curriculum, children will have the opportunity to explore their new language skills and share their learning and knowledge with friends and family.

## Chaplaincy Service

The Chaplain for Amazing Kids Children's Centre will:

- Sustain and encourage relationship between the Centre and Unley Parish.
- Provide chapel services for children through a selection of songs, games and bible stories.
- Lead in prayer or devotional activities as part of the support for the centre.
- Accessible for all who express their interest to know more about the gospel of Christ in a friendly and constructive environment.

## Celebrations

Our children's programs are developed to incorporate cultural and religious events of children attending our centre, and the wider community. Children will deepen their understanding about different cultures and religions by engaging in stories, rhymes, music, foods and exploring traditional items such as clothes and artefacts.

## Newsletters

Regular newsletters will be produced to keep you informed of upcoming events and to provide you with current information on activities occurring within the Centre. These will be sent to you via Storypark.

## National Quality Framework (NQF)

The National Quality Framework is a government initiative which sets a National Quality Standard creating greater consistency for early childhood education and care services across Australia.

This initiative aims to improve educator-to-child ratios in services, increased skills and qualifications, national regulations and a quality ratings system which will help you to make informed choices about the education and care you choose for your child.

Our centre's aim is to exceed the National Quality Standard across all areas of our service and our centre has a quality improvement plan in place to show what is happening in our centre to achieve this. This will look at areas such as educational programs and practice, children's health and safety, physical environment, staffing arrangements, relationships with children collaborative partnerships with families and communities, and governance and leadership across the centre.

For more information about the National Quality Framework, please speak to your Centre Director or visit [www.acecqa.gov.au](http://www.acecqa.gov.au)



## Environments and Routines:

Our routines provide for individual play and learning as well as small and large group play and learning experiences. Children's language and literacy skills are further developed during these times as children are involved in storytelling, drama, and games. Music also plays a large part during these sessions as children can experiment with dancing, singing, playing instruments, and exercising their bodies.

Spaces are made available for children to engage in rest and quiet experiences. Educators provide a range of active and restful experiences and support children to make appropriate decisions regarding participation.

Each of our centre's rooms are individual and unique and are tailored to suit the age and development stage of your child, the diversity of the educators, children, families and the wider community. They are filled with fun, laughter and educational resources.

All aspects of children's learning and development is catered for including physical, social, emotional, creative, cognitive and communication. Children's learning is dynamic and complex, and the centre's environment is designed to accommodate for this.

As your child grows and develops so will their needs, interests and abilities. To cater for this, your child will gradually transition to the next room, where their skills and development can be extended.

Our transitioning procedure includes communication with families and involves a careful assessment of your child's records to ensure they are ready for the next step. This process also includes short visits initially to the new room to build familiarity and ensure a smooth transition. Once your child has established some familiarity in the new room with children and educators, they will be offered extended visits to learn about the new room routines.

## Sustainable Practices:

Our educators and children work together to learn about and promote the sustainable use of resources and to ensure we continue to develop and implement sustainable practices. Our centre as has an environmental strategy including recycling, use of recycled resources, energy efficiency, water conservation and more. Find out how you can be involved by asking the Centre Director or your child's educators.



## Open-door Policy:

You are welcome to drop in and see your child or speak with an educator at any time. Educators are available to discuss your child's needs at arrival and departure, but if a more in-depth discussion is required, then a mutually agreed time can be arranged.

We welcome parent's comments and feedback. This information is used to continue to grow and develop our program and practice. If you are feeling unsure about something, then please do not hesitate to speak to an educator in your child's room, or the Centre Director.

We value and pride ourselves on our partnership with families. We believe families are children's first teachers and therefore we embrace parents, guardians, and family involvement within our Service. Participation by parents, guardians and families conveys a positive impression to children and allows them to feel supported as well as a sense of belonging. We believe in offering an open-door policy in which families are welcome to visit the Service when it is convenient for them.

## *Child Care Policies and Procedures:*

Our centre has several policies and procedures pertaining to the care of your child. Our policies are located in the centre office and are available to review at any time. For more information on our centre policies please speak to the Centre Director.

