

Welcome to Roxby Downs Children's Centre

Information booklet for
Kindergarten and Long Day Care

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Welcome to the Roxby Downs Children's Centre family

We warmly welcome your family to our Centre and look forward to a rewarding, ongoing relationship with you and your child/ren and sharing their learning journey with you. Our staff team consists of professionals with varied qualifications and backgrounds who have a passion for supporting prior to school aged children and their families. Please take the time to read through this information booklet as it will help you to gain an insight into our philosophy, goals, curriculum and routines. It will also outline the policies and procedures to ensure you have a smooth transition into our community.

Roxby Downs Children's Centre provides a caring, inclusive and welcoming environment where children can engage in their learning and families can access a range of services to support their parenting needs.

Staff

Director:	Brenda Murray
Assistant Director:	Jemma Chapman
Community Development Coordinator:	Silvie O'Connor
Teachers:	Brenda Murray
	Louise Faulkner
	Megan Thoms
Early Childhood Educators:	Kerry Lecons
	Megan Pike
	Alina Cojocca
	Kristie Reschke
	Taelia Hewetson
	Angie Secker
	Courtland Foggo
	Dilumi Nape Vithanage
	Kate-lyn Premandanda
	Krystal Wildman
	Srima Meegasdeniya
	Piper Wu
	Rachel Watt
	Sarah Boylan
	Jodie Fereti
	Mia Keller
	Bianca Scott
	Heidi Kubank
	Nadine Pearson
	Jane Southon
	Daniel Jackson
	Donna Waters
	Leoby Kole
	June Carmen
Administration Officers:	Rhiana Granich
	Nicole Price
Cook:	Bree Boehm

Bilingual Assistants and Preschool Support workers are also employed to support children and their families as required.

Governance

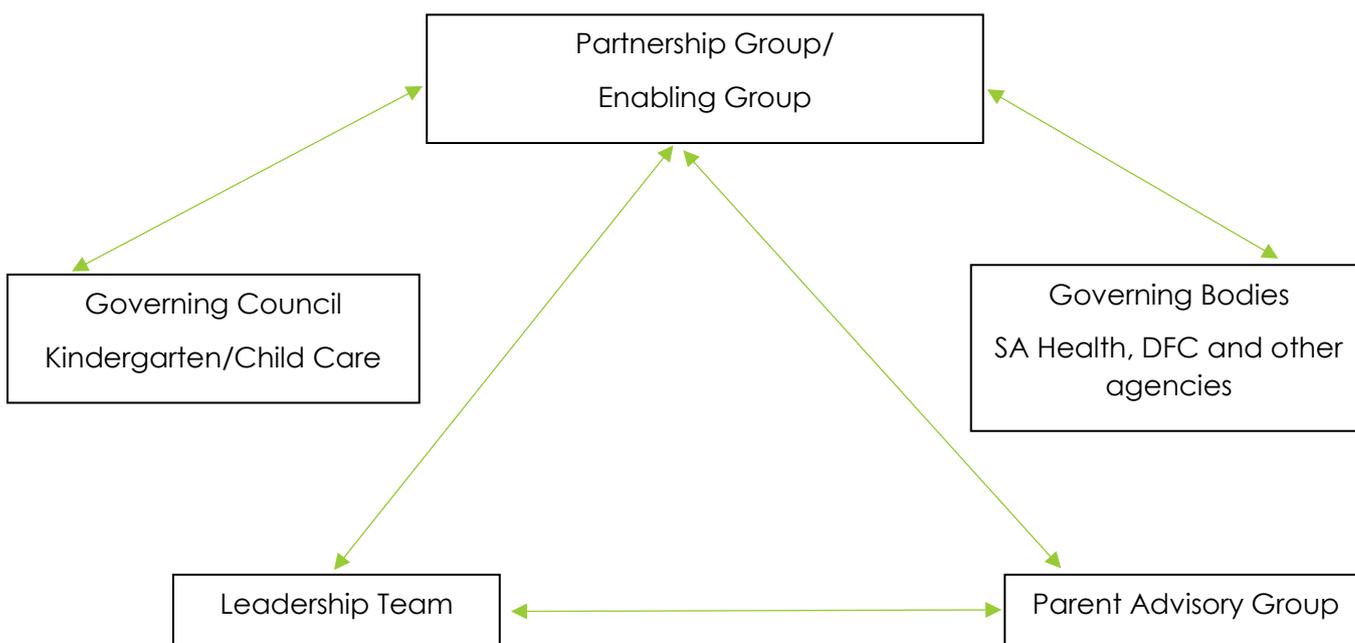
Children's Centres governance arrangements support collaborative decision making at the state, regional and local levels and promote integrated education, health and wellbeing services for young children and their families in their community.

Effective governance will contribute to:

- Strong and supported children and families
- Equity and social inclusion
- Strong communities
- Closing the gap for Aboriginal children

Outcomes Framework for Children's Centres

Local Governance Arrangements



What we value

At Roxby Downs Children's Centre we are committed to providing a high quality, flexible educational and care program that is inclusive, equitable and accessible for all children. The Early Years Framework for Australia, "Belonging, Being & Becoming" guides our curriculum and the outcomes we develop learning programmes around are: children have a strong sense of identity; children are connected with and contribute to their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators.

Staff at Roxby Downs Children's Centre are inspired by principles of the Reggio Emilia philosophy and we are on our own learning journey to better understand how these fit with our own unique context, and be able to use these along with other good early childhood education practices.

Respect for the child is evident in the way we strive to create engaging learning experiences and beautiful learning environments for the children. We believe that every child has the right to beauty and our environment strives to reflect this.

We recognise that every child is unique. We promote a strong self image of the child and view each child as strong, capable, competent, creative and curious. We encourage children to share their experiences, ideas, theories and curiosities, and explore their ideas and working theories with other children.

We value the children's "voice". The children know that they are valued as we listen to their individual needs, their interests, prior knowledge and let their voices guide our learning journey(s). We recognise that the child is a citizen from birth and has "one hundred languages" or more, and provide opportunities for each child to express themselves and learn through a myriad of experiences. We foster the whole child and provide opportunities to maximise their potential while they are at Kindergarten and child care.

We believe that children learn best through play and in a fun environment where children feel safe, secure and feel free to express themselves, take risks, challenge themselves, problem solve, explore and build resilience and persistence. We strive to find ways for children to connect to their natural environment and learn about sustainable practices. We have created a "homely" environment which fosters smoother transitions for children between home and Centre.

We value relationships with children, families, staff and the wider community. We recognise parents as their child's first educator and promote a nurturing, welcoming learning environment of trust and confidence where families feel comfortable to leave their children in our care. We value parent and community "voice" and strive to make connections and develop relationships. We aim to develop partnerships with parents, not just parent involvement.

