

YFC Children's Services Parent Handbook



Yangebup Family Centre Inc

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yangebupfamilycentre.org

Office Hours: Monday to Friday 8.30am to 3.30pm

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Kaya Wanjoo - Welcome

Hello and Welcome to the Yangebup Family Centre Inc

We trust your time with us will be a positive experience for both you and your family. This booklet provides practical information about our Centre and our Children's Services programs. More information on current policies, procedures and fee schedules is available on our website or from reception.

The Yangebup Family Centre (YFC) is a community managed not-for-profit organisation that promotes connection and wellbeing in the local community. The Centre is a cultural hub where individuals, families and community groups can embrace diversity and belonging.

The Centre is located on Dunraven Drive between Yangebup Rd and Beeliar Drive. The Centre is on Beeliar Boodjar (Waterway Country) with the local lakes filled with yanget (bulrushes) that give the suburb its name. The Centre is funded by the State Government through the Department of Communities and the City of Cockburn. We are fortunate to have established an excellent rapport with Yangebup and the surrounding communities.

- We build capacity through our flourishing community groups, collaborative partnerships and strong relationships with residents and stakeholders for over 34 years.
- We provide a safe supportive place for individuals, families and community groups to connect
- We utilise a range of engagement strategies to understand the needs of individuals, families and community groups
We build capacity by empowering individuals to take an active role in our community
- We develop the potential of individuals, families and community groups to build connections and increase wellbeing
- We meet the identified needs of individuals, families and community groups through services, programs, networks, partnerships, initiatives and events

Acknowledgement of Country

The Yangebup Family Centre acknowledges the Traditional Custodians, the Whadjuk Noongar People of Beeliar Boodjar.

As a place that supports children, families, and community, we recognise the strength, wisdom and resilience of Aboriginal and Torres Strait Islander peoples.

We honour their deep and ongoing connection to Country – its lands, waters, skies and stories – and we pay our respects to Elders past, present and emerging in the spirit of reconciliation.



About Yangebup Family Centre

The Yangebup Family Centre was established in 1992 to promote connection and wellbeing in the local community. Our Centre is community led, community driven and builds on our communities' strengths. We provide a warm and welcoming environment where social connections are fostered through the provision of activities, programs, networks, partnerships, events, and initiatives.

OUR VISION



INSPIRE • GROW • STRENGTHEN

Empowering individuals in taking an active role in their community.

OUR MISSION



The Yangebup Family Centre is a community managed not for profit organisation that promotes connection and wellbeing in the local community. The Centre is a cultural hub where individuals, families and community groups can embrace diversity and belonging.

OUR VALUES



Community Representation

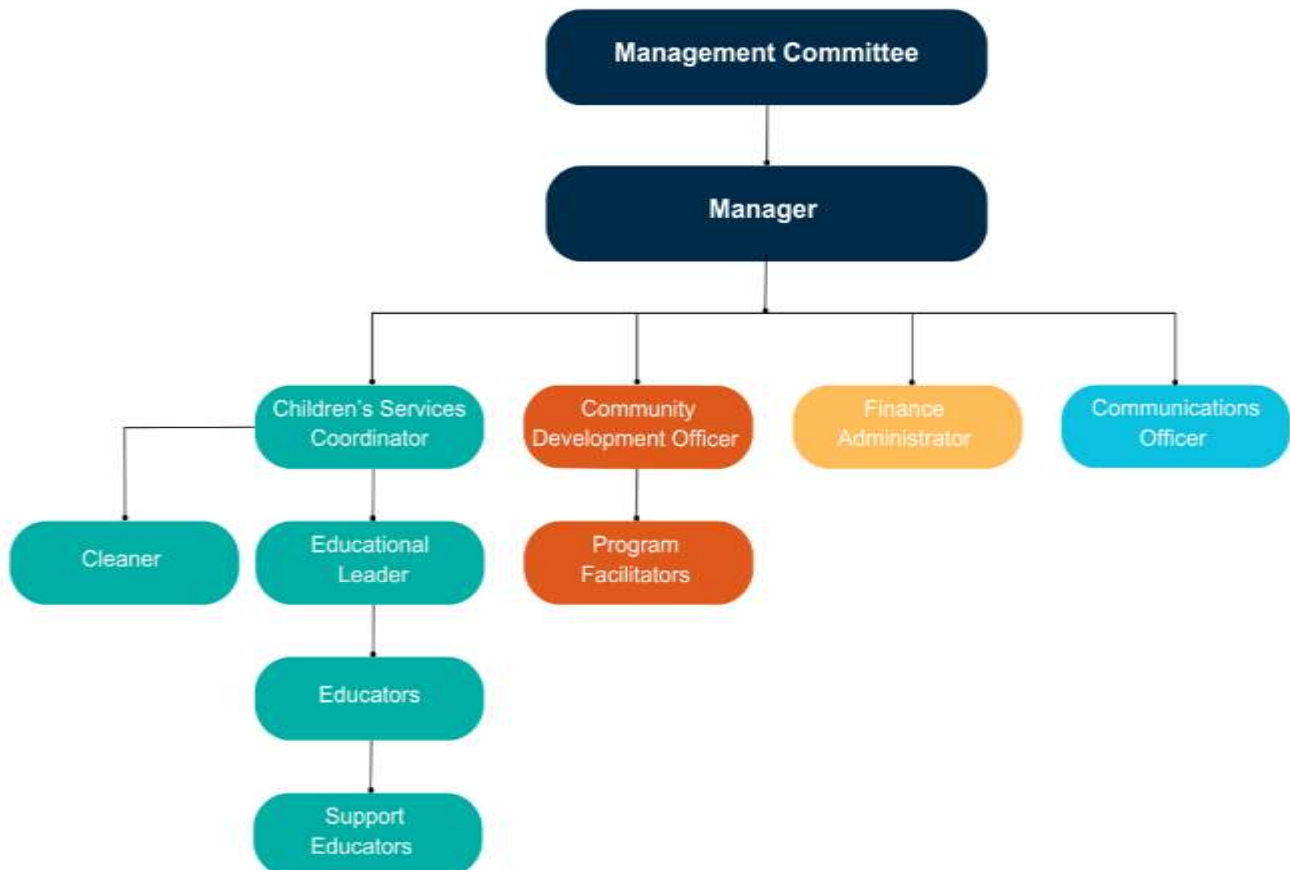


The YFC is an Incorporated Association registered with ACNC. The Management Committee comprises of a Chair, Vice-Chair, Secretary, Treasurer and no less than 3 Ordinary Committee Members.