### *Accidents and Incidents*

When groups of children play together and are in new surroundings, accidents and illnesses may occur. Our Service is committed to preventing illness and reducing the likelihood of accidents through its risk management and effective hygiene practices.

All incidents will be recorded on an 'Incident Form' which parents are asked to sign upon collection of their child. All Educators have current First Aid qualification, and the family will be notified of any injury during the day. First Aid will be administered, and medical assistance will be obtained if necessary. Parents are asked to give permission for emergency medical aid as part of the enrolment application.

### *Health and Infection Control*

In early childhood, illness and disease spreads easily from one child to another, even when implementing the recommended hygiene and infection control practices.

We are dedicated to ensuring that all health and safety needs are met through the implementation of operative hygiene practices to control the spread of infectious diseases, the prevention and management of injuries and illness, and providing a safe and secure physical environment for children.

Children must be well enough to fully participate in the activities of the day. Sick children need to be excluded from the Service until they are well. Parents are asked to notify the Service immediately if a child contracts an infectious illness, and children must remain at home until the contagious period is over and they have fully recovered.

Children will not be permitted to attend the Service with a high fever or temperature reaching 38°C or higher until 24hrs after the temperature/fever has subsided.

Any children that have had infectious diarrhoea and/or vomiting will be asked to stay away from the service for 24 hours after symptoms have ceased to reduce infection transmission.

Children who become ill during the day will be sent home. Working parents need to ensure that they have a relative or friend who can be available for emergency care for times when a child is ill and unable to attend the Service.

## Hygiene and Safety

Every effort is made to ensure that the buildings and outdoor areas are kept in a safe and hygienic condition. Potentially dangerous products are kept in locked cupboards, the outdoor area is always supervised, and Educators regularly discuss safety practices with children.

Hats and sunscreen are worn outdoors; water play is strictly supervised; and young children are never left unattended in nappy change areas. Regular safety checks are carried out around the Service; smoking is prohibited, and gates and safety doors are kept always shut.

Children are instructed in areas of personal hygiene such as hand washing and toileting. Educators abide by the Council approved Food Safety Program which stipulates the use of gloves when handling food and that food requiring refrigeration is stored at the correct temperature.

## Emergency and Evacuation

Evacuation plans are displayed in each room with exits clearly marked. Emergency drills are held once every three months to allow Educators and children to become familiar with the procedure. Please familiarise yourself with the plans in case you are in the building during an Emergency or Emergency drill. All parents present at the time of a drill must participate.

## Medication

To support children's wellbeing and manage precise health requirements, our Service will work in accordance with the Education and Care Services National Regulations to ensure health related policies and procedures are developed and implemented. Our Service is committed to adhering to privacy and confidential procedures when dealing with individual health requirements. There are several concerns that must be considered when a child with a diagnosed health care need, allergy or medical condition is enrolled at the service. Key requirements must be in place prior to the child commencing at the Service to ensure their individual health and safety.

Medication can only be administered under the following guidelines:

- Medication is provided by the child's parents
- The administration is authorised by a parent or guardian.
- Medication is prescribed by a registered medical practitioner (with instructions either attached to the medication, or in written/verbal form from the medical practitioner.)
- Medication is from the original container.
- Medication has the original label clearly showing the name of the child.
- Medication is before the expiry/use by date.
- Any instructions attached to the medication or related to the use of the medication.

The centre does not administer Paracetamol to avoid the risk of concealing fundamental reasons for high temperature. If a child presents with a temperature whilst at the Service, family will be notified and asked to organise collection of the child as soon as possible. If family cannot be reached, the Nominated Supervisor or other educators may administer emergency first aid.

The centre does not provide nappy cream. If your child required nappy cream, please bring in your own detailing your child's name, dosage and expiry date.

## Behaviour Guidance

Behaviour guidance is the positive guidance given to children to encourage desirable and acceptable behaviour. This will assist children to self-regulate their behaviour by understanding the emotion/s they are feeling, why they are feeling a particular way and making decisions and choices about their own behaviour. Behaviour guidance helps to foster an understanding about the rights, needs and feelings of others. If a child's behaviour is of concern, educators will discuss behaviour guidance strategies used at home with the family, and then continue to work with the family to develop ongoing, consistent strategies to support positive behaviour choices.

