



ECC Handbook

Woodleigh School 2026



Welcome

It is with pleasure that I welcome your child to the Woodleigh Early Childhood Centre and wish your family a long and happy association as members of our school community. This handbook is a quick reference guide for our woodleigh families.

Now that your child is entering our school, we look forward to continuing your child’s development as an individual and fostering a love for learning.

Obviously you will have the most important part to play in the process; however, complete success can only be achieved where there is close communication and collaboration between a child’s home and the school.

Our school highly values the involvement of parents in the education of children and reflects the needs and aspirations of families. We, the staff and parents, can look forward to a year that is both challenging and rewarding for your children.

As Director of Early Childhood, I look forward to getting to know you. Our school is really a beautiful place for children to learn and grow.

Yours faithfully,

Lisa Coxon
Director of Early Childhood

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Early Childhood Centre Philosophy Statement

Our philosophy underpins everything we do as Early Childhood Educators. Our philosophy is an evolving document that reflects what we believe and gives meaning to what we offer children and families in a changing world.

Woodleigh School's Early Childhood Centres value the spirit of a community where children are viewed as competent, capable, co-contributors to, and active participants in, their learning.

We have high expectations for all children, families and educators, and believe that learning can happen anywhere, anytime.

We value childhood and hold a deep understanding of this special, unique and fleeting time of childhood. We believe in letting children be children, knowing the educational and social importance of play and discovery – the value of imagination and struggle.

We strive to develop individual learning programs that challenge and engage children; where their best efforts are expected and acknowledged, both in and beyond the preschool centre.

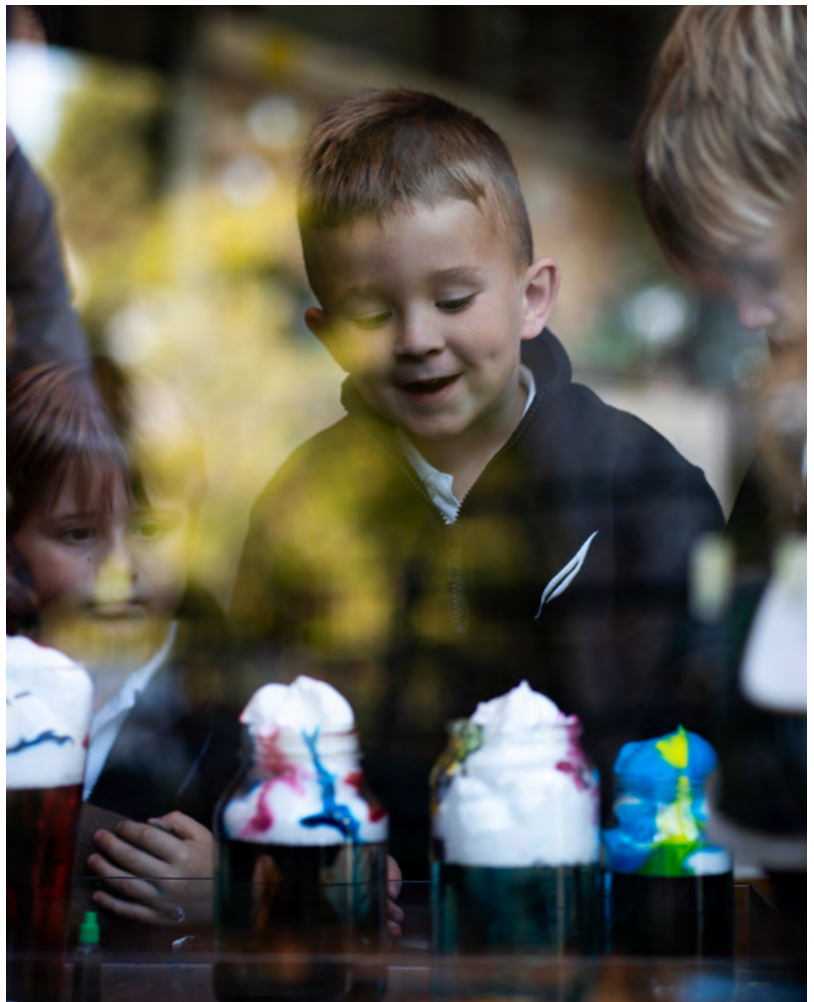
We believe that children learn in collaboration with others. Along with their families and educators, children attending our centres belong to a community of learners who work in an optimistic, progressive environment.

We believe in children's individuality and strive to support students to feel empowered to express themselves in many different ways. We embrace originality and the joy of creative expression.

We embrace personalised learning and believe that every child can learn, but they will do it in different ways and at different rates. Our preschool provides inclusive programs that recognise the varied cultural backgrounds, abilities, interests, needs and learning styles of all children.