The Committee employ staff to manage the day-to-day running of the Centre. The YFC has a strong Management Committee with well-established management systems and controls that support its activities and service delivery to the local community.

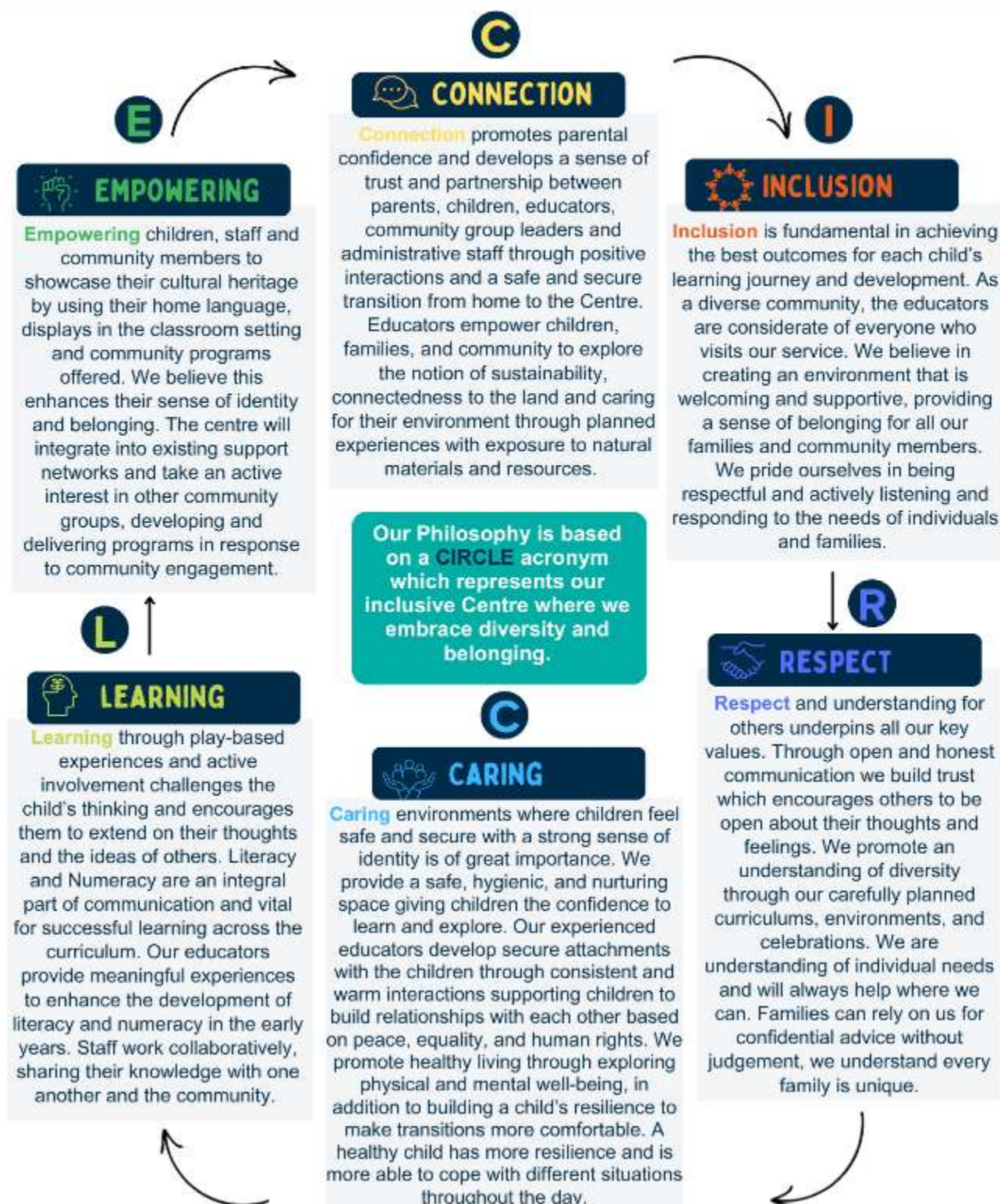
Management Committee Meetings are held the fourth Tuesday of most months at 7pm and new members are very welcome.

YANGEBUP FAMILY CENTRE - ORGANISATIONAL CHART



Children's Services Philosophy

CHILDREN'S SERVICES PHILOSOPHY



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Our Programs

Playclub

Designed as a 'stepping-stone' from playgroup to kindy, Playclub provides a fun, engaging and educational environment for children aged 2–3 years. With a parent or guardian attending alongside their child, our experienced facilitator leads activities that encourage learning, confidence, independence and social development through play. We also offer a Pre-School Program in local schools, providing children and families with further opportunities to build confidence and familiarity with the transition to school.



Childcare / Occasional Care

This program operates 3 days a week and is a childcare service for children from 6 weeks to 6 years with permanent and casual placements available. Children are provided care and education in a safe and nurturing environment allowing parents time to attend to other commitments. We offer an educational program based on the Early Years Learning Framework in a multi-aged group setting. Qualified educators provide a stimulating environment with engaging activities based on the children's development and interests.

Pre-Kindy

Our Pre-Kindy program familiarises young children with the routines of a formal program in a relaxed and nurturing environment. Through educational experiences based on the Early Years Learning Framework, children develop in all domains including physical, social, emotional, and intellectual. The program assists children with their self-help skills, confidence, and the transition into formal education. We offer a one day or two-day program. Children attend Pre-Kindy the year before they are eligible to attend kindy in a school setting and must be fully toilet trained, although we do understand that accidents still occur.

Venue Hire

We offer excellent rates for the hire of the Centre, with a special Sustainable Birthday Party option available. You have the option of 1 or 2 activity rooms with outdoor playground or the meeting room. All rooms have reverse cycle air-conditioning and facilities are provided for tea and coffee. It's the perfect venue for children's parties, family celebrations, community group meetings and other community activities. To enquire about this please speak to one of our office team.

YFC STATEMENT OF COMMITMENT TO CHILD SAFETY



The Yangebup Family Centre (YFC) is unwavering in our commitment to the safety, wellbeing and empowerment of all children and young people who access our programs and services. We recognise the importance of cultural safety for Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds and children with a disability. Every child has the right to feel safe, respected, valued and heard.