We value staff diversity and recognise that all of our staff members are passionate, dynamic and professional early childhood educators. We work together to embed a culture of equity, collaboration, openness, honesty, innovation and cohesion with a shared workload towards shared goals and vision.

We foster a culture of learning, respect and growth for parents of young children and ourselves, and for ongoing and lifelong learning.

Our Philosophy

Roxby Downs Children's Centre Philosophy 2018

We value

- A rich, safe play-based learning and care environment that invites hands-on exploration, inspires engagement, provides opportunities to wonder and take considered risks
- Opportunities for all children to develop learning dispositions such as curiosity, creativity, confidence, communication, cooperation, persistence, enthusiasm, resilience and emotional intelligence
- A responsive, intentional and flexible learning and care environment which fosters children's wellbeing, learning, development, independence and sense of responsibility
- Opportunities for children to understand Australia's cultural diversity, and the importance of

Educators' voices

Belonging, community, creativity, curiosity, diversity, engagement, families/community, environment, fun, hands-on, image of child, inclusivity, inspiring, inviting, knowledge building, learning together, listening, love, joy, magical, whimsical, persistence, play-based, relationships, respect, wellbeing

being inclusive and respectful to all.

We recognise

- That children are active participants in their learning, have individual strengths and abilities and are capable and competent learners
- The importance of reflective practices and that we are all lifelong learners and engage in these to provide quality teaching and learning
- That children have rights (United Nations Conventions of the Rights of the Child) and are active citizens from birth
- The environment as third teacher and the quality interactions between educators and children have a significant impact on quality learning outcomes
- That children need routines, time and space to be, retreat, rest, be unhurried, form relationships and develop a strong sense of belonging

Parents' voices (hopes for their child at kindy)

Caring for others, confidence, courage, creativity, curiosity, respect for diversity, educational improvement, emotional intelligence, empathy, encouragement, enjoyment, feeling safe, forming relationships, friendship, fun, growth mindset, hands-on learning, happiness, honesty, imagination, inclusivity, independence, integrity, kindness, patience, learning new things, listening, manners, persistence, play-based, problem solving, resilience, respect, responsibility, safety, sharing, social development, supportive, trust

We will

- Provide an inspiring and inclusive environment where children feel safe, secure and supported to be curious, and grow in confidence to explore and learn
- Work in partnership and build respectful relationships with families and children to foster a learning culture
- Embed sustainable practices into our curriculum to highlight our responsibility to care for the environment and promote respect for resources and each other
- Build upon the knowledge that children already have about literacy and numeracy and encourage positive attitudes towards these to promote a love for learning
- Listen to children's voices and encourage them to express their ideas and thinking and be responsive to these
- Provide support to children to develop social and emotional skills, friendships and positive dispositions for learning

Children's voices

What do you love about the centre? *Playing, climbing the tree, swings, seesaw, playing with the babies, playing with my friends, playing with the dinosaurs, learning to read, reading books and playing with the Troll (from 3 billy goats gruff)*

How does the centre make you feel? *Safe, happy, good, excited, surprised*

What do you want to learn about? *Writing, ABC, 123, how to make mud balls, climb the kindy tree, learn to make sand castles, painting, drawing, telling stories, following kindy rules*

National Quality Framework

In 2009 the Council of Australian Government (COAG) agreed on a partnership to establish a National Quality Framework for Early Childhood Education and Care. As a site, we have developed a quality improvement plan (QIP) in consultation with the staff and families to drive reflective practice and continuous improvement across the site. This covers all 7 National Quality Standards, including:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership

Roxby Downs Children's Centre – Quality Improvement Plan 2018



CRITICAL REFLECTION

Quality Area 1



PARENT COMMUNICATION

Quality Area 6



INTENTIONAL TEACHING OF LITERACY & NUMERACY

Quality Area 1

Our Regulatory Authority is:

Education and Early Childhood Services Registration and Standards Board of South Australia

Website: <http://www.esb.sa.gov.au/>

Email: EducationStandardsBoard@sa.gov.au

Phone: 1800 882 413 (toll free)

The regulatory authority's primary responsibility is to:

- Administer the National Quality Framework
- Assess approved education and care services against the National Quality Standard and National Regulations, and to determine the ratings of those services
- Retrieve and investigate complaints
- Support and promote continuous improvement in education and care services, in collaboration with ACECQA
- Undertake information collection, reviewing and reporting

With the National Quality Framework, we are required to have a nominated supervisor on at all times during the day. This person is in charge of the day to day operations of the service. You will see a photo on the administration counter displaying who the nominated supervisor is for the day.

The National Quality Framework also stipulates the Centre has an Educational Leader. Educational Leaders of the site are experienced educators who are pivotal in leading the development of strong pedagogical beliefs and a curriculum that is reflective, spontaneous, child and teacher initiated. At Roxby Downs Children's Centre our Educational Leaders are:

- Brenda Murray
- Jemma Chapman

Services

Long Day Care

Long day care is available Monday to Friday for children from birth until the child begins school. Children are able to attend either half or full day sessions. Whilst we develop and maintain relationships between children and educators in specific rooms, we also aim to provide many opportunities for children to interact with older and younger children. The long day care and kindergarten educator's team work closely to ensure continuity where children access both programs.

There are three rooms:

The Nursery (0-2 years)

The Toddler Room (2 years to 3 years)

The Junior Kindy Room (3-5 years)

We offer an integrated child care and preschool program.

Hours of operation

The long day care and OSHC program operate between 6.00am and 6.30pm. Parents are required to arrive at least 10 minutes prior to pick up to allow educators to share information about their child's day. All children and parents need to leave the Centre no later than 6.30pm in the evening as this is when the Centre's license for long day care and OSHC finishes.

Available sessions are below:

Preschool:	Blue group – Monday and Tuesday	8.30am-3pm
	Wednesday on odd weeks	8.30am-12.30pm
	Red group – Thursday and Friday	8.30am-3pm
	Wednesday on even weeks	8.30am-12.30pm

Long day care:	Monday to Friday	- Full day	6.00am – 6.30pm
		- Morning	6.00am-12.30pm
		- Afternoon	12.30pm-6.30pm
		- Before kindy	6.00am-8.30am
		- After kindy	3pm-6.30pm
		- School day	8.30-3pm
		- Early finish	2pm-6.30pm
		- Hourly	

Preschool

A Department for Education kindergarten program operates at our Centre that is staffed by registered teachers. As a Department for Education funded kindergarten we also have access to additional support services and training to ensure the highest quality of early childhood education for your child.

