



St Michael's Collegiate

# Early Learning Centre Handbook





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# A Warm Welcome from the Principal

St Michael's Collegiate School is a special place. From the moment each child joins the Collegiate family, they are warmly embraced, challenged and inspired. As children and families commence their learning journey with us they begin with one tiny step. A step designed to guide them to their own remarkable heights.

At Collegiate we have an outstanding and effective Early Year's Program throughout our ELC and Junior School, which nurtures the learning of each child. We know from educational literature that a key factor in the development of a child's learning is the importance of getting a great start in their schooling. To do this requires a quality educational environment with highly effective teachers. The quality and dedication of our teachers are second to none. We know that our students are provided with the best possible start on their lifelong learning journey.

Our Early Learning Centre, Junior, Middle and Senior Schools are designed and equipped specifically for learning experiences appropriate to the developmental stages of our students.

The Collegiate experience combines a rich blend of history and tradition with excellent facilities and innovative educational practices. Our dynamic learning community welcomes diversity, values excellence, and is shaped by strong Christian values.

As Principal of St Michael's Collegiate School, I am charged with a special responsibility. This is to nurture each individual and guide them towards a future full of happiness, confidence and opportunity. We instil in our students a life-long love of learning, and the preparedness to cope with change and adversity as they explore life's many challenges.

Being at Collegiate is truly being part of something special. I invite you to discover the difference by joining us for a personal tour. To gain a true sense of our warmth and energy, it is important to experience our vibrant learning environment first-hand.

Dr Adam Forsyth  
**Principal**

# St Michael's Collegiate School Mission Statement, Vision and Values

## *Our Identity*

St Michael's Collegiate School is a learning community based on the Christian faith, that values its people, its place and its potential.

## *Our Vision*

To empower every student to embrace the fullness of life.

## *Our Purpose*

To learn bravely, together.

## *Our Values*

Courage, Integrity, Compassion.

## *Our Global Perspective*

Our School is committed to international mindedness through understanding, respecting and celebrating diversity in order to foster a peaceful, just and sustainable world.

## *Our Motto*

Beati Mundo Corde from Matthew 5:8-10 translates as 'blessed (are those) with a pure heart'.





# Welcome from the Early Learning Team

We are excited to welcome you to St Michael's Collegiate School's Early Learning Centre (ELC) and share in your child's educational journey.

Quality education and care shapes every child's future and lays the foundation for development and learning. It establishes self-esteem, resilience, healthy growth, and the capacity and curiosity to learn. At Collegiate ELC we offer a curriculum and program that not only inspires but also scaffolds, explores, investigates and challenges.

We believe in the uniqueness of each child and we encourage them to express an opinion to build their self-

esteem at the same time maintaining the dignity and rights of each child. "We believe that children are inquisitive, a quality which drives their passion and determination to investigate the wonderful and the extraordinary." (ELC and OSHC Philosophy, 2019–2020).

At ELC, we are inspired each day by your children, our philosophy, the Early Years Learning Framework, the Reggio Emilia Educational Approach and current theorists. Together we acknowledge the muwinina people who were the first diligent carers of this land.



## Acknowledgement of Country

*We acknowledge the muwinina people who were the first diligent carers of this land.*

*We are fortunate to be positioned here in South Hobart with access to both city and natural landscapes. South Hobart is a sustainably minded area located at the base of kunanyi also known as Mount Wellington.*

*This picturesque mountain is a visible landmark and familiar view from our service. We frequently access the Rivulet and take walks in our surrounding community.*

*These landmarks serve as a constant reminder for us to take care of and appreciate our land and country as the Aboriginal people have for many generations before us.*



## How Families Can Connect and Engage

We recognise that their family is a child's first educator and that effective communication between parents, carers and the ELC is vitally important.

Our educator's welcome regular face-to-face communication with families, feel free to speak to one of our educators at drop-off or pick-up time. We like to answer your questions, discuss concerns and hear about updates to your child's routines or development. If time is of the essence, you are welcome to phone ahead, email or make an appointment.

You will receive an email with login details for myCollegiate, our Parent Portal. Once logged in, you will receive school communications such as excursion authorisations and notices

as well as a daily post by our educators that describes the learning and inquiry highlights. Sharing the daily post with your child is a great way to consolidate their learning and strengthen the connection between ELC and home.