OUR COMMITMENT

We foster a welcoming, inclusive and respectful environment where children, families, staff, volunteers and community members experience a strong sense of belonging. We value diversity in all its forms and actively promote genuine inclusion so that every child and family feels seen, respected and supported. Our practices honour children's cultural identities, recognise diverse abilities and uphold the rights of all children to participate fully and safely in every aspect of our programs.

Strong, meaningful relationships are at the heart of our work. We build trust through positive interactions, open communication and active engagement with families and the wider community. Children's voices are listened to and valued and we recognise their right to be involved in decisions that affect them. Families are respected as partners and their cultural knowledge, lived experience and perspectives inform our programs, policies and decision-making.

Child safety, wellbeing and emotional security are our highest priorities. Our educators provide nurturing, warm and responsive relationships that support children's confidence, resilience and sense of safety. We maintain safe physical and emotional environments through secure routines, active supervision and a strong culture of care, ensuring environments are free from discrimination, prejudice or harm.

YFC believes that child safety is strengthened through ongoing learning and shared responsibility. We embed child-safe education within our programs, helping children understand their rights, recognise safe and unsafe behaviours and feel confident to seek support. Staff and volunteers engage in continuous professional development and reflective practice to ensure our approaches remain current, evidence-based and aligned with best practice.

Together, we foster an inclusive, child-safe community where everyone has a role in protecting, supporting and empowering children.

OUR APPROACH TO CHILD SAFETY

- ➔ We embed child safety across all programs, policies and daily practices.
- ➔ Staff, volunteers, visitors and community participants understand their responsibilities and are supported to identify, respond to and report concerns.
- ➔ We ensure robust recruitment, induction and ongoing training processes for all staff and volunteers to proactively create a culture of safety and compliance.
- ➔ We encourage children, families, staff and community members to speak up, report concerns and trust that they will be listened to, respected and supported.
- ➔ We commit to continuous reflection, review and improvement of our child-safe practices to ensure they remain responsive to community needs and aligned with regulatory requirements.



OUR GUIDING PRINCIPLE

"Children have the right to be properly cared for and to be protected from violence, abuse and neglect at all times and in all places."

(Convention on the Rights of the Child, Article 19)

Updated March 2026

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Our Educators

We are fortunate to have a dedicated and experienced team of educators who have been part of the Centre for many years. Their experience and continuity provide children and families with a strong sense of familiarity, connection and consistency of care.

Our educators hold recognised qualifications in Early Childhood Education and Care, including Bachelor of Education (Early Childhood), Diploma and Certificate III qualifications. We are committed to maintaining a highly skilled and professional team who understand the importance of nurturing, responsive and respectful relationships with children.

The health, safety and wellbeing of every child is our highest priority. Children are actively supervised at all times, including during play, transitions, toileting, mealtimes, sleep and rest periods, and arrival and departure.

The Centre maintains educator-to-child ratios and qualification requirements in accordance with the National Quality Framework (NQF) and applicable legislation. At least one educator on duty at all times holds current approved First Aid, Anaphylaxis and Emergency Asthma qualifications.

Our educators regularly participate in professional development, in-service training and workshops to ensure their knowledge, skills and practices remain current and reflect contemporary best practice in early childhood education and care.

All educators, including casual and relief staff, meet the required screening and suitability requirements, including holding a current Working with Children Check and National Police Clearance.

Enrolment

- **Enquiries:** Enquiries about our programs and services can be made at Centre Reception, by email at info@yangebupfamilycentre.org or by phone on 9417 9995. If the program you are interested in is full, we can add your child to the relevant waiting list.
- **Enrolment:** An enrolment form must be completed before your child's first attendance at the Centre. Enrolment information is reviewed and updated annually, or whenever your family's circumstances or contact details change.
- **Required documentation:** A copy of your child's current immunisation statement and birth certificate will be requested as part of the enrolment process.
- **Keeping information up to date:** Please ensure all information provided on the enrolment form is accurate and complete. Families are required to provide at least two emergency contacts who are not the child's parents or guardians. Please let us know if any contact, medical, emergency or other important information changes.
- **Absences:** If your child is unable to attend a booked session, please let us know as soon as possible by phone, email or through the Centre's app. This helps us maintain accurate attendance records and plan appropriately for the session.
- **Inclusion and Individual Support:** We are committed to providing an inclusive environment where every child and family feels welcomed, respected and supported. We work in partnership with families and, where appropriate, relevant professionals to understand each child's individual strengths, needs and circumstances. Please contact us to discuss your child's needs and how we can provide support.

Orientation and Settling in

Starting a new program can be an exciting time for children and families. We aim to support each child and family to feel welcomed, comfortable and confident as they become familiar with the Centre, educators and learning environment.

The National Quality Framework

Our Children's Services operate within the National Quality Framework, which establishes national standards and requirements for the education, health, safety and wellbeing of children attending education and care services.

Pre-Kindy

For Pre-Kindy families commencing at the beginning of the year, we provide Orientation sessions during the week prior to commencement. During these sessions, parents and children spend time together in the Pre-Kindy room with our educators. This provides an opportunity to meet the educators, become familiar with the learning environment and begin to feel comfortable about the transition to Pre-Kindy. Parents and carers are also provided with information about the Centre and the Pre-Kindy program and have the opportunity to ask questions. If your child is starting during the year we will provide an opportunity to attend the Centre for orientation prior to commencing.

OCC Childcare

For OCC Childcare, parents and carers are welcome to visit the Centre before their child commences and to spend time helping their child settle into the program. If you would like to meet our educators and familiarise your child with the environment before they start, you are welcome to arrange a visit on one of our Childcare days. Around 9.30am is generally a good time to visit, and you are welcome to bring a snack for morning tea if you would like to stay until approximately 10.30am. Families are also welcome to spend some time with their child at the beginning of a session while they are settling in. Please speak with an educator if you would like support with your child's transition.

Getting to Know Your Child

Educators actively seek information about each child's strengths, interests, routines, culture and family aspirations through enrolment conversations, About Me profiles, daily communication and ongoing collaborative discussions. This shared knowledge helps educators get to know each child and supports continuity between home and the Centre.

Families are encouraged to provide any relevant information about their child that may assist educators to understand and support their individual needs. This may include information about your child's speech and language development, developmental needs, interests, strengths, or any services, assessments or support they are currently accessing or waiting for. Sharing this information helps educators plan appropriate experiences, communicate effectively with your child and work in partnership with your family and other professionals where appropriate.

