



# **PARENT HANDBOOK**

**STORY HOUSE EARLY LEARNING**



Integrity

Connectedness

Respect

Safety

Innovation

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*Story House Early Learning acknowledges Australia's Aboriginal and Torres Strait Islander peoples, the Traditional Custodians of lands, waterways, and skies across Australia.*

*We thank First Nations peoples for sharing and caring for the land we learn and play on.*

*We pay our respects to Elders past, present, and emerging and extend that respect to any Aboriginal and Torres Strait Islander persons within our organisation.*

*We are dedicated to strengthening our and children's connectedness to their local Indigenous community, to learning, playing, and growing together.*

*We acknowledge the ongoing contributions made by First Nations peoples and recognise the many different dimensions of knowledge, the significance of these cultures, histories, stories, and traditions.*

*We see reconciliation as our ongoing work at Story House Early Learning.*



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**GIVE YOUR  
CHILDREN  
THE BEST  
START TO THEIR  
EDUCATION  
ENROL THEM AT  
YOUR LOCAL  
STORY  
HOUSE EARLY  
LEARNING SERVICE**



## CHAPTER 1 : OUR STORY

Children and families are at the heart of who we are at Story House Early Learning. We believe that each child is on their own unique journey which shapes the person they are and who they will become. Just like chapters in a book, we understand that each child steps through their 'story' at their own pace and in their own time.

Our Educators are key to supporting children on their journey and we believe that the relationships we create with families and the broader community are essential in supporting children to be global citizens and helping them to reach their full potential.

Since 2017, Story House Early Learning has expanded from one centre in Victoria with a few dedicated employees to 39 centres with over 1000 passionate employees across three states – and counting! Story House Early Learning is growing with families who feel safe, secure, and supported.

Story House Early Learning is where children's learning stories begin.... and happy memories are made.



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## CHAPTER 2 : OUR PHILOSOPHY

Founded on the values of Integrity, Connectedness, Respect, Commitment, Safety, Innovation and Celebration, Story House believes that quality early childhood education and care provides the foundation for lifelong learning.



### Children

The safety and well-being of children is our priority. We value each child as an individual with their own cultural beliefs and ways of being and doing. Based on children's unique needs and interests, Educators develop their strengths, skills, ability, and knowledge to extend their learning, growth, and development.



### Families

Families are warmly welcomed in each of our Services and are encouraged to be involved to enrich the lives of children, their families, and Educators. We provide opportunities to engage families through their occupations, hobbies, culture, reading, program initiatives and special events. Staying connected, sharing information, and working together creates the best opportunities and outcomes for children.



### Educators

Educators are essential in supporting children on their learning journey. Children develop a sense of belonging when they feel accepted, develop attachments and trust those that care for them. These relationships help children feel safe to explore their physical, social, emotional, spiritual, and cognitive identities which builds confidence.



### Education

Children are curious and learn through play. They make sense of the world and themselves through investigation, exploration, collaboration, imagination, and problem solving. Supportive, intentional, active, and responsive learning environments allow children to engage in their interests, feel success, flourish, and have fun.



### Environment

Story House is committed to ensuring that everyone is provided with a safe and supportive early learning environment. Learning environments are equipped with resources that are based on children's interests and development. Stringent hygiene practices coupled with comprehensive risk and safety assessments underpin our service plans to keep children, families, and Educators safe.



### Community and Culture

Building strong relationships with families and the wider community are vital in supporting children to be global citizens and helping them to achieve their goals. Educators include opportunities to explore communities and the cultures within them.



### Sustainability

Story House contributes to a sustainable, cleaner future and makes environmentally friendly choices where possible. Our programs empower children to invest and feel positive about their future by exploring the world around them and they are given opportunities to learn sustainable practices.



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## CHAPTER 3 : PUTTING CHILDREN & FAMILIES FIRST

### Commitment to Child Safety

Story House is committed to ensuring that the safety and wellbeing of children is always maintained. We promote a child safe environment that minimises the risk to all children in our care from all types of abuse, harm, and neglect. We understand our responsibilities and statutory duty of care to adopt and comply with the National Principles of Child Safe Organisations to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our team carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons (Care and Protection Act 1998) and stay up to date with knowledge of child protection law and child protection training. Our staff are recruited through an extensive screening process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to children in addition to holding a validated Working with Children Check.