We encourage families to add comments or questions to myCollegiate and welcome the opportunity to engage through the platform. To ensure you receive all school communication, it is vital that each family is logged in to myCollegiate, the Parent Portal.

*Ancanthe* is our fortnightly newsletter for the whole school, it is emailed to parents and posted on the School website. Facebook and Instagram are used regularly to promote Collegiate events and general news.





Some ideas to involve your family:

- Write a 'weekend circle' each week. A weekend circle is a short written summary of recent family adventures or happenings which are shared within our morning meetings.
- Read the daily posts on myCollegiate, comments and questions are welcomed.
- Contribute your family goals to help inform our teaching and the experiences offered to your child. We value your input and seek to incorporate your learning priorities in our program.
- Participate in National Families Week, NAIDOC Week and other key events.
- Send in photos from a recent holiday or significant family event.
- Spend time in our community garden or donate seeds.
- Attend social events in the ELC as well as those held for the whole School community.
- Bring in a family photo.
- Book a meeting to discuss your child's development with your child's room leader, educational leader or ELC manager.
- Arrange a time to come to ELC and read to the children or participate in the program.
- Join us on excursions.
- Share a passion, your culture, your home language or a family tradition or a simple afternoon tea recipe.

*Participation may be impacted by Government Health guidelines and mandated restrictions relating to COVID-19.*



# Our Curriculum

Our curriculum captures moments of learning that occur throughout the day. We focus on intentional teaching, creativity, sustainability and supporting each child to reach their unique potential. At ELC, we are on a continuous journey of improvement and reflection and we are excited to explore in-depth approaches and publications that reflect the richness of the program.

Our program includes:

## **Daily posts**

The daily posts on myCollegiate Parent Portal provide great insight into the happenings of the day and have potential to spark great conversations with your child. These posts are an overview of the day and reflect on the intentional teaching that takes place. Family feedback is welcomed and encouraged.

## **Individual portfolios**

The portfolios are comprised of family goals, individual observations, planning and end-of-year assessments. Assessments are a record of each child's progress, interests and development throughout the year and are written in the form of a letter to the child.

## **Monthly room program**

Displayed on the wall of each classroom the program features a focus for each month. It highlights learning in the areas of sustainability, inquiry learning and cognitive development, creative and dramatic arts, physical development, relationships and community connections, language and literacy learning.

Feedback from children is observed and sought each month about their key interests and favourite elements of the program. This encourages spontaneous teachable moments and strongly influences the content of the program.

## **Influences and approved learning frameworks**

Our programs reflect the National Quality Framework, including the Early Years Learning Framework and child developmental theories. The curriculum guides educators to develop quality education programs. It describes the principles, practices and outcomes to support and enhance young children's learning from birth to five years, as well as their transition to school. It ensures consistency in the delivery of learning programs around Australia.

The framework was developed in collaboration with Australian state and territory governments with substantial input from the early years learning sector and early childhood academics.

The development of friendships and social skills are key components and at ELC, we create a sense of belonging for children and their families. As children settle into the year, they develop trusting relationships with their peers and educators and become a great foundation for ongoing friendships and healthy self-esteem. This is an important process, and educators continuously facilitate discussions with children to support their pro-social behaviours.

The Framework discusses the importance of experiencing a sense of belonging. It states that, "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" (DEEWR, 2009, p.7).

The Early Learning team also seek inspiration from contemporary Australia teaching theories, and our program empowers children to follow their ideas and interests. It helps them to develop resilience and autonomy, work collaboratively to inquire and research, become effective communicators and express themselves in a variety of ways.

Our educators include Aboriginal perspectives in the program, and we are committed to representing Aboriginal culture authentically and meaningfully. We have been involved in professional research projects and the development of a Reconciliation Action Plan to learn more about the muwinina people of Hobart. Our intention is to carefully consider the ways we can be inclusive. This includes respectfully incorporating resources, materials and connections with community to enhance children's knowledge of the history of our nation.

Our Reconciliation Action Plan states that we acknowledge truth and advocate for change. We are mindful of the history of Tasmania and seek to be sensitive and respectful in our approach and implementation of this learning. We are interested to learn from families who have stories, connections or comments to enrich our learning relating to Aboriginal local history, protocols and practices.