Families with babies will be asked to complete a Baby Day Sheet to provide information about their child's individual routines, feeding, sleep and care needs while educators are getting to know the child and family. Children's sleep and rest routines are supported in accordance with the Centre's policies and current safe sleep recommendations. Families are encouraged to discuss their child's individual sleep routines and comfort needs with educators. In accordance with safe sleep guidance, objects such as comforters are removed from the cot while a child is sleeping. Dummies may be used in accordance with the child's individual routine and safe sleep practices.

Saying Goodbye

The transition from parent or carer to educator can sometimes be difficult, particularly when a child is new to the Centre. There is no need to rush your child, please wait until an educator is available to assist with the transition. It is important to always say goodbye to your child before leaving. Leaving without saying goodbye can make it more difficult for a child to settle. Our educators have experience supporting children who are unsettled and will provide reassurance, comfort and support to help your child feel safe and secure. If your child remains significantly unsettled, we will contact you. You are always welcome to call the Centre to check how your child is settling.

Daily Requirements

Please ensure your child brings the following items each day. Please clearly label every item with your child's name.

- A Bag to keep your child's belongings in
- Sun safe hat suitable for outdoor play
- At least one change of clothing
- Waterproof bag for wet clothes
- Water bottle
- Morning tea and lunch in a lunch box
- Extra underwear if your child is toilet training
- Nappies, if required
- Bottles of milk or formula, if required
- Comforter, if required

Clothing and Sun Protection

Children should wear comfortable, practical clothing and footwear that allows them to move freely and participate in a range of indoor and outdoor activities. Aprons are provided for some messy and creative experiences; however, clothing may still come into contact with paint, glue, clay and other materials. We encourage families to choose clothing that is suitable for active play and getting messy.

As a **SunSmart Centre**, we promote sun protection throughout the year. Children are required to bring a **sun-safe hat every day** for outdoor play. Hats should provide adequate protection to the face, ears and neck, such as a legionnaire-style or broad-brimmed hat. Clothing should also provide good sun protection, with shoulders covered where possible; t-shirts are preferred over singlet tops.

Parents and guardians are responsible for applying sunscreen to their child before attending the Centre. Educators will reapply sunscreen as required throughout the day in accordance with the Centre's Sun Protection Policy.

Yangebup Family Centre sun-safe hats and Centre t-shirts are available for purchase from Reception.

Incursions

Incursions may be incorporated into the educational program from time to time. Families will be provided with information prior to the day.

Communication With Families

We believe that open, respectful and ongoing communication between families and educators is essential to supporting children's wellbeing, learning and development. We value families as their child's first and most important teachers and recognise the important knowledge they have about their child's strengths, interests, routines, culture and individual needs.

Educators communicate with families in a variety of ways, including conversations at arrival and collection times, phone calls, emails, the Centre's app, notices, newsletters and daily updates. Families are encouraged to share information that may assist educators in supporting their child, including changes to routines, interests, family circumstances or other significant events.

Both Pre-Kindy and OCC Childcare provide daily updates and photographs through Playground, allowing families to stay connected with their child's experiences, learning and participation throughout the day.

Families are encouraged to speak with educators and ask questions at any time. Where a longer or more private discussion is needed, a suitable time can be arranged with an educator or the Children's Services Coordinator. We aim to communicate openly and respectfully and welcome feedback, ideas and suggestions from families. Ongoing communication and collaboration help us develop a shared understanding of each child and support continuity between home and the Centre.

Family Participation

Families are an important part of our Centre community and children's learning experiences. We value the knowledge, skills, cultures, interests and experiences that families bring and welcome opportunities for families to participate in the life of the Centre.

Families are encouraged to contribute to their child's learning by sharing information about their child's interests, strengths, achievements, cultural experiences and significant events. This information helps educators plan meaningful and relevant learning experiences that reflect each child's identity, family and community.

There are many ways families may become involved, including:

- sharing ideas, feedback and suggestions
- contributing information to their child's learning and educational program
- sharing skills, interests, cultural knowledge or experiences with children
- participating in Centre activities, events and celebrations
- contributing to policy reviews and continuous improvement
- completing surveys and providing feedback
- participating in Centre committees or community activities.

Participation is always voluntary, and we recognise that families have different circumstances and availability. Families can choose the ways in which they would like to be involved.

As a community-led and community-driven organisation, we value strong partnerships with families. By working together, we can create a welcoming, inclusive and responsive environment that supports children's learning, wellbeing and sense of belonging.

Routines and Rest Times

Each program has a flexible, predictable routine that supports children to feel secure and confident while allowing educators to respond to individual children's needs, interests and wellbeing.

Routines such as arrival, meals, play, toileting, transitions and rest are opportunities for learning, connection and developing independence. Educators communicate with families to understand each child's individual routines, preferences and sleep needs and work in partnership with families to support continuity between home and the Centre.

Where a program includes sleep or rest time, children are provided with a safe and comfortable environment to rest. Cots are available for babies and appropriate mattresses or sleep mats are provided for older children. All Centre linen is supplied, laundered and maintained by the Centre.

Children are supported to sleep and rest in accordance with current safe sleep recommendations, including guidance from Red Nose Australia. Educators follow the Centre's Sleep and Rest Policy and ensure children are appropriately positioned, supervised and monitored while sleeping.

Children will never be forced to sleep. Children who do not sleep, or who wake before the end of the rest period, will be supported with quiet activities and experiences appropriate to their age and individual needs.

Educators regularly review children's sleep and rest needs and communicate with families about any changes or concerns.



Food, Nutrition and Celebrations

Nut Awareness

We provide a nut-aware environment. As a precaution to help protect children with allergies, we ask families that **NO NUT PRODUCTS** be packed or brought into the Centre. This includes products such as peanut butter, Nutella or other nut spreads, and muesli bars or snacks containing nuts. If you are unsure whether a food product is suitable, please speak with an educator before bringing it to the Centre.

Nutrition and Mealtimes

Mealtimes and snack times provide valuable opportunities for children to develop healthy eating habits, independence and positive social experiences.

We encourage families to provide nutritious food for their child to enjoy while at the Centre. Suitable lunchbox options may include fresh fruit, vegetable sticks, cheese, sandwiches and other healthy foods, along with a drink bottle filled with fresh water. Please pack food in a safe and hygienic manner. An ice pack or insulated lunch bag can help keep food fresh and safe throughout the day.

All lunch boxes, containers and drink bottles must be clearly labelled with your child's name.