We have zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly.

### Partnerships with Families

Working together is the best way to ensure quality education for children in order to build the foundations for their success as they grow. Story House services are an extension of your home life and we ensure that the relationships, culture, and activities that are important to your family are recognised and celebrated. We respect parents as a child's primary educator, and we will work alongside you on your child's early learning journey.

We encourage families to:

- Spend time in the service and share special occasions and experiences with your child.
- Contribute to the program or learning environment.
- Provide feedback and contribute to the Quality Improvement Plan, service policies and philosophy.

### Staying Connected

Story House values authentic, open communication with families. Our Educators will share important aspects about the Service and your child's care and development on a regular basis.

Story House has many types of communication for families including:

- Notices and displays
- Face-to-face
- Phone calls
- Email
- Letters
- Social media pages on Facebook and Instagram
- Parent Portals: E.g., Story Park which provides real time updates about your child
- Special Events E.g., Grandparents Day
- Daily charts, documented diaries, learning stories
- Formal meetings

Everybody has a preferred time and method of communication. Our Story House Educators are always available to discuss any questions or respond to any concerns you may have. Be mindful that sometimes mornings and afternoons can be a little rushed, and not the best time to discuss your child's progress however, you are invited to talk to our Service Manager to arrange to meet your child's Educator at a mutually convenient time.

### Inclusion Practices

It is important that our service establishes a culturally safe environment in which the diverse and unique identities of children is respected and valued. We welcome you and your family genuinely. We are committed to ensuring that every family deserves access to a high quality service for you and your child and that you are provided with the very best opportunities for care and education. It is important to us that equity is upheld and the diverse needs of our families and our community is respected in our practice and within our policies and procedures.



## CHAPTER 4 : THE BEGINNING OF YOUR STORY HOUSE JOURNEY

Prior to your child commencing at our Service, you will be required to complete an enrolment form and provide any relevant documentation.

### Enrolment Form

If you require assistance completing the online enrolment form, please contact our Service Manager or Responsible Person for assistance.

We will require a copy of your child's birth certificate and immunisation history statement from the Australian Immunisation Register. This must show that your child is up to date with vaccinations for their age or your child is on a recognised vaccine catch up schedule or has a medical condition preventing them from being fully vaccinated.

Please note, the names written on the enrolment form must match the names on your child's birth certificate to meet legal requirements. Please understand that it is essential we have up-to-date information on your child's enrolment record in case of an emergency. We will request that you provide updated contact details every 6 months.

It is important that you notify the Service Manager or Responsible Person of any changes to enrolment information including:

- your residential address
- health of your child
- telephone/mobile numbers
- contact details for any parent or authorised nominee
- family changes (parenting orders)
- emergency contact information details etc.

### Family Law and Access

Our Service will uphold all responsibilities or obligations in relation to Family Law and access to the service. We require certified copies of any court order, parenting orders or parenting plans, relating to your child and request that if situations change, a copy of the Court Order is provided to our Service. We will only allow children to leave the Service with the written permission of the custodial parent/guardian. Without a Court Order we cannot stop a parent collecting a child.

### Authorised Persons

You will be requested to provide information about authorised nominees on your child's enrolment form. These are persons that you provide permission to:

- collect your child from the Service,
- provide consent for medical treatment for your child from a medical practitioner, hospital, or ambulance service,
- provide consent for the transportation of your child by an ambulance service and,
- provide consent to go on an excursion.

### Authorisations

The enrolment form will include additional authorisations for our Service to seek medical treatment and emergency transportation for your child if required. Authorisations will also be requested for application of sun cream, permission to administer emergency medication to your child in the case of an asthma or anaphylaxis emergency (Ventolin or Epi-pen), permission for an Educator with current first aid to administer paracetamol in an emergency and permission to access medical treatment and transport in case of an emergency.

### Photographs, Social Media, Promotion

As part of the enrolment process, we will also ask for your permission to take photographs and video of your child during normal activities and excursions for sharing with our community through social media and/or to promote our Service to the community through brand awareness and promotional materials. Photographs and video may also be used as part of our observation and programming process.



## Medical conditions - Allergies, Asthma, Diabetes or Epilepsy

It is vital that we are aware of any medical condition including diabetes, epilepsy, allergies, eczema, asthma and risks of anaphylaxis of your child including any potential triggers. Families are required to indicate any medical condition, allergy or asthma on the enrolment form.