Single intake of Kindergarten from 2013

Since 2013, all South Australian Department for Education kindergartens are required to implement a single intake. If your child's fourth or fifth birthday is on or before 30th April, they are eligible to start preschool at the beginning of that year. Children who identify as Aboriginal or Torres Strait Islander are able to attend kindergarten from the time they turn three. Kindergarten is

available to all children in their year prior to attending school. A child must be enrolled at school by the time they are six years old – if your child turns six on or before 1st April, they must have commenced school that year.

Orientation

Your child is unique and special in their own right and therefore each child will respond differently to being in a new place. When your child is offered a place at Roxby Downs Children's Centre we will arrange a time for you to visit the Centre before care commences. This will ensure children, parents and staff have an opportunity to get to know each other (your child may need more than one visit). On the first day, please ensure you can be contacted easily. If your child is distressed we will contact you. We encourage you to say "goodbye" to your child before leaving so they become familiar with you leaving them at the Centre. Even though some children may seem distressed by this goodbye it is better than sneaking out while they are engaged in play and then discover you are gone when they look up. "Orientation" is very flexible and will be negotiated between families/carers, the guardian caregiver and the Centre Director.

When children move between rooms there will also be an orientation process. Please see the Orientation for Children policy.

School orientation takes place in Term 4. Your child must be enrolled prior to orientation visits.

Guardian Educators

Research has shown that secure attachments with responsive adults during the early years contribute to vital brain development, learning abilities, and the development of positive social relationships. When your child commences at Roxby Downs Children's Centre they will be assigned a specific educator who will be known as your child's 'guardian educator'. This educator will make weekly contact with you either face-to-face, via email, text or phone. They will be your primary contact and available at a mutually convenient time to pass on information and discuss your child's learning or any issue you may have. They will take specific responsibility for building a secure attachment with your child, communicating and building relationships with parents/caregivers and maintaining your child's learning portfolio. They will also support sibling relationships by arranging visits to each other's rooms.

Throughout your child's kindergarten time, meetings can be arranged with the educators or Director to discuss any matters which are of importance to you and your child. Please communicate your ideas and knowledge about your child's development and interests, so that we can form a positive partnership which will build a strong foundation for future learning.

Parent Fees

Roxby Downs Children's Centre is not-for-profit. Fees are charged in order to cover the running costs of the long day care and OSHC programs and support the operation of the kindergarten. This means that all money received is used to provide the best care and education for all children.

Fees are set by the parent management group (Governing Council) and are reviewed regularly to ensure the Centre operates with a high quality rating under National Quality Standards and remains viable.

The Centre is closed on public holidays and there are four kindergarten closure days per year. No fees are charged for public holidays or closure days. The Centre is closed for two (2) weeks at the end of the year. No charges apply to the two week closure.

Long day care and OSHC fees

Families enrolling in the long day care program are encouraged to apply for financial support from the Commonwealth Government in the form of Child Care Subsidy (CCS). Families can

apply for CCS online at <https://my.gov.au> if the claiming parent is already registered. Families can contact the Department of Human Services on 136 150 to discuss their individual entitlements and CCS assessment, however it is easier to do this on line. The DHS will determine the CCS percentage and eligible hours applicable to each family. This will be determined by the family's annual gross income.

Payment of accounts

Fees for child care and OSHC will be payable from the first day of care. Accounts will be issued weekly. We accept phone payments by credit card, direct deposit and iPay. Accounts are required to be paid weekly, unless arrangements are made in consultation with the Director, Assistant Director or Administration officers.

Child Care Bond

A child care/OSHC bond of \$200 is charged to families when their child/ren begin care at the Centre. The full bond is required before commencement of care. The bond may be used to contribute toward the final two weeks of care fee when notice of cancellation is received in writing. Failure to provide two (2) weeks notice of cancellation of care will forfeit the bond refund.

The bond assists in the financial management of the Centre to allow bills to be generated one (1) week in arrears. It assists to minimise costs associated with outstanding accounts when families leave the Centre.

As a bond is not required for Preschool, when children cease child care and are only accessing kindergarten sessions the bond will be refunded. The bond will be credited towards your account.

Outstanding accounts – plan of action

If families are having difficulty paying their account they can meet with the Director or Assistant Director to discuss an alternative plan of action. All accounts are issued on Monday each week via email and are due for payment by Friday of the same week.

One week overdue

A \$15.00 late fee will be incurred for all accounts 7 days overdue

Two weeks overdue

A \$30.00 late fee will be incurred for all accounts 14 days overdue. All accounts later than 14 days overdue with no communication will be passed on to eCollect debt recovery and care will be cancelled. Bookings will only be accepted after full payment on account has been made and a direct debit agreement has been entered into with the Centre.

Debt Collection

If no payment is made or there is not attempt to negotiate a payment plan with the Director, Assistant Director or Administration Officer, the outstanding debt will be placed in the hands of the eCollect. Debt collection charges will be added to the fee which you will be liable for. The Centre will retain and file formal correspondence.

Allowable absences

Each child has 42 days where child care subsidy is paid if the child does not attend child care. These days cover sick leave and holidays. Each child receives new entitlements at the beginning of the financial year.

If your child is sick please ensure you obtain a medical certificate from your FP and give this to us to ensure that you still receive your CCS. Once you exceed 42 days of absence, your CCS is no longer paid and you will need to pay the full fee for child care sessions.

Centre Closure

The Centre will be closed for a 2 week period at Christmas time. These dates will be advised when available. No charges or lose of allowable absences will occur during this time. Kindergarten operates during school terms only.

2020 School term dates

Term 1	28 January – 9 April
Term 2	27 April – 3 July
Term 3	20 July – 25 September
Term 4	11 October – 4 December

Cancellation of care

A minimum of 14 days written notice is required for cancellation of any booking. Full fees will be charged for any booking cancelled within a 14 day period.

Ending child care/OSHC – 14 days written notice is required otherwise 2 weeks fees will be billed.

For casual and hourly bookings made less than 7 days in advance, 24 hours notice for cancellations will be required, otherwise fees will still apply.

Late fee

A fee of \$3.00 per minute will be charged for late collections of children. These fees are put in place to cover the cost of staff working overtime.