Babies' Bottles

Bottles of breast milk or formula should be prepared at home and clearly labelled with your child's name and date. Please give bottles to educators to be stored appropriately in the Centre's fridge. Please speak with educators about your child's individual feeding requirements.

Birthdays and Celebrations

We love celebrating special occasions with children and families. If you would like to provide a cake or special treat for your child's birthday, please speak with educators first. Individual portions such as cupcakes or similar treats are most convenient. These may be consumed during the day or handed out as children leave the Centre. To assist us in managing allergies and dietary requirements, please provide a list of ingredients. Please remember all items must be **nut free**.



Our Curriculum

We believe children are capable, curious and active participants in their own learning. Our curriculum is designed to encourage children to explore, wonder, discover and develop lifelong learning skills.

Our indoor and outdoor learning environments are thoughtfully planned to provide a variety of spaces, resources and experiences. Educators consider children's interests, strengths, abilities, ideas, cultures, relationships and individual needs when creating environments that promote belonging, being and becoming.

Our educational programs are guided by **Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF V2.0)**. The EYLF recognises the importance of play-based learning and intentionality, children's agency, secure and respectful relationships, inclusion, cultural responsiveness, sustainability and partnerships with families and communities.

Responsive and Intentional Curriculum

Our fortnightly programs are developed in response to each child's interests, strengths and individual needs. Educators draw on observations of children's learning and development, information shared by families, children's cultures and backgrounds, intentional teaching opportunities, spontaneous learning and relevant events and experiences.

While our programs are planned, they remain flexible and responsive. Educators follow children's interests and respond to "teachable moments" that arise naturally throughout the day. Learning happens not only during planned experiences, but also through play, conversations, routines, transitions, relationships and everyday experiences.

Educators use intentional teaching strategies such as modelling, demonstrating, questioning, encouraging, explaining, scaffolding and extending children's thinking. At the same time, children are supported to make choices, take the lead in their play, develop their own ideas and influence their learning experiences.

Documenting Children's Learning

Educators document children's learning in a variety of ways, including observations, learning stories, photos, reflections, program documentation and information shared with families. Documentation helps make children's learning visible and supports educators to understand and respond to each child's learning and development.

Each child will have at least one documented cycle of learning each term. This provides an opportunity to capture a child's learning journey, identify their strengths and interests, plan meaningful experiences and consider appropriate next steps.

The cycle begins with observation and gathering information about the child, followed by assessment and planning. Educators then implement learning experiences, observe children's responses and reflect on the learning. This reflection informs future planning and helps ensure that learning opportunities remain meaningful, responsive and intentional.

Families are an important part of this process. Information, knowledge and insights shared by families help educators develop a deeper understanding of each child and contribute to curriculum decision-making. Families are encouraged to share children's interests, achievements, cultural experiences, significant events and learning from home.

Sharing Your Child's Day

Each day, educators share a daily journal with families, including photos and information about children's experiences, learning, discoveries and participation throughout the day. The daily journal provides families with meaningful insight into their child's day and creates opportunities to connect, share information and build on children's learning.

Supporting Wellbeing and Protective Behaviours

Children's social and emotional wellbeing is an important part of our curriculum. We support children to develop emotional literacy, confidence, resilience, positive relationships and an understanding of personal safety. Our approach incorporates a Protective Behaviours Program and Noonook Moorditj – You Good?, which incorporates the 8 Aboriginal Ways of Learning, supporting a culturally responsive approach to children's wellbeing, relationships and learning. Through intentional teaching, play and everyday experiences, children are supported to understand their emotions, build positive relationships, recognise safe and unsafe situations, develop resilience and confidence, and know how and when to seek help.

Noonook Moorditj You Good?

Events that we are all experiencing in the world can have a lasting effect on the minds and hearts of everyone within our community. We like to provide our children with support while they learn to cope with their thoughts and feelings.

Noonook Moorditj is an initiative created by CCK and is supported by the Ngalla Yorga Waangkan Aboriginal Corporation, Kulungar Waabiny and Yangebup Family Centre. The program is designed to support children through life's challenges and to build emotional resilience. It is designed for children between ages of 2-7 years and links to EYLF and the 8 Aboriginal Ways of Learning.

The program is made of four modules with a range of activity ideas and resources.

- Feelings and Me**
 Children understand emotions and we can help them to understand them, building an emotional vocabulary and express them in a safe way.
- Endings and Beginnings**
 Life is full of change, both positive and negative. Though change is inevitable it can help us become more compassionate and resilient.
- Weathering the Storms**
 Sometimes we are faced with challenging situations, we need to learn how to turn the problems into possibilities.
- What Keeps Me Strong and My Strengths**
 Empowered by our strengths we can embrace our unique qualities.

Yangebup Family Centre includes this program in Term 3 and 4.

We encourage you to ask your child about their experiences while participating in Noonok Moorditj and provide your time to discuss their questions and concerns.

They will need to know that they are not alone, so they feel the safety and security of having trusted adults who care for them.

Supporting Children's Behaviour

Our Centre is committed to creating a safe, inclusive and supportive environment where children are guided to develop self-regulation, emotional resilience, positive relationships and socially appropriate behaviours.

Educators will use positive, respectful and developmentally appropriate behaviour guidance strategies that support children's dignity, rights and wellbeing. The service recognises that children's behaviour is a form of communication and educators will work collaboratively with families and other professionals where appropriate to support children's individual needs.




YFC

Behaviour Guide



At YFC we are using **red** and **green** choices for positive behaviour. This colour-coded system helps children to understand which behaviours are acceptable and which are not.

As we use this language of green and red choices we bring the children back to our three 'golden' rules.

OUR THREE 'GOLDEN' RULES

- 1 I look after myself
- 2 I look after my friends
- 3 I look after my environment



GREEN CHOICES

Green choices are positive behaviours that we want to encourage. They make us, our friends and our environment **safe** and **happy**.

This includes: taking turns with toys, listening when others are speaking, putting our rubbish in the bin, using walking feet.





RED CHOICES

Red choices are behaviours that we want to discourage as they make ourselves, our friends and our environment **unsafe** or **sad**.

This includes: refusing to share toys, hitting and pushing, not wearing our hats outside, damaging the plants.



WE IMPLEMENT THIS IN A VARIETY OF WAYS

SORTING VISUAL AIDS ONTO RED AND GREEN CARDS:

Looking at how the children in the images are feeling, the children can sort the cards into red or green choices.







POSITIVE REINFORCEMENT OF GREEN CHOICE:

Giving verbal praise, stickers or stamps for green choices that are made. We also encourage the children to call out their peers making green choices.