Our Service requires a Medical Management Plan or Asthma/ Anaphylaxis/ Diabetes/ Epilepsy Action Plan to be completed by your General Practitioner to assist in managing your child's needs. This needs to be provided prior to your child's commencement at the Service. In consultation with the Service Manager, you will be asked to develop a Risk Minimisation Plan and

Communication Plan to assist our Educators and staff. Any prescribed medication that your child may require must be provided each day they attend our Service.

To ensure the safety and wellbeing of your child, please update your child's Medical Management Plan/ Action Plan every 12-18 months or whenever a change in their medication or treatment occurs.

(Australasian Society of Clinical Immunology and Allergy) (ASCI).

## Emergencies

It is important that you provide our service with the contact details of at least two people who may be contacted to collect your child in the case of an emergency or illness if you are unable to collect them.

Our Educators have been trained in emergency evacuation procedures. From time to time, evacuation drills will be practised to familiarise the children with emergency practices. The children will assemble at the designated meeting point and return to the building once the roll is marked. In the event of a real emergency evacuation, you will be notified as soon as possible.



## Inclusion

If your child has a diagnosed disability, please speak to our Service Manager prior to enrolment.

We provide a supportive and inclusive environment that allows each child to fully participate in quality education and care. We aim to develop and sustain supportive relationships with families and encourage discussions about how we can support your child to have equitable access to resources and participation. If your child has a National Disability Insurance Scheme (NDIS) package, we may need your consent to contact services and/or therapists who are working with your child to seek information regarding their learning plan and help them achieve their goals.

Our Service may be able to apply for additional support through the Inclusion Support Program (ISP) to assist your child's access.



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## Preparing for the First Day

Introducing your child to an education and care service for the first time can be an emotional time for both you and your child. There are many ways to assist your family through this transition. Here are a few suggestions to help you prepare before the big day arrives:

- Parents are encouraged to attend the service for an hour or two twice a week leading up to your child's first day. This is a great opportunity for families to interact with the Educators, exchange information and allow your child to become familiar with their new environment with the security of knowing you are there.
- Exchanging information and communicating with the Service Manager and Educators about your child's needs, requirements and routines allow us to work in partnership with families to provide a smooth transition.
- Bring along your child's special item, whether this is a teddy, blanket, dummy or even a family photo to help your child feel safe and secure. When you are ready to leave, say goodbye and reassure your child you will be back a little later to get them. We discourage parents/caregivers to prolong the goodbye, as this often results in your child becoming confused (thinking you are staying with them or they are going home with you) which further causes anxiety during the separation. The best thing to do after the goodbye is to leave the room and allow our experienced staff to settle, comfort and reassure your child about the exciting activities and games set out for the day.
- Feel free to call the service at any stage throughout the day to see how your child is settling in and we will also send you a brief note and picture via Story Park to show you how your child is settling in.
- At any stage during your time at the service, we encourage all parents and caregivers to participate in our educational programs and we welcome you to join us and your child for those special moments throughout the year.



## Arrival and Departure

Your child must be signed in and out of the service every day they attend. This is a legislative requirement as it records your child's attendance by signing in at arrival, and out at departure times.

Please ensure you leave your child with an Educator and never drop them off into a room unattended or in the foyer of the service.



Persons collecting your child must be over 18 unless they are the parent. Children are not allowed to be released to older siblings, unless they are over 18 years old and documented as authorised persons.



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## CHAPTER 5 : OUR PROGRAM

### National Quality Framework

All Story House Early Learning Services comply with the Australian Government's National Quality Framework (NQF) which consists of the legislative framework of the Education and Care Services National Law and National Regulations, the National Quality Standard and a rigorous assessment and rating system. The framework conveys the highest expectations for children's learning from birth to five years and through transitions to school. These expectations are communicated through the five overall learning outcomes.

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

Our educational program and curriculum are based on the Australian Early Years Learning Framework (EYLF). We regularly self-assess our practices against the National Quality Standard and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP assists our services to identify quality aspects of care we are already providing and helps us to create future goals for further improvement. Families are welcome to provide feedback and suggestions for improvement.

### Approved Frameworks & Program Planning

Educators program in line with an approved Framework to ensure a National Standard is maintained.

