



PEREGIAN BEACH COLLEGE

Early *Learning* Centre



Early *Learning* Centre

Handbook 2025





CONTENTS

About Our Centre	4
Staffing	5
Attendance	6
Fees	6
Philosophy	6
Our Commitment to Reconciliation	8
Program	8
Children's Health and Safety	
Arrivals and collection	12
Meals	13
Immunisations	13
Illness	14
Medication	14
Headlice	14
Accidents, Incidents and injuries	14
Child Protection	15
Sun safety	16
Toileting	16



Rest Time	16
Building Relationships and Communication	
Inclusion	17
Transition from Home to Childcare	17
Keeping Staff Informed	17
Keep Updated	18
Loose Parts and Play Resources	18
Visiting/Volunteering	19
Garden	19
Media, Photographs and Mobile Phones	19
Quality Improvement Plan	20
Behaviour Guidance	20
Birthdays	21
What to Bring	21
Uniform	21
Moving On	22
Transition to Prep and Orientation	22



About Our Centre

A warm welcome to Peregian Beach College Early Learning Centre. We are licensed for 34 places across two rooms and benefit greatly from having a team of well established, qualified, passionate educators. As we are a relatively small child care centre, we are able to build close bonds with children and families and we pride ourselves on offering a stimulating learning environment where children are valued as individuals and their childhoods are cherished.

Our centre is set in a beautiful natural environment within the grounds of Peregian Beach College. We have close links with the college and children enjoy regular trips to the library and swimming sessions in the college swimming pool during the summer months. We join the college community for events such as the athletics carnival, cross country and fun run.

At no other time in their life will your child experience the same rate of growth and development as they do during their early years. We aim to develop children who are capable and independent learners, with a strong foundation for life-long learning. The Pre-Kindy and Kindergarten program offers your child opportunities to discover, experiment, explore, create and communicate within a well-planned environment. We place fostering relationships as the foundation of all that we do and a holistic approach to teaching the whole child.



PEREGIAN BEACH COLLEGE

Early Learning Centre

We are a Queensland Government approved Kindergarten program
Our Kindergarten class offers a meaningful transition to Prep and beyond.

Our Early *Learning* Centre is licensed under the *Education and Care Services National Law Act 2010* and follows the Education and Care Services National Regulations 2011. Our Kindergarten must meet requirements relating to activities, experiences and programs, staff members' qualifications, numbers of staff members and children.

The Office for Early Childhood Education and Care, Early Childhood Information Service contact number is: **13 74 68** Maroochydore: **5459 8610**

STAFFING

Our educators are passionate, early years professionals. The Director, Educational Lead and Nominated Supervisor, Barbara Wearing has a BA Honours in Early Childhood Studies. Our Assistant Director is Taylah Maddox who holds her Diploma in Early Childhood Education. Kate McDonald, Shyra Chapmann and Melissa Scholls are qualified Early Childhood Teachers responsible for the delivery of our Kindy program with the support of Bianca Winter and Amanda Grover. Our Pre-kindy lead educators, Shiloh Norris who has a Diploma in Early Childhood and Regan Forsyth- Guy who has a Bachelor's in education are in charge of delivering our Pre-kindy program with the assistance of Angie Bennett and Helen Geraghty who both hold a certificate III in early childhood education.

Our centre offers a minimum staff to child ratio of 1 adult to every 11 children. All staff members hold a current Senior First Aid Certificate, Anaphylaxis and Asthma Management Certificates. All staff have the appropriate Blue Card requirements and the National Mandatory Child Safety Training.

Child Care Students and Teacher Trainee Participants Child Care students and Trainee Early Childhood Teachers are welcome at the Centre. Their role is expected to be one of full participation in all aspects of the program. These duties include active input into the program, assisting with documentation and other daily routines and activities. Child Care students and trainee Early



Childhood teachers will work under the guidance of trained staff at all times. All students and trainees are required to hold a positive Prescribed Notice (Blue Card) issued by the Commission for Children and Young People.