INTERACTIVE ROLE-PLAYING:

Using puppets or educator demonstrations to help children understand red and green choices.



DISCUSSING RED CHOICES:

If red choices are made we help the child think about why it was a red choice and how we can turn it back to a green choice.



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Health and Wellbeing

The health and wellbeing of children and educators is supported through good hygiene practices. Educators encourage children to develop healthy hygiene habits, including regular handwashing, covering their mouth and nose when coughing or sneezing, and disposing of tissues appropriately.

Please do not bring your child to the Centre if they are unwell. Many illnesses are highly contagious and can spread quickly among young children. If your child becomes unwell while attending the Centre, you may be contacted and asked to collect them. Children should remain at home until they are well enough to participate comfortably in the program and meet the Centre's health and exclusion requirements.

Children who have experienced vomiting or diarrhoea must not attend the Centre for at least 48 hours after their last episode. A child with a temperature of 38°C or higher should remain at home until the temperature is within the normal range of 36.5°C–38.0°C without medication.

If you are unsure whether your child is well enough to attend, please contact the Centre and speak with an educator before bringing them in.

Allergies and Medical Conditions

Please inform the Centre of any known, suspected or diagnosed allergies or medical conditions before your child commences a program. Families must also notify the Centre of any changes to their child's health, medical condition, allergy status or medication requirements.

Where a child has a diagnosed medical condition that requires specific treatment or an emergency response, appropriate medical documentation and an **Emergency Action Plan**, completed by a medical practitioner or relevant health professional, must be provided to the Centre before the child attends.

Any medication required to manage an allergy or medical condition must be handed directly to an educator at the beginning of the session, and a Medication Form completed. Families may arrange for required medication to be stored at the Centre on an ongoing basis, rather than bringing it each day. **Medication must never be left in your child's bag.**

The Centre will work in partnership with families to develop appropriate **Medical Management, Risk Minimisation and Communication Plans**, where required. Relevant information about a child's allergy or medical condition will be made readily accessible to educators to ensure they are aware of the child's individual needs and the appropriate care and emergency response procedures.

Medication

Any medication that needs to be administered to your child while they are at the Centre must be handed directly to an educator at the beginning of the session. **Medication must never be left in your child's bag.**

Medication must be provided in its original packaging or container, with the instructions for administration clearly visible. A **Medication Form** must be completed by the parent/guardian before medication can be administered. Educators will administer medication only in accordance with the appropriate authorisation and Centre procedures.

Illness or Injury on Arrival

Please inform an educator if your child arrives at the Centre with an injury, illness, rash or any other condition that may affect their health, wellbeing or ability to participate in the program. This information helps educators provide appropriate care and ensures that any injuries or symptoms present before your child's arrival are appropriately recorded.

Illness or Injury while attending

If your child becomes unwell or is injured while attending the Centre, we will contact you or an authorised emergency contact as soon as possible. Depending on the circumstances, you may be asked to collect your child. An appropriate accident, incident or illness record will be completed, and parents/guardians may be required to acknowledge the record.

It is important that your child's emergency contact details are kept up to date so that we can contact you promptly if required. In an emergency, the Responsible Person has the authority to contact emergency services, including an ambulance. Any costs associated with emergency medical treatment or ambulance attendance are the responsibility of the parent/guardian.

Exclusion Due to Illness and Infectious Diseases

To help protect the health and wellbeing of all children, families, educators and staff, children who are unwell or who may have an infectious disease may be required to remain at home.

If your child has been diagnosed with an infectious disease or has been exposed to a condition that may affect other children or educators, please notify the Centre as soon as possible. This allows us to take appropriate steps to support the health and wellbeing of all children, families and staff.

Our Centre follows current exclusion recommendations from the WA Department of Health and the Australian Government's National Health and Medical Research Council (NHMRC) *Staying Healthy: Preventing infectious diseases in early childhood education and care services – 6th Edition*. We also ensure our practices are consistent with the requirements of the National Quality Framework and current guidance from ACECQA.

Exclusion periods are minimum requirements and may be extended where a child is not well enough to participate comfortably in the program, where symptoms are continuing, or where additional advice is provided by the WA Department of Health or the local Public Health Unit.

Minimum Exclusion Periods

Condition / Illness	Minimum exclusion period
Chickenpox (Varicella)	Until all blisters have dried. This is usually at least 5 days after the rash first appeared.
Cold sores (Herpes simplex)	Children do not need to be excluded if they can maintain good hygiene and avoid contact with the sores. If the child cannot maintain appropriate hygiene, they should be excluded until the sores are dry. Cover sores with a dressing where possible.
Common cold / COVID-19	A child should remain at home if they have several respiratory symptoms, new/worsening symptoms, severe symptoms, or concerning symptoms such as fever, rash, tiredness, pain or poor feeding. A mild ongoing cough following recovery does not necessarily require exclusion if the child is otherwise well. Until discharge from the eyes has stopped, unless a doctor has diagnosed a non-infectious cause.
Conjunctivitis / Eye discharge	
Diarrhoea and/or vomiting (gastroenteritis)	48 hours after the last episode for children attending childcare in WA. The child must also be well enough to return and have normal bowel motions.
Fever	Until the child's temperature remains within the normal range and the child is well enough to participate in the program. A temperature of 38°C or higher requires the child to be collected.
Hand, Foot and Mouth Disease	Until all blisters have dried.
Head lice	Effective treatment must commence before the child's next attendance at the service.
Hepatitis A	At least 7 days after the onset of jaundice, or at least 2 weeks after the onset of other symptoms if there is no jaundice. The service will seek advice from the local Public Health Unit.
Hepatitis B / Hepatitis C	No exclusion is required.
Hib (Haemophilus influenzae type b)	Until the child has received antibiotic treatment for at least 4 days. Public Health Unit advice may apply.
Impetigo (School sores)	Until antibiotic treatment has commenced. Sores on exposed skin must be covered with a waterproof dressing.
Influenza (Flu)	Until symptoms have resolved and the child is well enough to participate in the program.