Long day care / OSHC and casual fees

Permanent session name	Session time	Rate
Full day	6.00am to 6.30pm	\$100.00
Ten hour day	7am to 5pm	\$100.00
School day	8.30am to 3.00pm	\$90.00
Half day (morning)	6.00am to 12.30pm	\$67.50
Half day (afternoon)	12.30pm to 6.30pm	\$67.50
Before kindy	6.00am to 8.30am	\$25.00
After kindy	3.00pm to 6.30pm	\$30.00
Early closure days (kindy 2pm)	2.00pm to 6.30pm	\$40.00
Casual Hourly care		\$27.50/hour
Casual booking fees		
Full day	6.00am to 6.30pm	\$110.00
School day	8.30am to 3.00pm	\$95.00
Half day (morning)	6.00am to 12.30pm	\$72.50
Half day (afternoon)	12.30pm to 6.30pm	\$72.50
Hourly		\$27.50/hour
OSHC fees		
Before school	6.00am-8.30am	\$20.00
After school	3.00pm-6.30pm	\$25.00
Full day	6.00am to 6.30pm	\$70.00
Half day (morning)	6.00am to 12.30pm	\$40.00
Half day (afternoon)	12.30pm to 6.30pm	\$40.00
Early closure days (school 2pm)	2.00pm to 6.30pm	\$35.00

Account name: Roxby Downs Child Care Centre

BSB: 085-896

Account number: 946262503

Please record your child's full name as a reference.

Kindergarten Fees

Fees for 2020 have been set at \$150 per term which equates to \$15/week or \$1/hour. If the full year fees are paid in full before the end of February a 10% discount is applied bringing the annual fee down to \$540. Fees are to be paid over 3 terms in instalments (Terms 1, 2 and 3) at \$200/per term. Alternate fee payment arrangements can be made upon request (e.g. weekly, fortnightly, monthly). Pension concessions and multiple children discounts are also available. Invoices are emailed to you at the beginning of each term. Please pay these promptly into our bank account:

Account name: Roxby Downs Children's Centre

BSB: 085-896

Account number: 548433346

Please record your child's full name as a reference.

Kindergarten

Each child will access a maximum of 30 hours per fortnight over a twelve month period prior to starting school. Your child is either in the blue or red group.

Blue group: Monday and Tuesday 8.30-3pm and odd week Wednesday 8.30am-12.30pm

Red group: Thursday and Friday 8.30-3pm and even week Wednesday 8.30am-12.30pm

Please speak to the Director if your child has special rights or you have concerns relating to their development and how this may impact their kindergarten or school readiness. **Your child is not legally required to start school until age six.**

During Term 1 of kindergarten a three-way interview is offered (approximately 20 minutes) to discuss your goals for your child, and your child's goals during their kindergarten year – this forms your child's Individual Learning Plan. A follow up interview is offered during Term 3 to discuss progress and areas of strength and future development.

Throughout your child's time at the Children's Centre, meetings can be arranged with the educators or Director to discuss any matters which are of importance to you and your child. Please communicate your ideas and knowledge about your child's development and interests, so that we can form a positive partnership which will build a strong foundation for future learning.

Health and sickness policy

The Centre does not have the facilities nor staff to care for sick children; therefore children who are unwell or have infections or contagious illnesses cannot be catered for. We ask that you do not bring your sick child into the Centre during the infectious and contagious period. The Centre's staff team is responsible for advocating for the wellbeing of all children. If your child requires medical treatment or an ambulance, you are liable for any expenses incurred in the treatment of your child. Please be aware that if your child's immunisations are not up to date, your Child Care Subsidy (CCS) will cease.

Immunisation Schedule

Age	Disease immunised against
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Birth	Hepatitis B
2 months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal Rotavirus
4 months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal Rotavirus
6 months	Diphtheria Tetanus Pertussis Polio Hepatitis B Pneumococcal
12 months	Measles Mumps Rubella Meningococcal C
18 months	Hib Measles Mumps Rubella Varicella (chickenpox) Diphtheria Tetanus Pertussis (whooping cough)
4 years	Diphtheria Tetanus Pertussis Polio Pneumococcal

Teaching and Learning

At Roxby Downs Children's Centre, we plan, program and report using the Early Years Learning Framework: Belonging, Being and Becoming. The Framework conveys the highest expectations for all children's learning from birth to five years and through the transitions to school. It communicates these expectations through the following five Learning Outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing

- Children are confident and involved learners
- Children are effective communicators

The Framework provides broad direction for early childhood educators in early childhood settings to facilitate children's learning. It guides educators in their curriculum decision-making and assists in planning, implementing and evaluating quality in early childhood settings. It also underpins the implementation of more specific curriculum relevant to each local community and early childhood setting.

The Framework is designed to inspire conversations, improve communication and provide a common language about young children's learning among children themselves, their families, the broader community, early childhood educators and other professionals.

Educators plan and implement programs for the children and consider individual goals, group goals, children's interests, community events and family participation. Additionally, each child's Individual Learning Plan, observations and staff discussions of individual children are considered. The program incorporates a balance of individual and group times, inside and outside experiences, quiet and noisy activities. Refer to the programming book for current program details.

Our program is flexible and our practices reflect the belief that children are competent learners from birth and unique in their own individual way. Educators support children to have a chance to try things for themselves, to build a sense of optimism, independence and positive well-being.

Children's Learning

Early childhood education is based on play based learning. Research throughout the world has shown that children learn best when they are involved in active, hands on learning, when they are active participants in constructing their understanding about the world around them. As educators we start with what children already know and we then build upon that knowledge.

'Play provides opportunities for children to learn as they discover, create, improvise and imagine....play provides a supportive environment where children ask questions, solve problems and engage in critical thinking.'

From: Belonging, Being and Becoming; The Early Years Learning Framework for Australia

The role of teachers is to extend children's thinking, to create environments and plan experiences that will challenge, encourage problem solving, exploration, creating, constructing and building relationships with peers and adults.

Inquiry based Learning

Young children are inquisitive and love to ask questions as they make sense of the world and their place in it. Questions are also a powerful tool for educators to promote children's thinking and learning. When children are able to question and investigate the answers, they feel in charge of their own learning. An Inquiry-based approach to learning harnesses their curiosity and keenness to investigate, creating an interesting, engaging and meaningful curriculum that uses children's interests and questions as a starting point for effective learning.

Learning Environment

The Educators at Roxby provide an environment that is engaging for young children and supports them to develop dispositions for learning like curiosity, resilience, imagination, communication and the ability to reason and reflect. Children are encouraged to be self-directed in their learning and have opportunities for uninterrupted play based experiences.

Learning stories and portfolios

Learning stories are an holistic approach to assessing and documenting children's learning. Learning stories focus on what the child can do rather than what they can't. Each child has a learning portfolio containing documentation of children's involvement and learning during their time with us. Documentation includes learning stories, annotated photos, jottings, copies of inquiry documentation, child's work samples, to name a few. When children leave Roxby Downs Kindergarten the portfolio is given to them.