This is an exciting learning journey for our team, and we are inspired by this quote: "We make curriculum choices of inclusion because this is important work. We believe all children have the right to know about the places they belong to and this can't be achieved in Australia without an acknowledgement of Australia's first peoples". (Richardson, 2017, p.7). This resonates with our identity and desire to ensure all children and families experience a deep and meaningful sense of belonging and connection.

# The Hundred Languages

No way. The hundred is there.  
The child  
is made of one hundred.  
The child has  
a hundred languages a hundred hands  
a hundred thoughts  
a hundred ways of thinking of playing, of speaking.

A hundred always a hundred ways of listening  
of marvelling, of loving a hundred joys  
for singing and understanding a hundred worlds  
to discover  
a hundred worlds to invent  
a hundred worlds to dream.

The child has  
a hundred languages  
(and a hundred hundred hundred more) but they steal ninety-nine.  
The school and the culture separate the head from the body. They tell the child:  
to think without hands  
to do without head  
to listen and not to speak to understand without joy to love and to marvel  
only at Easter and at Christmas.

They tell the child:  
to discover the world already there and of the hundred  
they steal ninety-nine.

They tell the child:  
that work and play reality and fantasy science and imagination sky and earth  
reason and dream are things  
that do not belong together.

And thus they tell the child that the hundred is not there. The child says:  
No way. The hundred is there.

Loris Malaguzzi (translated by Lella Gandini) Founder of the Reggio Emilia Approach

# Key Information

## Contact details

Mrs Lou Waterworth

ELC Manager

Phone: +61 3 6211 4953

Email: [elc@collegiate.tas.edu.au](mailto:elc@collegiate.tas.edu.au)

## Hours

ELC is open from 7:30am to 6:00pm Monday to Friday, excluding the Christmas and Easter holiday periods (from Good Friday to Easter Tuesday) and the gazetted Tasmanian public holidays. ELC is closed on the Friday following the Royal Hobart Show in October. The public holidays do not attract any fees.

## Tours

You are welcome to tour ELC and the Junior School. It is an opportunity for children and families to experience the daily life, and powerful learning experiences offered at the school in person and ask questions relating to your child and their specific needs. Our enrolment team look forward to meeting you and tailoring a tour to suit your requirements. To arrange a tour, please contact Emily Lukianenko on 6211 4970 or [enrolments@collegiate.tas.edu.au](mailto:enrolments@collegiate.tas.edu.au).

## Orientation

We kindly request that each family attends a minimum of two orientation visits with their child in the weeks prior to commencing at ELC to ensure we meet the needs of children and families and can allow for flexibility.

The visits support your child's settling and transition process and assist with their experience as they begin their learning journey with us. It is an opportunity for each family to get to know our educators before their child's first day at ELC and to develop genuine relationships in a supportive, relaxed environment.

## What to bring to ELC each day?

- A nutritious lunch. No allergens like nut products. Please read page 15.
  - A **water** bottle that must be taken home each day and cleaned.
  - Any required medication. If a child has been medically diagnosed with, for example, asthma or anaphylaxis, they cannot attend ELC without medication. Please read page 15.
  - Appropriate clothing for all seasons which may be left at ELC, including:
    - Wide brimmed or bucket hat (no caps please)
    - Rain jacket
    - Gumboots
  - At least one or two full changes of clothes, including underwear and socks.
- All clothing items must be clearly labelled.



## Uniform

A uniform is compulsory at ELC, it supports each child to identify with and connect to our community.

We ask families to clearly label each piece of uniform with their child's name to minimise loss and to ensure that footwear is appropriate for both indoor and outdoor exploration. Correctly fitted sneakers are recommended. Gumboots and slippers (non-slip) are a welcome addition during the winter months and may be left at ELC for the season.

ELC uniform items are:

- Collegiate polo top long or short sleeve
- Navy Collegiate track pants or plain navy leggings
- Red drawstring shorts for summer
- Collegiate rugby jumper or navy zip / pullover
- Sports shoes with non-marking soles
- Navy or white bucket hat with the School logo.