Measles	At least 4 days after the rash appeared. Additional exclusion requirements may apply to non-immunised contacts. The service will consult the local Public Health Unit.
Meningococcal infection	Until the person has completed the prescribed antibiotic treatment. Public Health Unit advice will be followed regarding contacts.
Mumps	Until at least 9 days after the swelling began, or until the swelling has gone down.
Norovirus	At least 48 hours after diarrhoea and/or vomiting has stopped .
Pneumococcal disease	Until the child has received antibiotic treatment for at least 24 hours and is well enough to return.
Respiratory Syncytial Virus (RSV)	The child should be excluded while they have several respiratory symptoms, new/worsening symptoms, severe symptoms or concerning symptoms. A mild ongoing cough following recovery does not necessarily require exclusion if the child is otherwise well.
Ringworm / Tinea	Until the day after appropriate antifungal treatment has commenced.
Rubella (German measles)	Until fully recovered or for at least 4 days after the rash appears. Public Health Unit advice may apply.
Scabies	Until the day after treatment has commenced.
Shingles	Children must be excluded until blisters have dried and crusted. Adults may attend if lesions can be completely covered; they should be excluded if the blisters cannot be covered.
Staphylococcal infection (Staph)	Until the child has received antibiotic treatment for at least 24 hours and is well.
Streptococcal infection / Strep throat	Until the child has received antibiotic treatment for at least 24 hours and is well.
Whooping cough (Pertussis)	Until at least 5 days after appropriate antibiotic treatment has commenced, or at least 21 days from the onset of coughing if antibiotics are not taken.
Worms	Worms alone do not generally require exclusion. If diarrhoea is present, the child must remain home until at least 48 hours after diarrhoea has ceased.

Important Information About Illness

The exclusion periods above are **minimum requirements**. A child may need to remain at home for longer if they are not well enough to participate comfortably in the program or if symptoms are continuing.

When deciding whether a child should attend, educators will consider the child's **overall wellbeing as well as individual symptoms**. For example, a child with a mild occasional cough who is happy, active and otherwise well may not require exclusion, whereas a child with several respiratory symptoms who is unusually tired or unwell should remain at home.

If a child becomes unwell while attending the Centre, parents or an authorised emergency contact will be contacted and asked to collect the child as soon as possible. The child will be kept separated from the other children while continuing to be appropriately supervised and supported.

Where a child has been diagnosed with an infectious disease, the Centre may notify families that an infectious disease has occurred at the service. Notifications will protect the privacy of the affected child and family and will not identify the individual.

For certain infectious diseases, outbreaks or higher-risk situations, the Centre may seek advice from the **WA Department of Health or local Public Health Unit** and may apply additional exclusion or infection-control measures.

Parents and carers are encouraged to seek medical advice if their child's symptoms are severe, rapidly worsening, persistent or concerning. The Centre may exclude a child from care if they are showing signs or symptoms of illness and request a Doctor's Certificate to confirm your child is free from illness.

Emergency Procedures

The Centre has procedures in place to respond to emergencies, including evacuations and relocations. Educators and children regularly practise emergency procedures, so they are familiar with what to do in the event of an emergency.

If an emergency occurs you may be required to collect your child. Families may be contacted via Xplor SMS, the Centre landline or a staff member's mobile phone.

If relocation is required, our proposed secondary evacuation location is The Local Church, 216 Yangebup Road, approximately 1.3 km from the Centre and further away from natural bushland.

The Centre will follow the directions and advice of emergency services and provide families with updates as soon as practicable.

In the event of the Centre landline, email and other lines of communication being unavailable the Emergency Contact is the Manager - Samantha Williams, 0427 251 074.

Child Safety

Our Centre is committed to creating an environment where every child is safe, respected, valued and supported to have a strong sense of identity and wellbeing.

Child safety and wellbeing is the responsibility of everyone at the Centre. Our educators, staff, volunteers and Management Committee are expected to uphold the rights of children and contribute to a culture where children feel safe to speak up, ask for help and express their views.

Our practices are guided by the National Principles for Child Safe Organisations, the National Quality Framework and applicable WA child protection legislation.

Educators actively support children to:

- feel safe, secure and respected
- develop confidence and a positive sense of identity
- express their views and feelings
- understand their rights and personal boundaries
- recognise safe and unsafe situations
- identify trusted adults and people who can help them
- develop the confidence and skills to speak up and seek help
- build respectful relationships with others

The Centre maintains policies and procedures relating to child safety, child protection, supervision, interactions with children, digital technologies, privacy, complaints and reporting concerns. All educators and relevant staff and volunteers are required to meet applicable Working with Children Check, child protection and mandatory reporting requirements.

We encourage families to talk with us if they have any concerns about their child's safety or wellbeing.

Photographs

Photographs and digital images are used to document children's learning, celebrate their experiences and make learning visible to children and families. They form an important part of our educational program and help educators reflect on children's learning, interests and development.

The Centre only takes, stores and uses photographs and images of children in accordance with our policies and the permissions provided by parents or guardians.

Families are asked to provide consent for their child's photograph or image to be taken and used for specified purposes. Consent can be withdrawn at any time by contacting the Centre. If you do not consent to your child being photographed or have specific restrictions about how images may be used, please discuss this with your child's educator and ensure your preferences are recorded on the enrolment documentation.

The Centre takes reasonable steps to ensure photographs and digital images are stored securely and are only accessed or used for approved purposes. Children are not identified unnecessarily in photographs or digital communications.

Parents and visitors are also expected to respect the privacy of other children and families and must not photograph, record or share images of children other than their own while attending the Centre, unless authorised by the Centre and the relevant parent or guardian.

Digital Technology and Social Media

Digital technologies are used at the Centre to support children's learning, document educational experiences and communicate with families. This may include the use of computers, tablets, digital cameras, Centre-approved applications and other electronic devices.

Educators use digital technology in purposeful, age-appropriate and supervised ways that support children's learning, creativity, communication and development. The use of technology is balanced with a range of play-based, hands-on and social learning experiences.

The Centre may use electronic communication, including email, the Centre's app and other approved digital platforms, to share information with families about their child's experiences, learning and participation. Families are responsible for ensuring their contact details remain current and for protecting the privacy of information shared with them through Centre communication platforms.

Photographs, videos and digital images of children are only taken, stored and used in accordance with the Centre's policies and the permissions provided by parents or guardians. Families may withdraw or change their consent at any time by contacting the Centre.

To protect the privacy and safety of all children and families, parents, carers and visitors must not photograph, video or record other children without the permission of the Centre and the relevant parent or guardian. Images, videos or information about other children must not be shared on social media or other digital platforms without appropriate permission.

The Centre takes reasonable steps to ensure that digital information and images are stored securely and accessed only by authorised persons for approved purposes.

Water Safety

Children are always actively supervised when participating in water play or activities involving water.