The Reggio Emilia Approach

The Reggio Emilia Approach derives its name from its place of origin, Reggio Emilia, a city located in Emilia Romagna in Northern Italy. Shortly after the Second World War, Loris Malaguzzi, a young teacher and the founder of this educational approach, joined forces with the parents of this region to provide care for young children. They felt that it is in the early years of development that children form who they are as individuals. This led to creation of a program that was based on: the principles of respect, responsibility, and community; the value of exploration and discovery; a supportive and enriching environment; and the interests of the children through a self-guided curriculum. Originally inspired by the need of women to return to the workforce, over the last 50 years, this educational philosophy has caught the attention of early childhood educators worldwide.

The principles of the Reggio Emilia approach that we work with at Roxby Downs Children's Centre fit beautifully within our curriculum, The Early Years Learning Framework for Australia – Belonging, Being, Becoming. The Reggio Emilia philosophy is simply -excellent early childhood practice. We believe that by implementing learning programs and experiences through the lens of the Reggio Emilia principles we can create rich, engaging and exciting learning experiences for children in a beautiful, respectful environment that fosters strong relationships and a strong sense of identity and belonging for children and families. Outlined below are some of the principles of the Reggio Emilia philosophy that we foster.

Relationships: Relationships and learning through relationships underpin everything that we do. Roxby Downs Children's Centre educators are committed to making connections with every child and building "real" relationships. We provide experiences for children to connect with each other and develop a sense of belonging to our Centre community. We also value relationships with families and the wider community and strive to create opportunities and experiences to connect with them. We aim for "partnerships" with parents, not just superficial parental involvement, we strive to develop a culture where staff and parents respect childhood as a time for children to explore, create and be joyful.

Image of the child: Roxby Downs Children's Centre educators see the children as strong, competent, creative and curious, and capable of building their own theories, not as empty vessels that require filling up with facts. Children are seen as unique individuals within a group. Children are encouraged to share their experiences, ideas, theories and curiosities. A strong sense of identity in children is promoted, children's images are projected everywhere: in photographs; in

reflections of mirrors; in celebrations of learning; and in the child directed learning projects and journeys. Children are respected and valued for their unique individual personalities and identities.

Listening :- “child's voice” Roxby Downs Children's Centre educators are genuinely interested in, and listen deeply to what the children have to say/are communicating. We believe that children bring valuable experiences, theories, knowledge, skills and questions to Roxby Downs Children's Centre with them. Educators value skill acquisition but not in isolation, or at the expense of the exploration of knowledge, concepts, theories, questions and collaboration. An “overview curriculum” is planned at the beginning of the year and each term, and the children's interests, knowledge, needs and wonderings determine the direction that the learning journey takes.

Environment as the “third teacher”: The Roxby Downs Children's Centre learning environment reflects that children are highly valued and respected. The physical environment is a beautiful, calming and welcoming space. Educators take time to set up engaging and enticing experiences to engage children in learning and provide a myriad of spaces for children to “be” alone and with others. The layout of the physical space encourages encounters, communication and relationships. The arrangement of structures, objects and activities encourages choices, problem solving, and discoveries in the process of learning.

100 Languages: A core principle that we believe in is that children possess a hundred languages, a hundred ways of thinking, of expressing themselves, of understanding and encountering others, with a way of thinking that creates connections between the various dimensions of experience rather than separating them. At Roxby Downs Children's Centre, we provide opportunities for children to express themselves and learn through many mediums and experiences.

Projects: Roxby Downs Children's Centre educators are committed to research within the Centre and community. Children are given time to explore ideas and theories and develop skills and this is not dependent on strict timetable restrictions. Children are encouraged to ask questions at any time and to be “researchers”. Many “projects” unfold within the Children's Centre learning programs, some long term over weeks, a term, or more; and others more short term and happen within a day or week at the Centre. Projects may derive from both children's and teacher's ideas and interests, thoughts and theories in things worth knowing about.

Documentation: Recording, reporting on and interpreting children's learning is a vital part of an educator's work. Group and individual learning stories are documented and used to celebrate and share learning, as well as inform future learning possibilities. Documentation serves many purposes, but most of all it is used as a research tool for studying children's learning processes. Documentation is about what children are doing, learning and grasping, and the product of documentation is a reflection of interactions between teachers and children and among children. Documenting children's daily experiences and ongoing projects gives meaning and identity to all that the children do. It is through documentation that educators can gain insight into children's thinking, determine further investigation for working on topics, creating a history of the work and generate further interest.

Professional Development: Roxby Downs Children's Centre staff are committed to lifelong learning and engage in ongoing professional development outside of the Centre environment, but also within the Centre environment and local community, sharing and supporting one another and learning together.

Assessment and reporting

Educators regularly review children's progress during their time at the Children's Centre, based on their individual learning plan, observations, information from parents, interviews and work samples.

This information is used when planning learning activities for individuals and groups of children and to monitor children's learning.

Statement of Learning. The kindergarten statement of learning is written mid year and at the end of your child's final term of kindergarten and prior to starting school. The report will describe your child's development against outcomes in the Early Years Learning Framework (EYLF).

Portfolios Each child at Roxby Downs Children's Centre has an individual portfolio. The portfolios hold a variety of information about your child's learning and development during their time at the Children's Centre. Items may include photos, work samples and observations by staff. We encourage you to look at the folders with your child and to talk about their learning.

Anecdotal observations As staff work with your child they will observe and record notes about your child's learning, development, skills, interests and abilities. These notes are then used for future planning to ensure we are supporting your child's on-going learning,

Oral language. Research tells us that oral language is crucial to a child's literacy development, including listening, speaking, reading, and writing skills. We have a strong focus on facilitating oral language and our team use strategies to promote oral language learnt through participation in an oral language project with a Speech Pathologist. During Term 1 we assess each 3 year old and 4 year old child's oral language and re-assess late in Term 3/early Term 4.

Behaviour Guidance

Children face many challenges throughout their lives. Learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments or when interacting with their peers or adults are two of those challenges. The staff team has sound knowledge and understanding of children's social, emotional and cognitive development and support appropriate and effective practices. Our practice reflects the commitment of staff in establishing behaviour guidance strategies, with children and families, which ensure that children are treated with respect and empathy whilst providing clear guidance and support to address underlying needs that are motivating the behaviours that require further guidance. Please ask a staff member if you wish to see the Interactions with Children Policy.

The staff team will provide a safe, caring, play environment in which educators support children by:

- Focusing on positive, appropriate behaviours and use praise, encouragement, modelling and recognition of these appropriate behaviours
- Using visual cues as well as spoken cues to reinforce instructions/requests for appropriate behaviour
- Using 'teachable moments' plus explicit programming to develop children's communication, social development and protective behaviour skills that encourage self-awareness and self-discipline/control.
- Helping children to develop an understanding of consequences and implication of negative behaviour on others and on themselves. This includes working with children to establish limits, rules, expectations of fair play and consequences of behaviour.