All uniform items are available at the Collegiate Uniform Shop.

A: 198 Macquarie Street, Hobart

P: +61 3 6223 1897

Opening hours: Monday, Wednesday, Friday 8:30am to 4:30pm

To order for collection or delivery <https://schoolshop.midford.com.au/stmichaels/login/>

If you wish to purchase second-hand uniform items, the Collegiate Parents and Friends' Association operates the useful Collegiate Buy and Sell page on Facebook. Please rename all second-hand items clearly.



### **Mealtimes, menu and nutrition**

A child's early years are the most important in establishing lifelong, healthy eating patterns. At ELC, we take a holistic view to mealtimes, menu development and nutrition, and look forward to mealtimes to connect and relax. Children are requested to bring:

- Drink bottles containing water (no juice please)
- A nutritious allergy-aware lunch in accordance with the Australian Dietary Guidelines
- Families are requested to include a freezer block with your child's packed lunch to support health and hygiene.

We supply healthy food options for morning and afternoon tea, this includes regular cooking experiences with children. We collaborate with children and families to develop menu in accordance with the Australian Dietary Guidelines.

ELC aims to reduce its waste and so when preparing a lunch box, please consider if any packaging is required; is it compostable, reusable or headed for landfill.

### **Allergies, intolerances and medical conditions**

ELC is an allergy-aware service. Lunches and other food must not include all current and known allergens like **nuts** and **nut products** and **egg**. Families will be advised of any additional known allergens, as required.

Where a child with a known medical condition is enrolled at ELC, the family is given a copy of the Medical Conditions Policy.

If your child has a medically diagnosed allergy or intolerance, please notify the manager when you enrol. All relevant documentation must be completed prior to your child's commencement at ELC so we can best support your child.

## Celebrations

We value opportunities to build connections with our children and their families, including birthday celebrations. Our special celebrations occur in a variety of ways. For example:

- wearing the birthday cape
- wearing the birthday crown
- celebrating with the wooden 'birthday cake'
- sharing a special birthday story
- celebrating the uniqueness of each child.







## **Sleep, rest and relaxation**

At ELC, children have a variety of ways to relax, rest and sleep. This includes:

- facilitated yoga sessions
- mindfulness
- quiet, focused experiences
- holistic opportunities to rest and sleep.

Where children rest or sleep, a quiet environment is offered; including a stretcher bed and clean linen for each child. Please discuss your child's individual rest routine with us at orientation, and whenever their needs change.

## **Excursions and regular outings**

Connecting children to the world around them by promoting their place in it through inquiry and exploration is an integral part of our curriculum. The rich tapestry of learning offered at ELC connects us with our local community. It includes caring for our school community garden, tending to our chickens, visiting the shopping precinct and the local Rivulet, as well meeting people from other generations.

Permission for regular outings is required as part of the Enrolment Record. All other excursions require specific permission. Please refer to our Excursion and Regular Outing Policy.

## **Sun protection**

ELC actively supports children to apply safe sun practice whenever the UV Index is three or above. In Tasmania, this is usually between September and April and children will be encouraged to:

- Shade: find shaded areas
- Clothing: to cover as much skin as possible, and wear sunglasses
- Hats: wear a broad-brim, bucket or legionnaire-style hat to protect the face, head, neck and ears
- Sunscreen: ELC provides a broad spectrum, water resistant SPF30+ (or greater) sunscreen.

A healthy balance of UV exposure is important for overall health and bone development. Children will be actively supported to be responsible for, and aware of, their own sun protection.



## **Payment of fees**

Fees are to be paid by direct debit from a bank account or a credit card by completing a Direct Debit form online in the iParentPortal. On enrolment, an invitation (valid for 24 hours) will be sent to your nominated email address to register. Once registered, log in to <https://parentslogin.kidsoft.com.au> and enter your preferred payment (Payments tab). If help is required with registering or logging into the iParentPortal, please contact Accounts Receivable on [accounts@collegiate.tas.edu.au](mailto:accounts@collegiate.tas.edu.au) or 6211 4921. Fees are charged fortnightly on a Monday for the period ending on the previous Friday.