Woodleigh School has a strong commitment to Reconciliation, and the teaching of First Nations Culture and history are embedded in our programs. Children are supported to develop a strong connection with Country through nature play and engagement with members of the local and broader Aboriginal community.

We believe children learn best through meaningful play. Our program is play-based and child-centred. It offers children the opportunity to make choices, take responsible risks, learn in collaboration with others and develop their curiosity and thinking skills. All are skills that we believe are essential for lifelong learning and nurturing a fulfilled and confident child.



Relationships are the cornerstone of our program. Children in our centre are considered active citizens within the context of their family and culture. As such, we strive to work in partnership with families to support the learning and identity of all children.

Engendering Enthusiasm

We aim to engender enthusiasm for learning through a dynamic and broad program that accommodates a range of learning styles and abilities.

Children as Co-Constructors

Our program is carefully planned to offer children open-ended learning experiences that are challenging, engaging and reflect their interests. Children have agency in voicing their ideas, opinions and needs.

Collaborative work and real-life experiences help to engage children of all developmental stages.

Learning takes place in a relaxed, informal and enjoyable atmosphere where playfulness and curiosity are celebrated.

Program planning in our centre is informed by our observations and assessment of the children's interests, development and learning style. Invitations for learning are open-ended and differentiated to support all children attending.



Respect for Self

Interactions with children and learning experiences offered in our program are focused on supporting children's identity and sense of belonging to our community.

We encourage responsible risk taking, resilience and learning through hands-on, open-ended experiences - all important elements of our program.

We believe in supporting children to develop their emotional literacy, self-regulation, mindfulness, empathy,

Celebrating progress and achievements made by both individuals and groups of children are integral to our approach.

Respect for Others

Behaviour is always guided in a positive way, with a clear view to the learning opportunities offered in every situation.

Collaboration, communication and personal reflection are central to our behaviour guidance approach, with the focus being placed on the 3Rs – Respect for Self, Others and the Environment.

We employ a restorative approach to conflict resolution and strive to support the social and emotional needs of all children.



Respect for The Environment

Our school has a strong commitment to supporting the children to become responsible citizens who are capable of acting as custodians and taking action to care for the world around them. We strive to be a sustainable service and work as a community to minimise waste and the purchase of sustainable and recycled resources wherever possible.

Innovative Teaching

As educators, staff members reflect on their own practices and look to the work of others for inspiration and learning. They engage with contemporary research focusing on developments in Early Years Education and frequently review and investigate innovative teaching approaches as a means to further engage children.

As a team, staff are committed to ongoing professional learning and all are involved in group and individual professional learning projects.

Partnerships with Families

We build and nurture strong relationships with families and provide opportunities for authentic involvement in the program.

Families are encouraged to be involved in the Woodleigh community and to be active participants in learning experiences and individual goal setting related to their child.

A rich culture of learning is fostered for both educators and families with a wide range of educational forums provided throughout the year.



Victorian Early Years Learning Development Framework

Our program is guided by the framework of the Victorian Early Years Learning Development Framework (VEYLDF).

‘Children’s learning and development is advanced when they are provided with opportunities, support and engagement within their families and in partnership with early childhood professionals.’ – VEYLDF page 9

Our practice is based on the guiding principles recommended by the Victorian Early Years Learning Developmental Framework (VEYLDF) and is grounded in the understanding that when professionals establish respectful and caring relationships with children and families they are able to work together to develop engaging, relevant and effective learning experiences.

Guiding principles

- **Family-centred practice:** active involvement by families in the program is encouraged and celebrated in our program.
- **Partnerships with professionals:** all educators work collaboratively in a team-based approach to ensure sharing of information, planning, skills and expertise. Liaison with specialists, school staff and medical professionals is incorporated into our practice where appropriate.
- **High expectations for every child:** we are committed to having high expectations for all children and believe that all children can learn, but may do so in different ways. We embrace a strong image of children where they are seen as capable and competent.
- **Equity and diversity:** we aim to ensure that the interests, abilities and culture of every child and their

family are understood, valued and respected.

- **Respectful relationships and responsive engagement:** we are passionate about establishing warm, trusting and reciprocal relationships with all children, and respect the views and feelings of each child in our care.
 - **Integrated teaching and learning approaches:** our program integrates child-directed play and learning, guided play and learning, and adult-led learning to provide an enriching, engaging and challenging learning environment.
 - **Assessment for learning and development:** we use a range of assessment tools, processes and approaches to build on prior learning, to avoid duplication and to add value.
 - **Reflective practice:** all educators use evidence from our observations of the children and professional discussions to inform and enrich our teaching. Continual professional learning and reflection on our practice ensures that we continue to improve our programs and meet the needs of all children in our care.
- ‘The VEYLDF advances all children’s learning and development from birth to 8 years. It does this by supporting all early childhood professionals to work together and with families to achieve common outcomes for children ... the VEYLDF recognised that every child will take a unique path to the five Outcomes and that all children will require different levels of support.’ (VEYLDF page 7)*

Communication

As we implement our plans (with the advice and co-operation of the children) we continue to observe, reflect, modify and renew our planning.