We will work together in partnership with families to support positive learning outcomes. Parents can also seek advice and support from our Community Development Coordinator who can provide access to a range of outside agencies.

What to bring to OSHC and kindergarten

- Bag
- Hat
- Fruit/healthy snacks
- Drink bottle (water only)
- Lunch (healthy food options – see policy)
- Spare clothing in a plastic bag

Please ensure all items are
labelled with your child's
name

What to bring to Child Care

- Bag
- Hat
- Spare clothing in a plastic bag
- Bottles of formula or bottle for milk
- PLEASE NOTE – children enrolled in child care will receive all their meals and drinks and have nappies supplied. **Please DO NOT send any food or drink from home (unless it is formula).**

SPECIAL ITEMS FROM HOME

It is preferred that children's own personal items are **NOT** brought into the Centre, other than those used for comforting. This will avoid possible damage or loss, for which the Centre cannot take responsibility.

Hat

Your child will need to bring a **named** broad brimmed or legionnaires hat. We have personalised hats available for sale for \$15. Order forms are available from reception. Our Children's Centre has a policy of "**NO HAT, NO OUTDOOR PLAY**". This supports the recommendation of the Anti-Cancer Foundation. Children need to wear a hat every day of the year due to the high U.V. levels experienced at Roxby Downs.

Children who forget their hat are asked to play indoors or under the veranda. We encourage children to be independent and take on the responsibility of caring for their own hat. Please encourage your child to apply sun screen when they arrive at the Centre. Sun screen will be reapplied prior to lunch. As part of our sun protection policy, children need to wear clothing which covers their shoulders.

Clothing

As part of the Centre's programs children will be encouraged to play with sand, water, mud, paint, dough, clay and other potentially messy materials. Children are also encouraged to practice independent self-help skills, such as eating, drinking, toileting and washing hands. Because of this we recommend that children wear washable and comfortable clothes that children can manage themselves, allowing them ease of movement and won't matter if they get dirty. We cannot guarantee that stains will not happen.

Loose fitting shoes such as thongs, slippers, and Crocs are generally unsafe shoes for children especially when climbing and playing outside so we ask that you avoid these.

Please provide a complete set of spare clothes appropriate to the season for your child to change into in case of any accidents (e.g. getting wet whilst playing with water/sand, not getting to the toilet in time etc). Please include underwear (including socks) and ensure items are the correct size. We have child care and kindergarten t-shirts available in a range of sizes and colours for \$20.

****Please label all items which your child may bring or take off during their time at the Centre.**

Fruit/Snack/Lunch for Kindergarten children

Your child will need to bring healthy snacks to the Children's Centre. Please see our Healthy Food and Drink Policy for guidelines on foods that are encouraged at the Centre. Unless your child's snack needs to be refrigerated, please keep their snack in their backpack so they can access it freely when they wish. Lunches can be refrigerated. We will advise you if a child has an allergy to foods such as nuts, eggs, etc.

Drink

We encourage children to drink water at Kindergarten and OSHC. Please supply a named drink bottle of water. This can be kept inside on the kitchen bench/drink bottle baskets. We also have fresh drinking water at drink stations available at all times. Child care children will have access to water at all times in their rooms and have cups provided by the Centre.

What to do upon arrival at the Children's Centre

1. Sign in your child on the roll located in the piazza and write the time
 2. Encourage your child to have a go at writing their name, first letter or representation of their name on the sign in sheet (pre-kindy and kindergarten children)
 3. Get your kindy child to remove their lunch box/drink bottle from their back pack. Place snack in basket and lunch boxes in the fridge, drink bottles can be placed in baskets also.
 4. Get your child to locate their locker name tag, select a locker, put their name tag on the Velcro and place their bag inside the locker. Child to wear their hat if playing outside.
 5. Help your child to settle in to an activity and say 'goodbye' before you leave.
- **Please do not leave your kindergarten child unsupervised prior to 8.30am.**

Settling in

Some children need a lot of reassurance to settle into child care and kindergarten, while others settle into activities straight away. There is no right or wrong way, every child is unique. We recognise that parents know their own child best and educators will support you to develop a suitable ritual of separation that suits everyone. Please make sure you always say 'goodbye' to your child when you leave, don't sneak away as it is vital that we work together to build trusting relationships.

We encourage children to be responsible for their own bags and belongings and develop their independence.

Daily routine for kindergarten

8.30am	Children arrive, families sign in own child – indoor/outdoor play
9.00am	Group time (including roll check)
9.10am	Small learning groups
9.30am onwards	Progressive snack time and indoor/outdoor play and opportunity to sign up for 'workshops'
11.50am	Reapplication of sun screen and washing hands for lunch
12pm	Lunch
12.15-12.30pm	Relaxation/quiet activities
12.30pm onwards	Indoor/outdoor play and opportunity to participate in 'workshops'
2.45pm	Group time

3.00pm Session finishes

Half day Wednesday

8.30am Children arrive, families sign in own child – indoor/outdoor play
9.00am Group time (including roll check)
9.10am Small learning groups
9.30am Progressive snack time and indoor/outdoor play
10.00am Cooking experience (food gets eaten by everyone late morning)
12.15pm Group time
12.30pm Session finishes

Daily routine for child care / vacation care

6.00am Centre opens
Up to 8.00am Breakfast is offered
9.30am – 10.30am Progressive morning tea
11.30am Lunch
2.30pm Afternoon snack
6.30pm Centre closes

Under 2's – educators follow each child's home routine as much as possible

Parent Communication

Noticeboard

Next to the sign in sheets we place important information about things such as upcoming events, health issues etc.

Email

Most communication from kindy goes to you via email – including accounts and newsletters, reminders, etc. We try to use as little paper as possible in line with our sustainability strategy. If you prefer hard copies of accounts or newsletters, please advise the director.

Facebook

We have a very active Children's Centre Facebook page where we post photos of children and the learning they are doing at the Centre. We also use it for reminders about upcoming events, interesting links, etc. Only children who have signed Facebook permission forms will be shown on our Facebook page. Look us up and "like" us: Roxby Downs Children's Centre. We recommend that caregivers sign up for our page, even if they are not a facebook user as this is one of our main communication tools that we use to share the day to day learning that happens at the Centre.

Website

You can also visit our website. Here you will find lots of information about Roxby Downs Children's Centre. <http://roxbycc.sa.edu.au>

Absences

If your child is going to be absent from child care or kindy for any reason, please let staff know.