- Early Years Learning Framework (birth to school age)
- My Time Our Place (school aged children)
- Victorian Early Years Framework (for Victorian services only)
- Queensland Kindergarten Learning Guidelines (for Queensland services only)

### Early Years Learning Framework (EYLF)

The Early Years Learning Framework (EYLF) was developed to ensure all children in early childhood education and care settings across Australia experience quality teaching and learning through play-based, holistic learning. The EYLF is made up of learning outcomes, principles, and practices which Educators use in their documentation of children's learning and in their reflection and planning. Fundamental to the EYLF is a view of children's lives as characterised by belonging, being and becoming.

#### BELONGING

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood, and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

#### BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

#### BECOMING

Children's identities, knowledge, understandings, capacities, skills, and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.



## Educational Program

Story House is committed to providing a learning development educational program which caters for each child's individual needs, abilities, and interests. Our educational program is delivered through an intentional, play-based program which aligns to the Early Years Learning Framework (EYLF).

Our qualified and experienced Educators know that children learn effectively through play and are diligent in their responsiveness to each child support this. Applying focused teaching and learning practices provide the children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

Our Educators encourage children to be responsible for their own learning through choices in experiences, interests, and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts, and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement to gather a comprehensive and holistic view of the child.

If Educators have any areas of concern about your child's development, we will inform you and share our observations and advise of follow up assistance e.g., speech therapy. We understand this may be a sensitive topic and it is always your decision to follow up with your family doctor or other allied health professional. Educators are willing to discuss any aspect of learning and development with parents and support discussions with health professionals.

## Sustainable Practices

At Story House we are committed to protecting our environment to ensure a sustainable future for our children. We do this by creating natural environments and providing natural materials as part of our program.

Many of our Services have a Sustainability Warrior who is responsible for championing sustainability initiatives within the program, promoting care and respect for the environment and encouraging sustainable practices through education with families and the wider community.

## Goals for Your Child at Story House

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and Educators work together in partnership to support young children's

learning. Children's early learning influences their life chances.

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

- mutual respect and empathy
- concern and responsibility for self and others
- a sense of self worth
- social awareness
- importance of sustainability
- self-discipline and self-regulation
- habits of initiative and persistence
- creative intelligence and imagination
- self-confidence as an independent learner
- a love of learning

We strongly encourage communication between families and Educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with you.

## Documentation of Learning/ Portfolios

Educators observe each child's learning and collects confidential digital/hard copy information by documenting their learning throughout the year. This information is shared with you on Storypark. Here you can engage in conversation with educators about your child's individual learning and development.

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This portfolio reflects the value of individuality of each child and is not meant to be used as a way of comparing peers or stereotypes.



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## CHAPTER 6 : HOW WE STAY HEALTHY & SAFE

### Using the Service Safely

Please hold your child's hand when arriving and leaving the service to ensure they are as safe as possible. Please also be mindful to ensure gates and doors are closed behind you and only allow your child through service exits.

When dropping or collecting children from the service, never leave other children unattended in cars. Car parks are dangerous places for young children and we always want them to be safe.

### Accidents or Incidents

In the event your child is involved in a minor incident, Educators will comfort them, administer first aid as appropriate, and complete an incident form. You will be notified of the incident and asked to read and sign the incident form on collection of your child. If the incident involves injury to your child's head or face or if your child is unable to be consoled, you will be notified immediately.

In the event an incident is of a more serious nature which is beyond minor first aid, Educators will call an ambulance to request medical attention and then notify you. Educators will complete an Incident Report which you will be asked to read and sign upon your arrival at the service.

Any serious incident must be reported by our Service and to our Regulatory Authority. If you seek medical attention following an incident at our service, please notify the Service Manager as we are obliged to report this occurrence within a 24-hour period.

### Immunisation

On 1st January 2016, the Australian Government's 'No jab No Play' policy came into effect. Under this policy children are required to be fully vaccinated for their age. Children that are not fully immunised will not be able to attend our services.

Your Service Manager will take a copy of your child's immunisation status (AIR). For any subsequent vaccinations, your child receives, please inform your Service Manager.

### Illness

To minimise the spread of infections and diseases, and maintain a healthy environment for all children, Educators and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC) - Staying Healthy in Childcare. Our policies and procedures for sick children and the control of infectious diseases are available for all families to view.