We document the learning as we go, so that we can share with you about your child's progress. We communicate with you about various aspects of our work in the ELC in a number of ways.

Your Child's Individual Progress

Our observations of the children provide us with a wealth of information about their interests, skills and friendships. After analysing these observations, goals and plans for your child will be developed.

Plans may include learning opportunities designed to extend the children in the following areas:

- Social skills including entering play, sharing and communication skills. (VEYLDF: Identity and Communication)
- Knowledge and understanding about the world around us. (VEYLDF: Community)
- Development of learning dispositions including curiosity, persistence, problem solving, responsibility/organisation. (VEYLDF: Learning)

- Growing independence in the areas of self care; physical tasks (climbing, running, jumping, balance etc.); manipulative skills (use of scissors, pencils, sticky tape, construction etc.) and directing own play. (VEYLDF: Wellbeing)
- Opportunities to develop an awareness of and growing understanding in the areas of literacy and numeracy. Work in this area is always very play-based, low pressure and grows from the individual or group's interest in these experiences. (VEYLDF: Communication).

We invite you to share in your child's experience of ELC and communicate their individual progress with you in the following ways:

- Regular informal chats with staff
- Parent-Teacher Interviews are a more comprehensive and detailed discussion about your child and are scheduled throughout the year on request as needed.
- Your child's portfolio/learning journal will be a work in progress, developed with your child throughout the year. It will include group and individual learning stories, observations, photos and samples of their work collected throughout the year.



Our Learning Culture

Collaborative, playful and curious.

Learning as part of a group

Most of the learning experiences in our program occur with small groups of children.

In planning for the group (either the whole group or small friendship groups) we look at what our observations of the children tell us about their relationships (who leads/follows/observes etc.), interests, knowledge and communication skills.

Experiences and discussions are planned to extend the children's learning dispositions and deepen their understanding of the world.

Experiences planned or developed for the group may include:

- Open-ended play experiences that can be used in a variety of ways according to the children's skills and interests
- Discussions or sharing times where small groups of children have an opportunity to share their work with the rest of the class, perhaps asking for suggestions or help with a project or activity
- Spontaneous games/play experiences initiated by the children and developed/followed up by staff to extend the children's learning.

The learning of the group is shared with families in the following ways:

- Weekly/fortnightly reflections about the program. These give you an insight into what is happening in the program and how particular interests and projects are developing.
- Displays around the room; these include samples of the children's work, photos and observations or learning stories.
- Parent participation through daily visits when you drop off/pick up your child, parents sharing special talents or pets etc. with us and special occasions such as Grandparent's Day, Mother's Day etc., and project celebrations throughout the year.
- Working documents related to projects.

Learning as part of the Community

We are fortunate to be part of a wonderful school, one which warmly embraces the children in the ELC as an important part of the community.

Being part of the wider school community offers the children an opportunity to learn through modelling from older children, to develop an understanding of the



wider world (in particular the culture and experience of school in preparation for future years), to grow in confidence and knowledge through interactions with older siblings/friends.

We share in school life in many ways including:

- Visits to the Library and other areas of the school
- Prep transition program
- Attendance at assemblies and special events with the whole school when appropriate
- Visits from siblings and friends from older year levels during recess and lunchtime (when appropriate)
- Inviting school students into the ELC to share our work, view a completed project or a special event (e.g. hatching chickens or mobile farm) and visiting their classrooms to experience special projects/plays etc.

The relationship between ECC and the rest of the school is a close one, where learning is rich and "goes both ways". Involvement in the school culture is shared with parents in the following ways:

- Reflections (circulated to ECC Community)
- Updates (circulated to the Junior Campus Community ECC – Year 6)
- School Newsletter – fortnightly (circulated to Whole School Community)
- Personal SeeSaw feed.

The following policies are available in the policy folder in the ELC locker room:

- Curriculum Development Policy
- Inclusion and Equity Policy
- Interactions with Children Policy
- Code of Conduct Policy
- Staffing Policy.