ATTENDANCE

Our Centre is open from 7.00am until 5.30pm (or 6pm with prior arrangement), fifty weeks of the year. Days of attendance are flexible and can be booked in upon enrolment or throughout the year if vacancies exist. A minimum of two days attendance per week is recommended for Pre-Kindy and a minimum of three days per week is required for Kindy.

The Kindergarten program runs between **9.00am** and **2.00pm** each day.

Please collect your child from their room/outdoor play space and ensure a staff member is aware of your departure. This enables us to ensure the safety of the children and to pass on any pertinent information regarding your child's day.

If your child is not attending a scheduled day of attendance due to illness or family reasons, please inform us before 8.30am.

Fees

Daily fees are \$149.00 before Government rebates. Rebates are based on individual/family income. Fee payment is via direct debit on either a weekly or fortnightly basis. Please refer to our Fee Policy for more detailed information. To enhance our program we may, on occasion organise a relevant incursion/excursion which may be charged to your account and will also be eligible for the childcare subsidy. This will always be done in consultation with families.

PHILOSOPHY

At Peregian Beach College ELC we provide the children in our care with play based experiences that are linked to an intentional teaching and learning



program. Our Educators guide, scaffold and support children's learning; making the most of every teachable moment, whilst nurturing their natural curiosity and inspiring enquiry. We educate the children in our care drawing upon evidence based practices, guiding documentation and research based on Early Childhood development.

We are set apart from other long day care services/Kindergarten facilities in that we were established specifically to provide early learning spaces for 3 to 5 year-olds to attend and access the 'flavour' of our beautiful College, in anticipation of becoming ready for the transition to school here if they chose to continue on. We have the luxury of access to the College and facilities for, library and swimming sessions (in our college pool). We link closely with the school community, joining in various activities and events.

Our 2-weekly planning cycle is transparent, as the children, their families and the educators are all intrinsically and authentically part of the planning process. Each child is given regular opportunities to make decisions about how the next session, the next day, or the next few weeks might look like, feel like, or how it may evolve. We very carefully balance our scope and sequence of learning intentions between explicit teaching moments and emergent, uninterrupted play periods.

We value our families and we welcome open and honest communication with them regarding their child's care and education. We encourage feedback from our families and we seek out the wealth of skills, expertise and knowledge that they possess, in order to enhance and increase the children's quality of experiences. We record children's growth, interests and development daily. We



provide regular, relevant feedback to families about their children's progress, in a unique and distinctive way.

We deliberately set up our indoor and outdoor learning environments, with the purpose of making the whole facility feel 'exciting and inviting'. These play areas collectively cater for aspects including; individual learning styles, the interests of the children, curriculum outcomes, teacher/specialists creative ideas, our community values and the identified developmental needs and strengths of each child.

We at Peregian Beach College ELC are 'teachers who love to teach', creating 'children who love to learn'. Our staff are professional, highly experienced, collegial team members. We pride ourselves on our unique connection with each other and the connection that we are able to enjoy and experience with our families and our wider school community. We are a not for profit organisation; we educate and care for the children in our service because we love attending our centre each day in the privileged role of impacting young lives, for life!

Our Commitment to Reconciliation

We aim to create an environment which embraces, reflects and celebrates Australian culture and the diversity of the people who live in this beautiful country. We want children to value the richness of the culture and customs of the Aboriginal and Torres Strait Islander people and to feel a sense of pride in this as part of our shared national identity.



DAILY PROGRAM

We recognise our educators' knowledge and expertise in child development and combine this with a clear knowledge of each child to provide an engaging environment for them to explore and investigate. Educators embrace children's enthusiasm and intrinsic motivation to learn. They interact skilfully with them, recognising and valuing their current interests, ideas, skills and abilities and supporting and extending their learning and development.

For the majority of the day children are able to play in indoors or outdoors, enabling them to find experiences that engage and stimulate their learning, areas to be physical and boisterous or areas for quieter play.