Please monitor your child's health and do not bring your child to the Service if they are suffering from an infectious disease/illness or are generally unwell.

If your child becomes ill whilst at the Service, we will contact you or an authorised nominee to collect your child. If your child is unable to be collected, Educators will contact the child's emergency contact for collection. When your child is collected, you will be provided with an Injury, Incident, Trauma and Illness Record completed by the Educator which includes information about your child's illness, their symptoms, general behaviour and any action taken. You will be requested to sign and acknowledge the details in this record.

Your child should not attend the Service if they have had paracetamol within 24 hours for a temperature. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been vomiting or had diarrhoea, they will be excluded for 48 hours. For certain illnesses, a medical clearance certificate may be required before your child returns.



## Medication

Medication may be administered on the advice of a medical professional. Any medication that you request to have administered to your child, either prescribed or over the counter, must be specifically for your child.

Only medication with a dispensing label will be administered and must contain the following details:

- your child's name
- the name of the medication
- the dosage and dosage instructions
- the doctor or pharmacist's name
- the date issued
- the expiry date

A medication authorisation form must be completed and signed by you, or the person delivering your child to the Service, and signed on collection of your child. Do not forget to collect the medication at the end of the day.

This form must detail the name of the medication, when the last dose was administered and instructions for future dose/s. The information you provide on the medication authorisation form must match that of the dispensing label.

## Food & Nutrition

Story House promotes healthy eating habits and provides delicious and nutritious meals for your child each day. We follow the Australian Dietary Guidelines to ensure our meals are prepared to meet the dietary requirements for all children. Our menu is displayed at the service and is carefully planned and prepared by a qualified cook.

We cater for the dietary requirements of all children enrolled at our Service. Please discuss your child's individual requirements, allergies, and any other medical conditions with the Service Manager.

## Infant Feeding

Our Services are breastfeeding friendly environments. Alternatively, families can bring clearly labelled bottles of expressed breastmilk for their children.

Families can provide formula for their children in a few ways:

- Premeasured, dry formula powder in a sealed and labelled container, along with a bottle of premeasured, cooled boiled water. Our Educators will mix and prepare the bottles at the required time.
- With tins left at the service our educators will make these as required in the sterilised bottles you supply.

All bottles, regardless of the contents, must be labelled with your child's name. For bottles containing breastmilk, the date the milk was expressed, or thawed, must also be on the label. All bottles containing any variety milk (breast, formula, cow's, goat's, soy) will be stored towards the back of the main body of the fridge on arrival at the Service. Please do not place bottles of milk in the door of the fridge. Bottles will be heated at your request by standing them in a container of tepid water or by using a bottle warmer.

Please refer to our bottle safety and preparation policy.



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## Rest & Sleep

Rest and sleep routines vary according to individual needs. Your child will be offered the opportunity to rest and sleep throughout the day and we aim to make rest time a relaxed, pleasant time for all children. We provide beds and create a restful environment and your child may wish to bring a security item to have at rest time. Quiet activities, such as puzzles and books, are available for those children who do not sleep.

Babies will be assigned their own cots and strict Red Nose recommendations are followed. Individual calming and soothing techniques can be discussed with your child's Educator.

Please feel free to discuss your child's rest or sleep needs with Educators. Each day we provide information about the times your child rested or slept.

## Sun Safety

Story House implements a combination of sun protection measures to ensure the health and safety of your child. We monitor the UV index levels daily and schedule outdoor activities when levels are safe. Our outdoor environment provides shade for play experiences and we conduct regular risk assessments to ensure the play space and equipment is safe for children.

Children and Educators must wear hats and appropriate clothing, including footwear when outside. Educators will encourage children to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer's recommendations.

We ask that children come to the Service with sunscreen already applied so they can participate in outdoor play immediately and not have to wait 20 minutes after application.

Consent to apply sunscreen is included in our enrolment form.

## Exclusion

Temporary suspension or withdrawal may be applied under the following conditions:

- Inappropriate, abusive, or threatening behaviour from a family member, or their associate, towards children, Educators, families, or other visitors at the Service.
- Ongoing physically or verbally aggressive behaviour by a child where other children and Educators are at risk. This will only be considered after support and guidance has been given to the child and family and after the implementation of a comprehensive and collaborative wellbeing and inclusion plan.
- Continual lateness or non-payment of fees.