Attending kindergarten regularly sets up good patterns for school. It is important children attend on their allocated days unless they are sick or due to family circumstances.

Regular attendance:

- Supports children's learning
- Provides children with time to build relationships with children and adults at the centre. High absences can mean children find it difficult to make friends and to feel comfortable at the kindergarten. This negatively impacts on their learning and well-being.

If your child is running a temperature or showing any signs of being unwell please keep them home. Children must stay home for 24 hours after the last episode of any vomiting or diarrhoea to aid your child's recovery and to prevent the spread of infection. We also ask for notification in the incidence of infectious or contagious diseases in the family.

Collection of children

If someone other than a parent is collecting your child from child care, kindergarten or OSHC you need to write this information in the comments section on the sign in sheet or phone the Centre staff to advise. Should an emergency arise and you are unable to collect your child, please phone us to let us know who will be collecting your child in your absence. On the enrolment form there is space to write names and contact details of people you authorise to pick up your child. Children can only be collected by authorised nominees. When coming and going from the Children's Centre please make sure you only let your child in and out of the doors.

Health care

It is a requirement that children attending the Children's Centre requiring medication to be administered by staff (even once off) **MUST** complete an authority form. Educators cannot legally administer any medication (including ointments / Panadol etc. or any over the counter medicine bought at the Chemist without a prescription) unless the parent/caregiver completes this form.

If your child requires medication, the medication must be supplied in the original container, clearly marked with the child's name, dosage and the use by date. Please ask a staff member for the necessary "authority to administer medication" forms. Children with allergies and other long-term health issues may require medication to be held at the Children's Centre for use in emergency situations.

If your child is asthmatic, ASTHMA forms will need to be completed by your Doctor and are available from staff. If your child is ANAPHYLACTIC an action plan must be completed by your Doctor.

Please inform staff if your child has any other life threatening illness such as ANAPHYLAXIS or diabetes as a **HEALTH CARE PLAN must be completed on enrolment** to ensure everyone is aware of their responsibilities. Staff may also require additional training prior to your child starting at the centre.

Any further queries or any other health dietary concerns please speak with staff.

Under no circumstance should any type of medication be left in children's bags.

Please note that these medical/health care plans MUST be given to the Director before your child is able to attend the Children's Centre to ensure the safety and wellbeing of your child.

First Aid

All minor accidents will be treated by staff and reported to parents/caregivers on the day the incident occurred via a minor accident report form. If your child is involved in a more serious accident (such as a head injury, bite or an incident that requires medical assistance) we will contact you by phone. This will be reported on a different form and the parent/caregiver is required to sign this. An ambulance will be called in the case of an emergency. All staff are trained to administer first aid.

If your child becomes unwell during the day you will be phoned and asked to collect your child from the Children's Centre.

Emergency policy

All children in attendance at the Children's Centre are signed in by you on an attendance sheet (kindy) or iPad (child care and OSHC) when they arrive. This is used to identify all children in the event of an emergency or evacuation process. It is also a legal requirement. This is why it is important for you to remember to sign your child in and to notify us should your child not be attending child care or kindergarten for their nominated session. Evacuation and lock down procedures are practiced with the children and staff on a regular basis, at least once per term.

Special services - Kindergarten

Sometimes parents may be concerned about their child's development, this could be with speech and language or learning in general. If you have any concerns at all please speak to a staff member during the enrolment process or at any time during their year at kindergarten. We know that the earlier we intervene to support children the better the outcomes.

If staff have any concerns they will discuss this with parents/caregivers and if eligible, support may be sought through the Department for Education. This could include speech therapy, psychological assessments and preschool support.

CAFHS is on site at the Children's Centre to conduct comprehensive 4 year old health checks including sight and hearing tests as well as for general consultations. Bookings can be made by phoning 1300 733 606 line for a Wednesday clinic appointment.

Parent Involvement

Parents/families are encouraged to be involved in whatever capacity they feel comfortable. There are many ways you can be involved in your child's education.

Parents can

- join the Governing Council
- help children with activities, games, reading books etc during the session
- share a skill such as cooking or gardening
- participate in working bees
- attend open nights, parent meetings etc
- help with rosters such as the end of term cleaning
- read notices, newsletters
- assist with excursions
- help out with fundraising events
- collect food packaging, loose parts, old electrical items – see loose parts brochure

Governing Council

The Governing Council is representative of the families of Roxby Downs Kindergarten and Child Care. It is responsible for the general running of the centre and is accountable to the members of

the Centre and also the Department for Education in regard to the financial management of the centre. Any parent or guardian of a child attending the centre may become a member.

The Governing Council is responsible for deciding how we raise funds for the Centre (levies, fundraising) for paying bills, decision making for the benefit of the Centre and the children, buying furniture and equipment, obtaining the services of cleaners, auditors etc and the planning of social functions. It is made up of parents from the Centre plus the director and a staff member.

If you are interested in becoming a governing council member, speak to any staff member at the Centre or come along to one of the regular governing council meetings. Meetings dates and times are advertised in the centre newsletter and are usually held monthly at 7.00pm.

Parental Responsibilities

- Parents/carers are requested to respect session times when bringing or collecting your child from kindergarten as staff are involved in setting up and preparing activities at the beginning and end of the day. Please accompany your child safely into the kindergarten building every day so that staff are aware of children coming and going and that relevant information is passed on.
- **If someone other than you is going to be collecting your child please write this in the comment section of the sign in sheet and inform a staff member.**
- Please check your kindy parent pocket each day for printed information that is unable to be emailed
- Please notify staff if any of your contact details change (phone numbers, address, family situation etc). All information shared with staff is confidential.

Other

Lost Property

Any clothing or other items (e.g. lunch boxes, containers, drink bottles etc) that have been misplaced may be found on our Lost Property display in the foyer. Unnamed and unclaimed items are donated to the op shop at the end of each term.

Please NAME all items that come to the Children's Centre.

Laundry

The kindergarten has a laundry roster which means, as a kindergarten parent, you will be asked to take home a bag of washing approximately twice a year. Please return the clean laundry as soon as possible.

Smoking: New smoke free laws that came into effect in 2012...

As of May 31st 2012 new State Government Legislation came into effect that:

- Bans smoking within 10 meters of children's playground equipment
- Bans smoking under covered public transport waiting areas including bus, tram, train and taxi shelters and other areas used to board or alight from public transport that are covered by a roof
- Gives local councils and other incorporated bodies the ability to apply to have an outdoor area or event declared smoke free



This means no smoking in or around the Children's Centre/school.

Library

Kindergarten will visit the library as small groups from time to time.