Creative thinking and problem solving is highly valued and nurtured as children explore and discover. We maintain a strong focus on early literacy and numeracy within all our learning experiences, ensuring that each child's learning style is catered for and valued.

Numeracy: Foundational mathematical skills are taught through games, songs and through hands-on play experiences. Students participate as they learn using iPads, the Interactive Whiteboard, educational games, equipment and props.

Literacy: The children participate in a variety of literacy based activities, many of which are emergent, play-based learning opportunities. These play-based experiences, combined with a phonics awareness program, assist learners to build their confidence and understanding of the many sounds that make up the English language.

At all times, we aim to meet children's individual learning types and levels. This includes songs and movements as well as simple pen and paper activities. The children practice writing through role play activities, artwork, creating environmental print themselves, handwriting cards for fun and writing their names as they sign in or to name their art work. We recognise the importance of providing a wealth of opportunities for children to develop large and fine



muscle control to support their writing skills. They have regular exposure to programs and experiences using the iPads and Interactive Whiteboard to facilitate Literacy learning.

The Kindergarten program includes teacher directed and child initiated indoor and outdoor activities using ***Queensland Kindergarten Learning Guidelines***.

The Queensland Kindergarten Learning Guideline consists of five learning and development areas.

These five Learning Areas are:

- **Identity**
 - ✓ Building a sense of security and trust
 - ✓ Acting with increasing independence and perseverance
 - ✓ Building a confident self-identity

- **Connectedness**
 - ✓ Building positive relationships with others
 - ✓ Showing increasing respect for diversity
 - ✓ Showing increasing respect for environments

- **Wellbeing**
 - ✓ Building a sense of autonomy and wellbeing
 - ✓ Exploring ways to show care and concern and interact positively with others
 - ✓ Exploring ways to promote own and others' health and safety

- **Active learning**



- ✓ Building positive dispositions and approaches toward learning
 - ✓ Increasing confidence and involvement in learning
 - ✓ Engaging in ways to be imaginative and creative
 - ✓ Exploring tools, technologies and information and communication technologies (ICTs)
- **Communicating**
 - ✓ Exploring and expanding ways to use language
 - ✓ Exploring and engaging with literacy in personally meaningful ways
 - ✓ Exploring and engaging with numeracy in personally meaningful ways

Library

Children enjoy regular trips to the library to listen to a story and to choose and borrow a book to take home. Please make sure that your child brings a bag to take to the library (library bags can be purchased at the canteen) and brings their book back the following week.

Excursions\Incursions

During the year we may arrange incursions/excursions to extend children's ideas and experiences. Following consultation with families those which require an additional payment will be taken from your regular direct debit payments.

Children's Health and Safety

Arrival and Collection

Saying goodbye in the morning can be difficult for some children (and parents). Please feel free to stay and spend a short time helping your child settle. Do all of your 'chores' such as signing in, putting lunch boxes and drink bottles in the fridge, catching up on notes and information, and then let the educator know you're ready to go. Say a quick good-bye, give a kiss and hug and then head out the door. Linger after you have said good-bye extends upset and anxiety. If



your child finds it difficult to settle, educators will phone you to discuss options for the day and you are always welcome to phone us to check how they are doing throughout the day.

It is always helpful to know if your child has had a difficult morning or if there are any changes at home that may affect your children during the day. This helps us to be sensitive and responsive to your child's needs.

If someone other than a parent is to collect your child, this person needs to have had their name, address and signature recorded on file. Identification will be requested. **Please let us know** if you will be later than usual. Children can become concerned if their routine differs and this can be easily solved by a quick phone call through to the College office. If your child is going to be absent, please call the office on **54712103**.