Thorough consideration will be given to individual circumstances and the outcome will be communicated to all involved by Story House management.



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## CHAPTER 7: FAMILY RESPONSIBILITIES

### Child Care Subsidy (CCS)

Child Care Subsidy aids families to help with the cost of child care aged 0-13 years.

There are three (3) factors that will determine a family's level of Child Care Subsidy, which include:

- Combined annual family income
- Activity test – the activity level of both parents
- Service type – type of child care service and whether the child attends school

Families who wish to receive Child Care Subsidy as reduced fees must apply through the MyGov website. This includes completing the Child Care Subsidy activity test. Child Care Subsidy is paid directly to our Service to be passed on to families as a fee reduction. Families will contribute to their childcare fees and pay the difference between the fee charged by our Service and the subsidy amount received. This is called the 'gap fee'.

On enrolment we will need the Customer Reference Number (CRN) of the person linked with the child, along with the child's CRN so we can confirm the attendance and ensure that you are receiving the appropriate subsidy. For more information about applying for Child Care Subsidy, please contact Centrelink either in person, by phone on 136 150 or by accessing your My Gov account at my.gov.au.

### Fees

Prior to your child's commencement, two week's fees are required (current week plus two weeks in advance). Fees must always be paid two weeks in advance by the end of the week.

If you experience hardship or trouble in maintaining your fees, please notify your Service Manager immediately. If your fees fall into arrears, the Service Manager can arrange a payment plan. Your child's enrolment at our service may be at risk if you fail to follow the contractual payment plan. Continual dishonouring of payments, or habitual lateness in fees may result in suspension of care for your child.

Fees are charged for every booking on every day the Service is operating, whether your child is in attendance or not. Fees are also charged for all statutory public holidays.



**AD HOC APPOINTMENTS?  
ADDITIONAL DAYS AT WORK?  
NO WORRIES!  
WE HAVE YOU COVERED.**

**WE OFFER CASUAL DAYS OF  
CARE IN ADDITION TO YOUR  
USUAL BOOKING PATTERN.  
PLEASE SEE OUR SERVICE  
MANAGER TO REQUEST A  
CASUAL DAY OF CARE.**



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## Holiday Discount

Story House understands that families deserve a break and encourage spending time together. Story House provides a holiday discount for families. Families are entitled to up to three (3) weeks of discounted holiday fees (50% discount on the full fee) per year based on the length of their child's enrolment:

- After three months – one week of discounted holiday fees
- After six months – one additional week of discounted holiday fees
- After nine months – a second additional week of discounted holiday fees

## Method of Payment

Fees are paid via direct debit from your nominated bank account, either on a weekly or fortnightly basis, as nominated by you. You will be given a direct debit form to complete and return to the Service Manager prior to your child's commencement.

## Changes to Bookings & Cancellations

For any changes in bookings, a minimum of two (2) weeks' written notice is required. If two weeks' notice is not given, regular fees will be applied. If you wish to cancel your child's booking, two weeks' notice is also required. Your child must attend on their last day, or days, for CCS to be received. CCS will not be paid for non-attendance after a notification of cancellation, therefore full fees will be charged.

If you do not give notice of your child's cancellation, two weeks' full fees will be charged to you.

## Absences

### Due to Illness:

If your child is absent from the Service due to illness, fees are still payable regardless of whether a Medical Certificate is supplied or not. There are no discounts available for illness-related absences at the service.

### Due to Public Holiday:

Public Holidays will be counted as an absent day if the child would normally have attended the service on that day. Fees will be charged as usual for that day. CCS is payable for Public Holidays at the normal rate.

For any absences, you are required to confirm your child's absence on their next day of attendance to legally verify our records.

### Late Collection Fee

We appreciate your assistance in complying with our service's opening and closing times. We are not licensed to operate outside of these hours. We ask that you arrive at the service with enough time, prior to closing time, to collect your child and their belongings and exchange information, to allow the Educators to close the service as per our licensed operating times.

As a courtesy, it is expected that if you will be late in collecting your child, after closing time, that you phone the Service to advise of this. This allows Educators to alleviate any anxiety in your child and allows Educators to make their own plans.

If your child is not collected by closing time, a late fee will be applied to your account.