Interests from home

We love to hear about the children's interests from home and these can often provide rich learning opportunities for the group. Pictures or stories about family celebrations and outings or anything that has contributed to your child feeling happy, sad, excited, frightened etc. can help us to extend their interests/ experiences in the program and contribute to giving your child a sense of belonging to our community. While we value contributions that offer learning opportunities for the children, we do ask that you are mindful of sending toys or valuable trinkets to the ECC.

Children love to bring toys to school but this can create several problems:

- They get lost
- They get broken
- Other children want to use them.

First Peoples' Perspectives

First People's perspectives are embedded in our educational program and are an important aspect of our Nature Program. As we strive to help children build connections with the land, it is essential that we also offer them an opportunity to develop an understanding of our cultural heritage.

We are fortunate to have a strong connection with the local Indigenous community, in particular with the Willum Warrain Aboriginal Association. We work in collaboration with expert consultants to develop rich learning experiences to support children's understandings in the following learning outcomes:

- Children respond to diversity with respect
- Explore the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings
- Become aware of new connections, similarities and differences between people
- Listen to others' ideas and respect different ways of being and doing
- Notice and react in positive ways to similarities and differences among people.



Living and Learning with Nature

The Nature Kinder Program is an integral aspect of our Preschool program and reflects our philosophy and core values.

Children enrolled in our 4-Year-Old program are given the opportunity to explore and play in the natural bushland area of Penbank of our nature kinder site at the rear of the school. Discoveries are made, stories are told, songs are sung and many adventures are had during these sessions.

Key Goal

To deliver the highest quality contemporary personalised education, which provides children with an opportunity to experience and build a connection with the natural world and prepares them for their future.

Equipping students with the ability to:

- Learn independently
- Deal with change
- Be adaptive and resilient
- Live environmentally sustainable lives
- Develop life skills

Acknowledging

- Learning ability
- Learning needs
- Learning style preferences
- Personal interest

Core Values

Respect for: Self, Others and the Environment

Our Culture

- Through experiences in the outdoors, we work to develop a love of the natural world; and through service, we work to repair and restore our natural environment.
- We actively embrace education for a sustainable future and strive to reduce our impact on the natural environment.
- We celebrate diversity, acknowledging that we play, learn and work on the land of the Boon Wurrung/ Bunurong People.
- Care and support of each individual and their learning.



- A positive and collaborative working environment that encourages each individual to embrace challenges, take responsible risks and work hard.
- We embrace change positively, foster independence, and nurture curiosity and innovation.
- We encourage, support and empower students to become lifelong learners with the ability to learn new skills.

Research indicates that children who are engaged in programs incorporating outdoor play are generally more creative, less stressed, and have well developed social skills with fewer conflicts. They are also healthier with fewer allergies and infections, and have better motor skills and stamina.

Partnership with Parents

The implementation of our program is always done in partnership with parents. You are invited to participate in our Nature Program in the following ways:

- Attending parent forums focused on discussing the values of outdoor play and policy development with regards to safety, program delivery etc.
- Volunteering to help with the delivery and supervision of the program via the roster each term.
- Contributing your reflections and observations to our Big Book Nature Diary.
- Sharing your knowledge and family experiences with our community by sharing learning stories from home, photos, visits to ELC etc.
- Reading our regular reflections, SeeSaw and portfolio pieces and sharing these with your child.

Links to our Philosophy

Respect for Self

Learning to recognise need for drinks and food, warmth, shelter, peace and quiet. Sensing pride in our achievements, accepting challenges, developing resilience, confidence and taking risks. Developing spatial awareness, gross motor skills, strength and stamina.

Respect for Others

Learning to share space with others, take turns, develop collaborative skills, working together, supporting each other and celebrating the achievements of others.

Respect for the Environment

Care of plants and animals, awareness of issues such as rubbish disposal/composting, appreciation of beauty and stepping lightly on the earth.

Why go outside?

“Outdoor learning spaces are a feature of Australian learning environments. They offer a vast array of possibilities not available indoors. Play spaces in natural environments include plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature. These spaces invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature. They foster an appreciation of the natural environment, develop environmental awareness and provide a platform for ongoing environmental education.” – EYLF Learning environments page 15/16)

“Educators foster children’s capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.” – EYLF page 7

Our sessions at Penbank Nature Kinder offer the children a unique opportunity to work and play together removed from the distraction of toys, media and more



formal “activities”. Children are encouraged to use their imaginations, communicate their ideas, negotiate, develop their thinking and oral language skills, tell and listen to stories. Natural materials offer the children a variety of new ways to explore and express themselves including; drawing with sticks and rocks, weaving, threading and constructing and using mud for sculpting, cooking and creating.

Extensive risk-benefit assessments have been conducted during the development of our Penbank Bush Kinder Program. Policies and procedures have been formulated with these assessments in mind and in conjunction with families where appropriate. These are reviewed annually and are revisited more frequently whenever a new interest or experience arises as a result of changing conditions or the children’s interests.