The Centre recognises that even small amounts of water can present a safety risk. Water play experiences are carefully planned and supervised, and educators take appropriate steps to minimise risks. Children are never left unattended near water.

Water containers, water play equipment and other items that may hold water are emptied and stored safely when not in use. Educators regularly check indoor and outdoor environments to identify and manage potential water hazards.

Families are encouraged to provide a change of clothes in children's bags for after water play activities.

Fees & Attendance

The Yangebup Family Centre aims to provide a high-quality service at an affordable price. The Yangebup Family Centre reserves the right to exclude a child if fees are not paid by the due date. We have a NO REFUND POLICY. Refunds are only issued in extenuating circumstances.

Pre-Kindy and OCC Childcare

- Please refer to the **Fee Schedule – Childcare and Pre-Kindy** for current fees and requirements.
- Pre-Kindy and Occasional Childcare are registered for Child Care Subsidy (CCS)
- To register for CCS, complete an online Child Care Subsidy assessment using your Centrelink online account through myGov. More information is available here www.servicesaustralia.gov.au
- Each child is entitled to 42 absent days per year.
- CCS is not payable for absences submitted before a child has started at a service, or after a child's final day of actual attendance at a service. Where a child is absent on the first day of care or the last day of care full fees will apply with no CCS.
- CCS ceases if 26 continuous weeks pass without the child attending a session of care at the service. The CCS can be reactivated when booking.
- Fees must be paid in advance.

Playgroup and Playclub

- Fees for Playgroup and Playclub are to be paid by the term in full.
- An invoice will be emailed with the fees for the term, please pay within two weeks.
- We will prorate the fees if you start during the term.
- Fees are to be paid at the Centre by cash or card, or by electronic transfer as detailed below:

BSB	016 454
Acc No.	2559 65605
Reference	Child's surname, name of group

Please forward a receipt to the office, or email confirming payment to info@yangebupfamilycentre.org

Arrival and Collection

For your child's safety, children must be handed directly into the care of an educator on arrival and collected directly from an educator at the end of the session. A parent, guardian or authorised person must sign your child **in and out using the iPad provided**. It is important that attendance records are accurate and completed at the time of arrival and departure. These records are required for regulatory purposes and are essential in an emergency to ensure we can account for, and safely evacuate, all children.

Children must be collected by the scheduled finishing time. A **late collection fee of \$2.00 per minute** will apply when a child is collected after their scheduled departure time. Any outstanding late fees must be paid before your child can attend the Centre again.

For your child's safety, we can only release a child to a person who is listed as an authorised person on their enrolment form. If someone different will be collecting your child, please notify the Centre **in writing before collection**. If the person is not known to our educators, they will be required to provide photo identification, such as a driver's licence. If we have not received prior notification, or if there is any uncertainty about the identity or authorisation of the person collecting your child, **we will not release your child** until the situation has been verified with the parent/guardian.

If there are current court orders or other legal arrangements relating to the custody or collection of your child, a copy must be provided to the Centre. This allows us to understand and comply with any relevant requirements. If a person who is not authorised to collect your child attempts to do so, the Responsible Person or Manager will follow the Centre's procedures, contact the relevant parent/guardian and, where necessary, seek assistance from the police.

Policies and Feedback

Centre Policies and Procedures

The operation of the Centre is guided by policies and procedures that support the health, safety, wellbeing, learning and inclusion of children and the effective operation of the Centre.

Policies are developed and reviewed by Centre staff and the Management Committee, with input from families and the broader community where appropriate. Policies are reviewed regularly to ensure they remain current and reflect changes to legislation, regulations, best practice and the needs of our children and families.

Families are encouraged to read our policies and provide feedback. Where a policy is scheduled for review, families may be invited to contribute their views and suggestions.

A copy of the Centre's current policies is available to families on request. Please speak with the Centre Manager or Children's Services Coordinator if you would like to view a policy or provide feedback.

Key policies relating to children's health, safety and wellbeing are also made available to families as required by the National Quality Framework. Families are encouraged to ask questions about any of our policies or procedures at any time.

Record Keeping

Our Centre maintains records required to support the safe, effective and accountable operation of the Centre and to meet legislative and regulatory requirements.

Records may include enrolment and attendance information, children's health and medical information, medication records, incident, injury, trauma and illness records, emergency contacts, educational program documentation, staff records, complaints and other records required under the National Quality Framework.

Information about children and families is treated respectfully and confidentially. Records are stored securely and are only accessed or disclosed for legitimate purposes in accordance with legislation, regulatory requirements and the Centre's policies.

Families may request access to information held about their child in accordance with the Centre's Privacy Policy and applicable legislation.

Feedback, Complaints and Grievances

Our Centre values open, respectful and constructive communication with children and families. We encourage families to share feedback, concerns, suggestions and complaints so that we can continually improve our programs, services and practices.

If you have a concern about your child's care, learning wellbeing or experience at the Centre, we encourage you to speak with your child's educator in the first instance. You may request a private meeting at a mutually suitable time rather than raising the matter during a busy program session.

If your concern cannot be resolved, or if you would prefer to speak with someone else, you may contact the **Children's Services Coordinator or Manager**. Complaints will be treated seriously, respectfully and as confidentially as possible, considering our legal and child safety obligations. Families will not be disadvantaged or treated differently because they have raised a genuine concern or complaint.

Complaints involving the safety, health or wellbeing of a child will be managed in accordance with the Centre's policies and applicable legislation. Where required, the Centre will notify or seek guidance from the relevant regulatory or child protection authority.

Families may also contact the Education and Care Regulatory Unit (ECRU) if they wish to raise a concern about an education and care service or its compliance with the National Quality Framework.

Education and Care Regulatory Unit (ECRU)

The Centre operates under the Education and Care Services National Law and Regulations and is regulated in WA by the Education and Care Regulatory Unit (ECRU), Department of Communities. For information about WA's education and care regulatory requirements, or to raise a concern with the regulatory authority, families can contact [ECRU through the WA Government website](#).

Families may also contact the Centre if they require assistance understanding the complaints process or wish to discuss a concern before contacting ECRU.

Education and Care Regulatory Unit (ECRU), Department of Communities

Website: www.wa.gov.au/organisation/departments-of-communities

Email: ecru@communities.wa.gov.au

Telephone: (08) 6277 3889, Free Call 1800 199 383



Yangebup Family Centre

ABN: 11263561438



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PO Box 3039, Success WA 6964



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