If your child is not collected by closing time, and our Service has not been notified by you, our Educators will phone you. If you are uncontactable at this time, our Educators will call authorised persons as detailed on the enrolment form. If after 30 minutes, your child is still not collected, our Educators will notify the police.



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## CHAPTER 8 : GOVERNANCE

### Regulatory Authorities

All Story House Services are regulated by the Australian Children's Education and Care Authority (ACECQA) and we work alongside the state Regulatory Authorities in regions where we operate to deliver the best outcome for your child.

#### Queensland

The Office of Early Childhood Education and Care

Ph: 1800 637 711

#### New South Wales

The Early Childhood Education and Care Directorate

Department of Education

Ph: 1800 619 113

#### Victoria

The Department of Education and Training

Ph: 1800 809 834

### Policy Compliance & Development

By enrolling in a Story House service, you agree to abide by our policies and procedures which comply with legislative requirements and contemporary early childhood practice. As part of our ongoing continuous improvement, our policies and procedures are systematically reviewed to ensure compliance to current legislation and industry norms. We encourage families to provide input into these core policies and procedures. Your Service Manager will provide communication to you to outline how this can take place.

### Privacy and Confidentiality

Story House is committed to protecting the privacy and confidentiality of children, individuals and families and have policies in place to ensure strict confidentiality is maintained.

From time to time, we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file.

Our Privacy and Confidentiality Policy is available to view at any time. This policy sets out how we ensure our Service acts in accordance with the requirements of the Australian Privacy Principles and the Privacy Act 1988. We ensure all personal information is protected, records and documents are maintained and stored in accordance with Education and Care Services National Regulations and that our team understand the requirements of the Notifiable Data Breaches (NDB) scheme. Any Privacy complaints will be managed promptly and in a consistent manner as outlined in our Grievance Policy.

Our Service is required to keep and maintain detailed records about children, parents, and staff in accordance with relative legislation contained in the National Law and Regulations and Family Assistance Law. We ensure all records are stored in a secure and locked location. We must keep records for the prescribed periods of times as legislated related to child enrolment, attendance, medication records, incident, injury, trauma and illness records, child assessments and any relevant legal information/documents. Full details about record keeping are available in our Record Keeping and Retention Policy.



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## Grievances

Story House Educators work hard to create trusting relationships with families to help them feel comfortable to share questions or concerns. However, we understand that misunderstandings can occur when issues are not communicated effectively. We encourage families to speak with your Lead Educator or Educator in the first instance to try and resolve matters.

On the rare occasion you feel your concerns have not been resolved by the Lead Educator or Educator, we have a grievance procedure in place which will ensure that your concerns are addressed by the Service Manager in a respectful, professional, and prompt manner.

If a mutually acceptable outcome has not been reached between the family and the Early Learning Service Manager, your grievance can be escalated to Story House management. A dedicated Business Operations Manager and Practice Partner visit each service regularly to support and mentor the education team and to oversee the service provision. Our services are assisted by a support office team who provide guidance and advice to our Educators so that they can focus on providing quality early learning programs for your child.

Our Story House Early Learning management team is organised in the following way:



For further information, Story House Early Learning encourages families to contact us:

Support Office: (07) 3397 5000

Family Support Team: 1300 786 794

Email: [info@shel.edu.au](mailto:info@shel.edu.au)

Website: [www.shel.edu.au](http://www.shel.edu.au)



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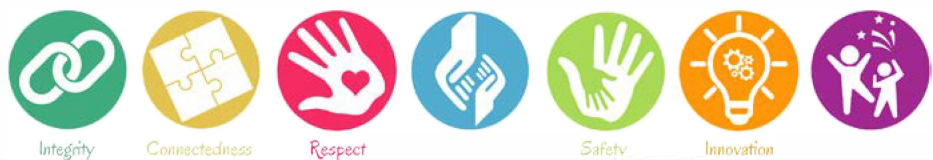
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# STORY HOUSE EARLY LEARNING

- |   |  |  |
|---|--|--|
|  Meals              |  School Readiness Programs  |  Outdoor Activities |
|  Language classes   |  Multicultural Food Options |  Nature Play        |
|  Excursions         |  Cooking Activities         |  Nappies            |
|  Music Lessons      |  Learning Through Play      |  Bush Kinder        |
|  Community Visitors |  Educational Programs       |  Yoga Program       |