Copies of all policies and risk-benefit assessments related to our Nature Program are available in the Policy

Folder located in the ELC foyer. Risky play experiences your child may be engaged in include:

Climbing trees and balancing on logs:

- Children climb in bare feet where possible to allow for greater grip.
- A rule of one person at a time applies.
- ‘No grown up, no climbing’ rule applies.

Jumping and climbing on rocks and uneven surfaces:

- Safety rules such as taking turns and walking rather than running apply.
- Weather conditions are discussed with the children each session: Is it slippery? Where do we need to be careful? Is there anywhere we shouldn’t play today? Why?

Snakes:

- Snake awareness and safety are taught during Terms 1 and 4 and are revisited each week during warm weather.
- Children are taught basic safety rules e.g. take care when walking, never put your hand inside a log or bush etc.
- Puddle suits and gumboots offer protection from snakes.

Benefits of Outdoor Play

There is a growing body of research which strongly indicates that the benefits of active outdoor play are profound. Using the outdoors has been shown to improve a child’s physical, cognitive, social and emotional development as well as improving their health. ‘Children with significant time outside each day demonstrated greater development in concentration, play, creativity, physical development and social skills.’ The research is showing that children who spend a significant amount of time outdoors each day have the following attributes:

- Improved social skills have a positive impact on behaviour.
- Children exhibit heightened attentiveness, memory, and concentration.
- Fewer infections, enhanced general health, and reduced school absenteeism.
- Experiences help children learn how to work together, follow rules and negotiate.
- Enhanced brain function and memory are evident through outdoor engagements.
- Foster language development, encouraging the use of complex language and constructing longer sentences.
- Promote risk-taking and instill life skills, educating children on self-care.



Risky Play

What about safety?

Research indicates that risk-taking is an important element of children’s play and provides many learning opportunities including the following:

- Risky play provides children with a chance to learn how to manage risk and as a result develop an understanding of safety.
- It allows children to explore their desire for risk in a controlled and carefully supervised situation, reducing the likelihood that they will seek out greater unmanaged risks for themselves.
- Experiences such as climbing trees, jumping from a height, balancing and sliding allow children to accept challenge and experience feelings of success and pride.
- “Through exploratory and risky play, children become familiar with their environment, its possibilities, and boundaries.” (Litter, Sandscier & Wyver)
- Risky play provides a unique opportunity to experience thrill and exhilaration.
- Children who engage in challenging play in nature areas show improved physical skills and spatial awareness.
- Risk-taking in play offers children a rare opportunity to “learn to assess and master risk situations which is important in the transition from adult-regulated to self-regulated risk-taking.” (Litter, Sandscier & Wyver)

“The approved provider of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.” – Education and Care Services National Law Act 2010, section 167

A-Z of the ECC

Teachers are the appropriate first contact should parents have any concerns about students settling into Woodleigh.

A

Absences

Parents are requested to advise the receptionist before 10am on the day concerned, if a student is to be absent from school. If a student is late or needs to leave school during the day, parents should phone the school and follow this up with an explanatory note or email to the class teacher.

Acceptance of Sick Children

Children who are unwell should NOT be brought to the ECC. Children should remain at home for at least 24-48 hours following diarrhoea or vomiting.

Fevers, vomiting, diarrhoea or unexplained rashes are indicators that a child should not be brought to the ECC. No child will be accepted who has any of the notifiable diseases as outlined in the Health Department Schedule (on display in the ECC). Contact with some of these infections/illnesses also exclude a child from attending the ECC. The Director will advise any parent in doubt.

When a child becomes ill during the day:

- 1 The child will be made comfortable.
- 2 The parent or guardian will be notified. If not available the emergency contact(s) will be notified.
- 3 The child will remain under close observation at all times.
- 4 If a serious accident should occur an ambulance will be called as well as the parent/guardian. A staff member will travel with the child in the ambulance.

- 5 The teacher and another staff member will stay at the ECC.

See list of Communicable Diseases on page 16

Accidents and Illnesses

Accidents and illnesses are recorded in the appropriate book documenting the details

and parents/guardians will be required to sign the book as acknowledgment.

If your child requires first aid whilst in the ECC a record of the injury and treatment will be recorded in the Accident Book. A note will be placed in the sign-in book if you are required to sign the Accident Book. If a serious accident occurs, the parent/guardian (or one of the authorised emergency contacts) will be notified immediately and the Proprietor and the Children's Services Advisor will be informed within 48 hours. The School will arrange an ambulance or private transport to the nearest hospital at its discretion.