Meals

Children require their food for the day and this is stored in our refrigerator on arrival. Government regulations stipulate that we are not allowed to store lunches in insulated style 'fridge bags'. A plastic lunchbox is the best storage option. In line with our healthy eating policy we ask parents to provide healthy, nutritious lunchboxes that do not include chips, lollies, roll-ups and chocolate. We routinely talk to children about making healthy choices and they enjoy opportunities to grow, harvest and eat fruits, vegetables and herbs in our garden.

We encourage children to 'listen to their bodies'. We have a community fruit basket and will help children to choose and divide a piece of fruit if they are hungry outside of our routine snack and meal times. We ask families to bring a piece of fruit for our basket each day.

Please ensure your child has ample water to drink and that drink bottles are labelled and are placed in the drink bottle container. We are then able to keep drinks at hand wherever we are. If your child has a particular food allergy/sensitivity please inform a member of staff.



Immunisations

The centre requires immunisation against infectious disease for the health and safety of all children attending the facility. All families will be required to provide an immunisation history statement showing that you're child's immunisation status is up-to-date, or documentation stating that you're child in on the National recognised immunisation catch up schedule.

Illness

In a close environment, illnesses can spread quickly. It is important that children who are ill remain at home until the infectious period is completely over. Sometimes children can be desperate to come to the centre, even when they are ill. Please ensure they remain at home, but feel free to involve them in sending emails or phone messages to us all at the Centre to keep up their connections with their beloved friends. If your child becomes ill while they are at the centre we will contact a parent/person listed as an emergency contact. We will ensure that your child has a quiet place to rest until someone arrives to collect them.

Medication

Often children on medication will not be well enough to be at the centre. However, if for example, your is completing a course of medication/has a life-threatening condition such as asthma, we will administer medication. Parents need to complete and sign a Medication Form located in the foyer. No medication can be given without written authorisation. Medication/creams will only be administered to a child if their name has been applied to the label by a pharmacy.

All medication must be handed to a staff member and must not be left in a child's bag. Medication needing refrigeration is placed in a lockable container in the fridge.



Head Lice

Head lice can be a problem from time to time. It is advisable to check your child's hair once a week and to tie long hair back as a preventative measure. Please inform staff if your child has had head lice.

Accidents, Incidents and Injuries

As children develop, explore and challenge themselves they undoubtedly sustain injuries. We ask that you inform us if your child arrives with an injury that they have sustained at home and we will record and inform you of any incidents or injuries children sustain while in our care.

We believe that it is important for children to have opportunities to take part in risky and challenging play in a safe learning environment.

Research shows many benefits of risk taking, such as:

- Awareness of the capabilities and limits of their own bodies and having the confidence to take risks at their own level
- Building persistence and resilience
- A sense of achievement
- Negotiation and cooperation
- Creativity
- A sense of wellbeing
- Confidence and independence
- Problem solving
- Making choices
- Measured risk taking



Child Protection

The Centre has a duty to protect children from harm and a duty to report to Child Safety if they have reasonable suspicion that a child has suffered, is suffering or is at risk of suffering significant harm.

We appreciate that parenting is not always easy and that in some circumstances families may need support to care for their children and to keep them safe. In this case we are able to signpost families to support services such as: Family and Child Connect, family support; parenting support; domestic and family violence prevention.

Sun Safety

We promote sun safety with the children. Sunscreen should be applied before arriving at the centre and we re-apply sunscreen before our afternoon play session. Please supply sunscreen for your child (clearly labelled with their name) if you do not wish your child to use the sunscreen we provide.

Please ensure that your child brings their hat each day. Children can leave their hat in their locker at the end of the day.

Toileting

Please ensure your child fully understands the toilet routine, including flushing and washing hands. Our Service Approved policy requires that children who attend our facility are to be fully toilet trained; we do not consider "Pull-ups" to be an appropriate alternative to underwear. That said, we do understand that accidents occur, and staff encourage children to go to the toilet frequently during sessions.