Birthdays

We support and encourage participation in a range of cultural celebrations including birthdays. We celebrate birthdays at the Centre by singing "Happy Birthday" and finding ways to make each child feel special. Each year we work with children and their families to find out how what rituals they might like to celebrate birthdays.

We support family choice for those that prefer their child isn't involved in this celebration; please let staff know. We ask that birthday food is kept for home as it would mean children could be eating birthday cake or goodies several times a week if every child brings something to share for their birthday! We love to celebrate birthdays but please do not send along any items for your child to give out to other children.

Roxby Downs Children's Centre Services

The Children's Centre currently has a Community Development Coordinator and in the future we expect to have a Family Practitioner, Speech Pathologist and Occupational Therapist.

Roxby Downs Children's Centre provides services and programs to a range of groups within the community.

Community services are tailored to the needs of the community. These include supported playgroups for babies and toddlers, coffee and chat times, and Circle of Security and/or Marte Meo groups. Each term a calendar of activities/events is available to let you know what programs are being offered at the Children's Centre and within the community. These community services support and complement the provision of sessional preschool and the long day care program.

Outside providers run specific groups for the community and can include Anglicare, SA Health, TAFE SA, Relationships Australia and CAFHS. Other programs will be developed in line with community needs.

Playgroup

Roxby Downs Children's Centre has playgroups that operate out of the community space, facilitated by our Community Development Coordinator. The cost for each child over 1 is \$2, no charge for under 1's. Please ask staff for more information.

Community Development Coordinator

Silvie O'Connor is our Community Development Coordinator. Her role as a representative of the Children's Centre is to strengthen the capacity of the community and to provide more supportive environments for children and families, by working in partnership together and with other agencies to offer a range of programs and services.

The Community Development Coordinator can help to:

- Support families to link up with other families and be involved in community programs and activities, e.g. family fun events, cultural events, celebrations, parenting groups and playgroups
- Support families to increase their knowledge and skills about parenting and childhood development
- Support families to develop personally and build their leadership skills.

Parent Grievances

We are committed to working together in partnership with families and aim to provide an environment that encourages open communication. You are invited to approach any member of staff if you have any questions, queries or concerns.

Should a problem arise that you feel you need to resolve with our staff, then please let us know. Communication is the key, the first person to speak to is always the Educator. In almost all cases, parents together with the Educator will be able to resolve the issue. Should this not be the case and you find yourself unsatisfied with the outcome, please contact the Director, who can work with you and the Educator to resolve the problem. All grievances will be taken seriously and our best efforts will always be forthcoming. Please see our "Parent guide to raising a concern or complaint" brochure located in the foyer and on our website. All issues or concerns are kept confidential.

We ask if you have any questions or concerns that you raise them with one of our friendly staff members. It is inappropriate to use social media forums such as Facebook to discuss these matters. Please contact us during hours of operation on 8671 0455 or via email at dl.6646.roxbykgn@schools.sa.edu.au

Taking photos at the Children's Centre

Please note that you are very welcome to take photos of your own child at the Children's Centre but please ask a staff member for permission BEFORE you take any photographs of any other children. Some children's families have not given permission for their child to be photographed at the Children's Centre by other families. Please do not publish other children's photographs on Facebook or any other social media unless you have gained permission from their parents.

When children play how and what are they learning?

As parents we all want our children to be as successful as possible for their future development. What skills will be needed for the future? Interaction with others? Conflict management? Negotiating with others? Turn taking? Role play of "adult type" occupations? Play is where the child practices many different ways of representing reality, creating symbols with clay, paint, blocks, sand, water and dress ups.

In a competitive and turbulent environment where no job is ever secure, the idea of expertise must include: versatility, imagination, reliability, and inventiveness. At the early childhood level, play is the perfect activity for the development of these qualities. Play can help young children deal with things they can't always put into words. Tension, anxiety, fear and anger can be acted out in play. An experience can be replayed many times while children gradually come to grips with it.

"Play starts at birth and early childhood environments that promote play for all children and allow children to feel motivated, esteemed and appreciated are cause for celebration." (Elspeth Harley 1999)

Observation of children participating in dramatic play demonstrates that they are using a wide range of cognitive skills as they plan and implement their play. (Observe your child at play!) These skills include; divergent thinking, understanding concepts, problem solving, imagining, limitation, visual/spatial discrimination, anticipation, attending behaviours, planning, concentration, reasoning, linking cause and effect, taking the perspective of another, choice and use of resources, testing relationships and adapting responses, classifying, and memory recall. When children initiate pretend play they often become totally absorbed, and can be observed demonstrating skills and behaviours, which are more refined and advanced than at other times. The environment, props and the social interactions serve as scaffolds whereby the child can progress to high levels of development and understanding. Through play experiences children develop self-motivation and the ability to make their own choices. They balance individual freedom with social cooperation, negotiation and responsibility for the welfare of others. They

develop the ability to reflect and learn from their own mistakes with courage and confidence in themselves and learners. Play can be the perfect context for developing these life skills.

Play is fundamental to young children's learning as they engage in exploration, imagination and investigation, while socialising and communicating with children and adults around them. Our environments both indoors and outdoors are valued equally as important learning spaces. We believe the role of the learning environment is to provide flexible, open-ended materials and spaces to enable children to participate uninterrupted, to work alone, or in small intimate groups or as a member of a large group.

Policies

The following Children's Centre policies are available to view in our Policies Folder located in the foyer or on our website (<http://roxbycc.sa.edu.au>)

NATIONAL QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

Children and multi media

Curriculum Planning

NATIONAL QUALITY AREA 2: HEALTH AND SAFETY

Administration of First Aid

Anti bullying

Clothing

Dealing with infectious diseases

Dealing with medical conditions

Delivery and collection of children

Dental

Drugs, alcohol and smoking

Emergency Evacuation and invacuation

Food handling and storage

Healthy food and drink

Hygiene

Incident, injury, trauma and illness

Lost children

Nappy changing and toileting

Providing a child safe environment

Safe sleeping and resting

Social media and cyber safety

Storage of dangerous products

Sun protection and hot weather

Water safety

NATIONAL QUALITY AREA 3: PHYSICAL ENVIRONMENT

Environment

Inclusive practices

Work, health and safety

NATIONAL QUALITY AREA 4: STAFFING ARRANGEMENTS

Code of conduct

Employee grievance

Psychological health

Staff leave

Staff who have family members enrolled at the Centre

NATIONAL QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

Interactions with children

NATIONAL QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES & COMMUNITIES

Dealing with complaints

Orientation for children

Priority of access

NATIONAL QUALITY AREA 7: SERVICE MANAGEMENT

Employee performance review

Governance and management of the service

Induction of staff

Payment of fees