## Rest Times

Rest times are an essential part of the day for all the children in our Centre. Some of the children use this time to sleep, others to play quietly in a peaceful and relaxing environment. The transition from play to sleep, or from lunch to sleep, is always a smooth one in an environment where children feel secure.

The lights are lowered, soothing music is played, and the educators spend special time helping each of the children to bed whilst encouraging independence in dressing and undressing. Your child's sleep routine at the Centre is developed with your help to compliment your home routine. Your child is welcome to bring along any security items, such as a dummy, bottle, blanket or special toy. At our Centre your child will never be forced to sleep but encouraged to rest by either reading or playing quietly. Our rooms are always set up with quiet activities for children who do not require a formal sleep or rest time.

## Clothing

Please dress your child in play clothes that wash easily. In choosing what your child should wear to the centre, please consider the following:

- Your child will be working with messy materials such as paint, glue, water and sand so clothing must be able to stand a little wear and tear.
- Clothing must provide some protection and be comfortable for both indoor and outdoor experiences.

- Children will be climbing, running, jumping and swinging so they will need clothes that neither restrict their activity nor reduce their safety (e.g. slippery shoes, long skirts)
- Children will need clothes which allow for growing independence i.e. pants that can come off easily for toileting.
- Please name all clothing and footwear.

## Priority of Access

The Australian Government funds childcare to support working Australian families and ensure all children have access to quality early childhood education and care. However, the demand for childcare sometimes exceeds supply in some areas. When this occurs, it is important for services to allocate places to those families with the greatest need for childcare support.

To ensure that the centre adheres to the guidelines issued by the Australian Government, priority of access to childcare will be given according to children falling in the following categories:

- Priority 1: A child at risk of abuse or neglect.
- Priority 2: A child of a single parent or of parents who both satisfy the work/training/study test under section 14 of the New Tax System (Family Assistance) Act 1999.
- Priority 3: Any other child.

In relation to priority three, there are some circumstances in which a child who is already in a child care service may be requested to give up their place or change days at the service in order for the service to provide a place for a higher priority child, but only if the parent is notified of this policy upon enrolment AND the service gives parents 14 days' notice of the requirement for their child to give up their place or change days.

Within the main categories, priority is also given to children in:

- Families with low incomes.
- Aboriginal and Torres Strait Islander families.
- Parents or children with disabilities.
- Families from non-English speaking backgrounds.
- Single parent families.
- Socially isolated families.

## Intent to Withdraw Your Child from Service

Two weeks written notice is required if you intend to cancel your enrolment and withdraw your child from the Service. Your child will be expected to attend the Service during these two-weeks and any other outstanding fees owing will need to be paid in full prior to your child's last day of attendance. If you do not give 2 weeks prior notice of your intent to leave the Service and you withdraw your child/ren immediately, you will be required to pay full fees for the required two-week notice period. The Service is unable to claim any Child Care Subsidy (CCS) on your behalf to offset your full daily fees if your child is not in attendance for the final 2 weeks of care. This is referred to as Cessation of Care and is a CCS compliance requirement.

## Termination of Enrolment

Forming close reciprocal relationships with families is an integral part of our Centre. To guide our practice and expectations we have policies and procedures that we adhere to include our Code of Conduct for Care. Termination of care, effective immediately, can occur if there is a consistent failure to comply with our Centre's ethos. The following are reasons where termination may occur:

- Aggressive or threatening behaviour towards staff
- Failure to comply and follow policies and procedures
- Accounts in arrears
- Children or staff safety is placed in jeopardy
- Child causing continually unsafe issues towards staff, children, or themselves despite all our strategies implemented

## Further Information

If after visiting the centre and reading through your parent handbook, you have any questions please contact the Centre Director.

**Email: [director@amazingkids.org.au](mailto:director@amazingkids.org.au)**

**Ph: (08) 7080 3456**