Any parents having trouble meeting fee requirements are urged to contact the School's Accountant as soon as possible on (03) 6211 4981 so that appropriate arrangements can be made. For further details, including specific fee structures, please refer to the Payment of Fees Policy.

## **Child Care Subsidy (CCS)**

An Australian Government initiative that assists families with the cost of education and childcare fees. CCS is paid directly to ELC and passed on to families as a fee reduction. CCS claims can be backdated up to 28 days and cannot be a lump sum payment.

Before a child starts in ELC, families wishing to claim CCS must verify their eligibility with the Australian Government, Department of Human Services (Centrelink) [www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy](http://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy).

Families wishing to claim CCS are required to provide to the School:

- Their child's customer reference number (CRN) and
- The parent's customer reference number (CRN)
- The date of birth (DOB) of the parent claiming the CCS.

DOB and CRN must be for the same parent.

Applicable CCS may be affected if this information is not provided or is incorrect or incomplete. St Michael's Collegiate School does not have the authority to liaise with Centrelink on behalf of families in this or any other matter.

[www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy](http://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy).

## Immunisation and exclusions

Each child's immunisation status must be verified at enrolment, and a copy of the immunisation record provided to ELC. This will be stored securely with the child's Enrolment Record.

If a child has not been medically immunised, they must be excluded from ELC for the duration of an infectious period, even if they are well. For example, if the immunisation status is not current for the child's age, or the child has been naturopathically or homoeopathically immunised.

As a child's immunisation is updated, families are to inform ELC. For more information, please refer to [health.gov.au/immunisation](https://health.gov.au/immunisation).

Refer to [www.immunise.health.gov.au](https://www.immunise.health.gov.au) for a current exclusion list.



## Co-curricular

At ELC, we engage in a range of co-curricular subjects offered within the wider School community. Co-curricular classes are offered to complement the ELC curriculum and the 'hundred languages' of learning. These include:

- Music
- Library
- Mandarin
- Buddies with Year 2
- Ballet (an optional extra for ELC 2 children only)

### Music

Music is a part of our everyday program and is evident through our singing, dancing and game times.

A specialist music teacher facilitates our weekly classes. These lessons focus on the foundations of musical awareness and highlight the joy of music making together. Music provides an avenue for self-expression and understanding, and we are aware of the benefits and impact it can have on a child's sense of wellbeing.

### Library

ELC students will visit the library each week. Students do not borrow books when in ELC, however, they share a wide range of fiction and non-fiction books. The book collection will sometimes be related to a topic of interest to the ELC students to match their learning program in addition to other books. The focus of these sessions is to foster a love of reading and the sharing of stories.

### Mandarin

At ELC, Mandarin is introduced to our ELC 2 children through song, rhyme, games and visuals. There are also opportunities to use and experiment with language, allowing students to become familiar with key words and phrases.

### Buddies with Year 2

Our ELC 2 class meets regularly with our St Michael's Collegiate School Year 2 classes to share in their learning journey. This provides an opportunity for engagement across the School and supports our Transition to School program.

### Ballet (optional extra for ELC 2 children)

Ballet lessons occur weekly during term time and provide a wonderful opportunity for the children to engage in creative self-expression through dance. Our ballet teacher provides an interactive lesson, focusing on the foundations of ballet movement. Families are invoiced separately for these optional classes.

# Sustainable Practices at ELC

At ELC we continually focus on our sustainable practices, carbon footprint and our overall environmental awareness. We holistically embed these into every aspect of our daily practice.

Our Junior School campus garden provides rich learning opportunities. It is a place where ELC connects with nature each day. Our children are actively involved in planting and harvesting fruit, vegetables, herbs and tending to the garden. The children are also diligent carers of our chickens, taking active responsibility for watering, feeding and collecting the eggs.

The Early Years Learning Framework outlines the importance of incorporating sustainable practices and ideas into our early learning environment. It states, “Environments and resources can also highlight our responsibilities for a sustainable future and promote children’s understanding about their responsibility to care for the environment” (DEEWR, 2009, p.16).

## **Zero waste**

As part of our ongoing focus on sustainability, ELC is working toward becoming a ‘zero waste’ centre. What does this mean for families? Families are encouraged to exclude cling wrap and other single use packaging from their child’s lunches. The focus is to reduce lunch box wrap waste and increase awareness of our own impact on the environment.