Rest Time

Our program is a busy one, however, we ensure that the children have a rest and quiet time after lunch, according to their needs. Please chat to staff about



your child's sleep/rest routines and supply your child with cot sized sheet. Any 'special friends' such as blankets or toys that children use to help them settle for sleep or rest are more than welcome. We will endeavour to ensure they are packed back into bags each day, but please help us by checking to make sure these special friends make it home.

Building Relationships and Communication

Secure, trusting and respectful relationships are at the core of all we do. Strong relationships with parents and families is a vital part of role in supporting, caring for and educating your children and helps us to develop our centre in a way which meets the needs of your children.

Inclusion

Our Centre welcomes families and children from diverse backgrounds. We pride ourselves on offering a stimulating learning environment where children are valued and respected as individuals and their childhoods are cherished. We spend time getting to know each other to ensure that we can cater for and value children's individual needs with full regard to their abilities, cultural, family and community backgrounds, interests, likes, stages of development, strengths, personalities and behaviours.

Transition from Home to Childcare

We recognise that starting childcare can be an emotional time for children and parents and therefore we encourage you to arrange to spend time at the centre with your child before their start date. This helps familiarise your child and yourself with our centre environment, routine and staff. It supports children's smooth transition and allows them to start to build relationships with our educators and their peers.



Keeping Staff Informed

Please keep staff informed of any changes to circumstances such as emails, contact numbers, addresses, medical conditions or support from outside agencies.

We would love to hear about special celebrations or events that your child has experienced and welcome any photographs or mementos.

Keep Updated

We use various means of communication to share information regarding your child, events at the centre or general early years related information. Please stay informed by reading emails, notices displayed in the centre, the College and Centre newsletters, looking at our daybook and of course sharing information with staff as you drop off and collect your child.

In line with our early year's philosophy educators prioritise their time to engage in meaningful interactions with the children. This includes observing and listening to children to ensure that we have an in-depth understanding of their interests, ideas, skills, and abilities. Educators make concise records of these which they use to ensure that their planning and interactions are tailor made to each child. Educators will talk to you on an ongoing basis to share any achievements your child has made or regarding any concerns they may have identified and encourage you to do the same. A summary of the highlights of the day's events are shared in the daybook and provide a lovely discussion point with your child as they leave each day.

Throughout the year educators gather samples of children's work which is presented to you at the end of the year.

Mid-term meetings are held for Kindy age children and transition reports are written and, with parents' consent, are passed on to school to support children's



smooth transition to school. However, meetings can be arranged throughout the year to discuss your child's progress or any concerns or issues.

Please let us know if you have a preferred method of communication.

Loose Parts and Play Resources

We recognise that children learn best in a natural play environment which stimulates all their senses, encourages a respect for nature and promotes sustainability. Please bring in any items that may enhance our play environment.

These may include:

- empty boxes or cartons
- shells, seed pods, stones etc found in the natural environment
- broken appliances such as kettles, hairdryer, CD players. These are great for our 'tinkering' tables or role play areas
- old tools/screws/nuts/bolts. Again, these are great for our 'tinkering' tables or to use when exploring magnets
- fabrics
- wooden furniture
- plants and plant pots

Visiting/Volunteering

We welcome volunteers and visitor within the College. Family members other than parents may be required by Government legislation to hold a Blue Card. Volunteer cards are issued at no cost and may be applied for through the College Administration.

If you or a family member has a particular skill/talent/job that would be of interest to the children, we would love to hear about it. This may include playing an instrument, cooking a traditional dish, storytelling, face painting, gardening, or talking about an element of your job.



Garden

We have been fortunate over previous years to have enlisted the help of parents /Grandparents in developing and maintaining a vegetable and herb garden. We would very much appreciate volunteers to help keep this valuable resource going.

Media and Technology (Photographs and Mobile Phones)

The centre is committed to protecting the privacy of children and their families with regards to publicity/media involvement in the centre.

In line with the National Model Code for Taking Images or Videos of Children and to respect privacy we do not allow families/visitors/other professionals to use devices to take photographs while in the centre. Please do not use your mobile phone within our centre.