Please see the Woodleigh Accident and Illness Policy (this can be found in our policy booklet, displayed in the locker room) for further information regarding unwell or injured children.

Medication

Children should not be brought to the ECC until they have been on antibiotics for at least 24 hours. If a child requires medication while at the ECC this must be signed into the medical book by a parent or guardian on arrival and the book must be signed again on leaving at the end of the session.

The medication must be brought in the original bottle or packaging. The child's name must be on the label. The medication must be given to staff. If a child is asthmatic or has any other medical conditions requiring medication as the need arises, please provide a management plan with doctor's approval.

Anaphylaxis Information

'Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school-aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medications.' – Department of Education and Training 2006

The School is committed to providing a safe environment for all students. Risk minimisation is the key

recommended strategy to ensure students suffering from anaphylaxis are not exposed to potential allergens.

Therefore to raise awareness, lower risk and create a safe environment, the following practices and preventative measures have been established at Penbank:

- Staff members receive information about anaphylaxis, its symptoms and appropriate management and treatment
- All staff members have been Epi-pen trained
- Nut products should strictly be avoided in lunches and snacks
- Children wash their hands before and after eating, eat their own food and don't to share food.

Children who suffer from anaphylaxis must be kept safe within their immediate environment. A child can lose their life within minutes if exposed to even small traces of the allergen. These risk minimisation strategies are essential to help prevent a fatality.

Please DO NOT send any nuts or any products that may contain nuts with your child:

- Flourless cakes (may contain almond meal)
- Nutella
- Peanut Butter
- Nut Museli Bars.

We appreciate your support of the above.

B

Behaviour Guidance in the ECC

'Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation.' – VEYLDF: Community

Behaviour management techniques in the ECC are based on mutual respect between

children and staff and are aimed at helping children develop useful life strategies reflecting the school's philosophy:

- Respect for Self
- Respect for Others
- Respect for the Environment

We see conflict and the resolution of these situations as learning opportunities for all children. We adopt the approach of Restorative Practice where all children involved are given a chance to share their viewpoints and feelings and are supported to come to a resolution together. These experiences are rich learning experiences in themselves and are a time when the children are able to develop their awareness of others, resilience, tolerance, empathy and forgiveness.

Positive social behaviour is encouraged in the following ways:

- Engaging children in interest-based, challenging and enjoyable experiences
- Offering the children opportunities to contribute to the development of class agreements, rules and restorative practice discussions
- Providing opportunities and support for children to express their feelings and needs in a caring and nurturing environment
- Where a child has additional needs with regards to regulating his/her behaviour, a Student Support Plan may be developed in conjunction with the child's parents
- Where a child places another child or staff member at risk of physical harm with their behaviour they will be removed from the situation and the parents will be contacted to participate in the development of a Student Support Plan.

Birthdays

'Children develop knowledgeable and confident self-identities.' – VEYLDF: Identity

Birthdays are very important to children even if we would rather forget ours! In our centre birthdays provide a wonderful opportunity to celebrate the child's identity.

We ask that you do not send along cakes or treats for the children please. This is not aligned with our centre's healthy eating policy and also avoids any difficulties with allergies and dietary restrictions. Instead, celebrations will be facilitated by staff during the program.

C

Child Protection

All staff members in our centre are mandated under the school's Child Safe Policy. Intentional teaching around protective behaviours is embedded in our program and staff members are required to document and report any observations or disclosures made by children with regards to their safety and wellbeing.

Personal devices such as phones and iPads are not used by staff in our ECC.

Parents are not allowed to take photographs of any children whilst in the ECC.

Please see either Lisa Coxon, Rod Davies or Head of Campus if you have any concerns about the safety or wellbeing of your own or another child in the centre.

Communication

The school aims to make communication with families easy and open.

App

The Woodleigh School Stream App allows access to:

- Woodleigh calendar
- School events
- Latest newsletters and notices
- Parents and Friends Group link
- School contacts

You will receive notifications about important events, school news, and updates directly to your mobile. School Stream integrates with our Tass student database, meaning you will only receive the news and information relevant to your children and family. This means you will never miss an important announcement, whether it's news about an event, a change in the school schedule, or upcoming parent-student-teacher interviews.

The app enables easy access to our Learning Management platforms – SEQTA and Seesaw – where you can check on your child's timetable, progress, assignments and teacher feedback.

To get started, please download the School Stream app from the App Store or Google Play, search for Woodleigh

School in the app and sign up using the mobile number you have registered with our school database. Once you are signed up, you can explore the app's features.

We understand your time is valuable, and by keeping you informed and connected to the school, we hope to foster a stronger sense of community and support for your child's education.

Please download the app and start exploring its features today. If you have any questions or need assistance, please don't hesitate to contact the comms team via email.