This initiative also empowers children to be agents of change in meaningful ways. In the words of author Robert Swan “The greatest threat to our planet is the belief that someone else will save it.” When packing your child’s lunch box, we ask you to please consider whether the packaging is required, compostable, re-usable or headed for landfill.

## **Community collection points**

Our sustainable practices go beyond the ‘Five R’s’ – refuse, reduce, reuse, repurpose and recycle – to include every aspect of our program.

ELC is a collection point for various sustainable and charity organisations, including:

- TerraCycle – bottle caps
- TerraCycle – a recycling program for oral care product packaging and dental products
- Bread Tags for Wheelchairs
- Cartridges 4 Planet Ark.

Our educators continually evaluate ways we can reduce daily waste. We constantly reflect on our ELC program to set a great example for children and the local community. We are excited to work with our children, families and wider community to continue to save our planet.

# Philosophy



**St Michael's Collegiate Early Learning Centre and Outside School Hours Care Philosophy, 2020-2021**

*"We belong here because we go here"*  
- Nan

*"Because we belong here with you"*  
- Lucy W

*"When I am at ELC, I feel like I am at home"*  
- Isabel S

*"So I can meet my friends"* - Isabelle W

***The Children of Collegiate ELC***

We believe that children are naturally inquisitive, a quality which drives their passion and determination to investigate the wonderful and the extraordinary.

Children are active participants in constructing their own knowledge through their interactions with others and the world around them.

***Our Connection to Families and our Community of South Hobart***

We honour the relationship between educators, children and families on the land which we meet – mawminta land, where each person feels safe and supported

We celebrate diversity and capitalise on the rich learning potential of our local, global and cultural communities, including opportunities to connect with the wider Collegiate School community and our local area of South Hobart.

These connections provide enriching experiences to partner together with the natural landscape and the world around us to create a more sustainable future.

Within our sense of community there is a deep care for each other. We are here to support, celebrate each other's wins, and nurture each other as we overcome challenges together.

***Our Role as Educator***

We embrace the here and now, with the belief that childhood is a time for wonder, imagination and hands on learning.

As co-learners alongside children we nurture the quiet and the calm, the loud and the fierce.

We investigate, explore and embed sustainable practices, partnering with children through equity and respect.

We are advocates of children's rights, supporting each child to reach their unique potential and experience a holistic sense of belonging.

***Our Program and Practice***

We believe in providing a learning journey filled with unending possibilities. Our educationally rich program focuses on children's individual interests to encourage their investigative and inquiry skills.

The design and delivery of our program is responsive to our current and contemporary world.

***ELC..... "This is where I belong."***

*"Every place we go is every place we belong"*  
- Olive



## Policies and Procedures

ELC has an extensive and in-depth range of policies and procedures to support and guide interactions and practices.

Key policies are available on the Collegiate School website. Once enrolled, all policies and procedures are available through the myCollegiate Parent Portal. Family feedback is welcomed and encouraged on all aspects of our curriculum, including policies and procedures.

## Quality Improvement

There are many ways families can engage with, and provide feedback on, all aspects of the curriculum at ELC. Our Quality Improvement Plan (QIP) is an integral aspect of this. The QIP supports our journey of continuous improvement and focuses on the requirements of the National Quality Framework. It supports our focus both in the now and towards the future. We ask you to share your thoughts, ideas and vision with us.

## Community and Charity Focus

Opportunities for community service are plentiful at St Michael's Collegiate School, and ELC is no exception. Throughout the year, children and our ELC community have a range of opportunities to connect with, understand, enhance and support our local and global communities. In addition to our intergenerational sessions and focused community days each term like Clean Up Australia Day and National Tree Day, we focus on unique charities. For example:

The Solomon Islands (with the wider School community), our Year 12 nominated charity, a variety of Christmas and family focused charities, including Operation Christmas Child and visits to Southern Cross Care (formerly Bupa Aged Care) in South Hobart (Intergenerational Program).

Specific details will be posted on the Parent Portal throughout the year.