Parents are asked to indicate on the enrolment form their willingness to allow their child's photograph to be used in promotional material, for example, the College/Centre newsletter, Facebook, Website, or local newspaper. To comply with parents' requests, we ask parents not to use their mobile phones/cameras to take photographs of children at the Centre. If you would like a photograph of your child while they are at the Centre, we are happy to take photographs using our camera and will send them to you.

As a part of our code of conduct educators are not able to accept parents/children as friends/follow on social network sites unless they know them in a personal capacity before their child starts at the Centre.

Quality Improvement Plan

To ensure that the centre is consistently developing and improving our services to children and families we reflect on the quality of all that we do and the impact that we have on children's wellbeing and development. As a part of this process, it is important that we seek and take on board feedback from children, parents and other people involved in the Centre. We engage children in discussions



regarding changes to the physical environment, routines and activities and use various strategies to ensure that all children's voices are heard.

We consult parents on changes to policies/procedures and welcome feedback, comments, or suggestions throughout the year.

Behaviour Guidance

In line with our belief that all children should be treated with care, respect, and compassion we implement a positive approach to behaviour guidance and support children in developing the social skills to play cooperatively with other children and to function within a group. We recognise that on occasion this may be difficult for some children and that at times of anxiety or stress children will revert to the 'flight, fright or freeze' response. We know that in these situations it is important for us to help children to regulate their bodies (by finding a quiet spot or area away from the rest of the group, breathing or playing with sensory activities). We are then able to re-connect with children and have a discussion regarding their behaviour/emotions and the impact that this has on themselves and others.

We encourage and support children to develop confidence, compassion, assertiveness, and problem-solving skills in resolving their own conflict and recognise that we are important role models in this. We ensure that children are clear of our expectations and that we are consistent in reminding children of these. Any concerns regarding children's behaviour will be discussed with parents so that we can develop a consistent approach between home and the Centre.

Birthdays

Birthdays are special for children, and we enjoy sharing the celebration with them. If you would like to send along small cupcakes, sugar free icy poles or a fruit platter please feel free to do so. Supplying napkins is also appreciated. It helps if you let us know the day before to assist with planning. Please let a



member of staff know if your child has food allergies so that we can discuss alternatives.

What to Bring

- A cot sheet set, and any comforters needed for resting
- A drink bottle for water
- A hat
- A packed lunchbox
- Spare clothes (please check these periodically to check that they are suitable for the weather and still fit)
- A waterproof bag for wet/soiled clothes
- Please discourage children from bringing toys or personal items to the Centre unless they are special items to show to staff or the other children. Once they have done this, we will ask children to return them to their bags for safekeeping.

Please remember to label all items that are brought to the centre.

Uniform

Children may wear the blue Kindergarten polo shirt with college logo, dark blue shorts, and legionnaire's hat. These items of clothing comply with the Centre's Sun Smart Policy and can be purchased from School Locker at Maroochydore Homemaker Centre. Closed in shoes that can be easily managed must be worn in the large yard and around the school grounds.

Moving On

We require two weeks written notice prior to date of withdrawal from the Centre if your child is leaving Kindy before the Centre closes at the end of the year. Pre-kindy's enrolments will continue when the Centre re-opens in the New Year.

Transition to Prep



PEREGIAN BEACH COLLEGE

Early *Learning* Centre

Please let a member of staff know as soon as you have made the decision regarding which school your child will be attending. All Kindy children transitioning to Prep at Peregrian Beach College will need to complete an enrolment form and an enrolment contract.

Orientation

Kindy children have many opportunities to become familiar with the College environment throughout the year as they visit the library, use the Prep playground, attend specific assemblies etc. In addition to this an orientation program for Prep at Peregrian Beach College take place each year which includes specific visits to Prep classrooms throughout Term 4.

Contact Details

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PEREGIAN BEACH COLLEGE

Early *Learning* Centre