Parent-Teacher Meetings

At Woodleigh, parent teacher meetings are held regularly throughout the year at parent request, or where suggested by the teacher. Please see your child's teacher if you would like to make a time to discuss your child's progress and engagement in the program.

Seesaw

The Seesaw Platform is a password protected journal used to share updates about the program and your child's progress, engagement and participation. We invite you to engage with your child's journal by sharing your observations, feedback and suggestions for further learning.

D

Delivery and Collection of children

Policy for Delivery and Collection of children attending the Minimbah and Penbank ECCs as required by The Department of Education and Training:

- Children are to be brought into the centre and parents must sign them in
- Children will be dismissed to their guardian or authorised person on that person's arrival into the centre. This person must sign out the child/ren in their care.

Settling Your Child In

All children, just like all adults, are individuals and they will have their own strategies for coping with a new situation. Beginning in the ECC is very exciting but can be overwhelming. Children may have fears that they don't express, such as:

- What will happen, and will I be able to do everything? What if I don't know what to do?
- What will Mum and Dad be doing? When will they come back?
- What will other people be like?
- Where do I go to the toilet?

Be honest and reassuring without giving too much information at any one time. Let them know there will be other children who will be their friends, the teachers will be there to help them, and you'll be back to pick them up and can't wait to hear about all the fun things they've been doing.

Sometimes children feel they are 'missing out' on something you are doing, so if you are going to visit a friend or grandparent it may be best not to mention this at the start of the day. A better strategy is referring to more mundane activities like "After I've done the washing, cleaned the bathroom etc. I'll be back to pick you up..." This also helps the child to access the length of time until they are picked up.

As a parent you may be excited but also have some concerns or questions, such as:

- What is expected of me?
- Will my child manage?
- How will the staff treat my child?

Please be reassured that all staff members are here to support and help you in any way we can. We will always call you if your child is upset or unsettled. If you have any questions or concerns about the program or your child's progress, please do not hesitate to make a time to chat with us.

Take time for yourself and your child

You do not have to hurry off, please feel free to stay and spend some time with your child before leaving for the day. If staying longer than 15 minutes, please ensure you sign in at reception and present your WWCC.

You may like to pick up your child early.

Parent Responsibilities

Parents/guardians are responsible for:

- Completing and signing the authorised nominee section of their child's enrolment form before their child attends Penbank Early Childhood Centre. Please note, only authorised nominees can drop off or collect children at the ECC

- Signing and dating permission forms for excursions
- Providing requested information on Operoo and completing authorisations where needed
- Completing requested authorisations on Operoo for excursions and incursions
- Signing the attendance record as their child arrives at and departs from Penbank Early Childhood Centre
- Signing in at the office when spending time in the ECC
- Presenting their Working with Children Check prior to volunteering
- Ensuring educators are aware that their child has arrived at/been collected from Penbank Early Childhood Centre
- Collecting their child on time at the end of each session/day
- Alerting educators if they are likely to be late collecting their child
- Providing written authorisation where children require medication to be administered by educators/staff and signing and dating it for inclusion in the child's medication record
- Supervising their own child before signing them into the program and after they have signed them out of the program
- Supervising other children in their care, including siblings, while attending or assisting at Penbank Early Childhood Centre.

E

Emergencies and Evacuations

In the event of an emergency, the centre (or nature kinder area) will be evacuated following the procedures displayed at the entrance and exit of the centre.

Emergency/Evacuation drills are conducted once per term, and additional safety drills specific to the Nature Kinder Program are conducted throughout term time. This ensures that the children are familiar with procedures specific to this setting in addition to the preschool and school environments.

H

Healthy Eating in our Centre

Each day the children need to bring a healthy morning tea and a cut lunch in a lunch box.

'Children take and increasing responsibility for their own health and physical wellbeing... This is evident when they show an increasing awareness of healthy lifestyles and good nutrition.' – VEYLDF: Wellbeing

The children will have fresh water available at all times, and we encourage them to drink regularly throughout the day. You may like to include an additional water bottle. We discourage fruit juices or flavoured milk due to the high sugar content of these drinks. Please support us by not including these items in your child's lunch box.

We encourage the following lunchbox items:

- Sandwiches, wraps or sushi
- Left overs – pasta, chicken, quiche, sausages etc.
- Yoghurt
- Dip, cheese, biscuits and vegetables
- Fresh fruit.

Nude food is a fantastic way to encourage healthy eating and teaches children the impact that packaging has on our environment. Lunch boxes with compartments allow you to provide your child with an interesting selection of health foods that can be easily managed by the children, we highly recommend these!

Developing a healthy approach to food and an understanding of where food comes from are important aspects of our program. All children in our centre are involved in helping to care for our vegetable garden and the produce is used in regular cooking experiences that offer the children an opportunity to try new foods and enjoy healthy eating in a positive and community environment.

P

Parent Participation

'Children learn in the context of their families and families are the primary influence on children's learning and development.' – VEYLDF: p. 10

Our team strives to create a friendly, welcoming and inclusive atmosphere and seeks to work in partnership with families to support the learning of all children. We welcome parent involvement in the program and invite you to become involved in our learning community.

In addition to contributing your insights with regards to your own child's learning program and working with educators to develop learning goals for your child, we invite you to participate in the program in the following ways:

- Volunteering to spend time with us during our Nature Program by adding your name to the parent roster.
- Providing your child with opportunities to share family holiday stories, special events such as weddings, the arrival of a new baby etc.
- Sharing any relevant cultural celebrations with the class e.g. Orthodox Easter, St Nicholas, Chinese New Year, Diwali, etc.
- Sharing special events or community-based experiences that you feel may enrich our program.
- Sharing your skills and special talents with us, this may include things such as:
 - Joining in with our cooking or gardening program to assist in supporting the children's learning perhaps by helping on cooking days or sending in family recipes etc.
 - Playing an instrument or sharing your artistic skills with the group
 - Sharing your knowledge with us in relation to a particular project or investigation
- Contributing materials or recycled items that you feel may be useful in our program
- Assisting with excursions and other activities.

Working with Children Check

Please note all volunteers are required to have a Working with Children Check. You can apply for a Working with Children Check at www.vic.gov.au/working-with-children-check. Please provide your Working with Children Check card to the Office before supporting our students.

Another avenue of involvement is to nominate as a Class Co-ordinator. Class Co-ordinators organise social events and help welcome new families to the School. They are also active members of the PFG. A current list of PFG Class Co-ordinators is available from the Office.

Parents and Friends Group (PFG)

Woodleigh School has Parents and Friends Groups at the Penbank, Minimbah and Senior Campuses. An executive committee is appointed at the Annual General Meeting of each branch, but all parents and friends of the school are deemed to be members of the PFG and are made most welcome at the informative and friendly monthly meetings.

The PFG arranges fundraising events and also acts as a channel of communication for parents. All parents are invited and urged to become involved with this active and purposeful association. PFG meetings are held twice each term. Dates and times will be advertised in the Penbank Letter Home.

Policies

The following policy documents are available in the Policy Folder in the ECC:

- Acceptance and Refusal of Authorisations Policy
- Administration of First Aid Policy
- Administration of Medication Policy
- Anaphylaxis, Asthma and Epilepsy Policy
- Child Safe Policy
- Child Safe Environment Policy
- Code of Conduct Policy
- Commitment to Child Safety
- Curriculum Policy
- Curriculum Development Policy
- Dealing with Medical Conditions Policy
- Dealing with Infectious Diseases Policy

- Delivery and Collection of Children Policy
- Emergency and Evacuation Policy
- Environment and Sustainability Policy
- Excursions and Service Events Policy
- Food Safety Policy
- Hygiene Policy
- Incident, Injury, Trauma and Illness Policy
- Inclusion and Equity Policy
- Interactions with Children Policy
- Nutrition and Active Play Policy
- Occupational Health and Safety Policy
- Participation of volunteers and students
- Rest and Relaxation Policy
- Sun Protection Policy
- Supervision of Children Policy

S

Sun Protection

During the warmer months we ask parents to apply sunscreen to your child at the beginning of the day. You are welcome to provide your own sunscreen if you feel that further application is required during the day. This must be given to staff to store in a safe place.

The Woodleigh broad rimmed sunhat is required by every child as per the School's Sun-Smart Policy. If a child does not have a sunhat they will be asked to limit their play to shaded areas only. We have sunscreen to 'top up' during the day if necessary.

Got a question that's not answered here?

Starting school can be daunting for students and parents alike.

Our New Student Portal contains all of the information you need to organise your school life, from maps and virtual campus tours to timetables and contact details.



Scan the QR code or visit woodleigh.vic.edu.au/resources/new-student-portal and select your campus.

Communicable Diseases

Minimum Period of Exclusion from ECC for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009). In this Schedule, 'medical certificate' means a certificate by a registered medical practitioner.

Conditions	Exclusion of Cases	Exclusion of Contacts
Amoebiasis (Entamoeba histolytica)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.	Not excluded
Human immuno-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded

Conditions	Exclusion of Cases	Exclusion of Contacts
Measles*	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility
Meningitis (bacteria —other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps*	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis* (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliomyelitis*	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded
Worms	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