# Safeguarding Children

St Michael's Collegiate School and ELC is committed to safeguarding students and children in its care. As part of this commitment, St Michael's Collegiate School has achieved independent, national accreditation from the Australian Childhood Foundation (ACF) for the Safeguarding Children Program. At St Michael's Collegiate School and ELC we believe children have the right to:

- feel and be safe
- feel comfortable
- be cared for.

For further information please refer to [www.childhood.org.au/](http://www.childhood.org.au/).

## Little Learning House

The Little Learning House program welcomes children from birth to four years of age. The sessions are filled with play-based experiences, exploration, storytelling and singing. The program offers families an insight into play-based learning. It is an opportunity to build connections with other families, and to support and encourage each child as they begin their individual learning journey.

For all Little Learning House enquiries, please contact our Early Learning Centre +61 3 6211 4953, via email: [elc@collegiate.tas.edu.au](mailto:elc@collegiate.tas.edu.au) or visit the School website <https://collegiate.tas.edu.au/our-learning/little-learning-house/>



# Useful Links

The below list of information links may be useful for families. This is not an exhaustive list, so please contact us if you have any questions or would like further information.

## **St Michael's Collegiate School**

[www.collegiate.tas.edu.au](http://www.collegiate.tas.edu.au)

## **Health, Nutrition and Wellbeing**

[www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)

[www.nutritionaustralia.org](http://www.nutritionaustralia.org)

[www.health.gov.au](http://www.health.gov.au)

[www.nhmrc.gov.au](http://www.nhmrc.gov.au)

[www.cancer.org.au/preventing-cancer/sun-protection/sunsmart-schools/](http://www.cancer.org.au/preventing-cancer/sun-protection/sunsmart-schools/)

[www.communities.tas.gov.au/children/child\\_protection\\_services](http://www.communities.tas.gov.au/children/child_protection_services)

## **Health Centres**

[www.dhhs.tas.gov.au/service\\_information/services\\_files/child\\_health\\_centres](http://www.dhhs.tas.gov.au/service_information/services_files/child_health_centres)

[www.humanservices.gov.au/customer/themes/families](http://www.humanservices.gov.au/customer/themes/families)

Cascade Road Medical Centre 03 62235533

Dental on Macquarie 03 6223 3639

## **Family Support and Engagement**

### **Playgroup Tasmania**

[www.playgrouptas.org.au](http://www.playgrouptas.org.au)

### **Parks and more**

[www.hobartcity.com.au/Community/Parks-reserves-and-sporting-facilities/Find-a-park-or-sportsground](http://www.hobartcity.com.au/Community/Parks-reserves-and-sporting-facilities/Find-a-park-or-sportsground)

## **General**

[www.raisingchildren.net.au](http://www.raisingchildren.net.au)

<https://beyou.edu.au/>

<https://www.happyfamilies.com.au/>

<http://www.louiseporter.com.au/>

+61 3 6211 4953 , via email: [elc@collegiate.tas.edu.au](mailto:elc@collegiate.tas.edu.au) or visit the School website

<https://collegiate.tas.edu.au/our-learning/little-learning-house/>

## **Education, Care and Support**

[www.acecqa.gov.au](http://www.acecqa.gov.au)

[www.educationandcare.tas.gov.au/](http://www.educationandcare.tas.gov.au/)

[www.childcarefinder.gov.au/](http://www.childcarefinder.gov.au/)

[www.reggioaustralia.org.au/](http://www.reggioaustralia.org.au/)

<http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2019/08/ECA-COE-Brochure-web-2019.pdf>

## **St Giles**

[www.stgiles.org.au](http://www.stgiles.org.au)

## **Early Support Intervention Services**

A: 174 Brooker Ave, North Hobart 7000

P: +61 3 6231 1625

[www.education.tas.gov.au/parents-carers/early-years/early-childhood-intervention-service/](http://www.education.tas.gov.au/parents-carers/early-years/early-childhood-intervention-service/)

## **Government Services**

### **Centrelink [including CCS]**

[www.humanservices.gov.au/individuals/centrelink](http://www.humanservices.gov.au/individuals/centrelink)

## **Family Assistance**

[www.humanservices.gov.au/individuals/families](http://www.humanservices.gov.au/individuals/families)

## **Child Support Agency**

[www.humanservices.gov.au/individuals/child-support](http://www.humanservices.gov.au/individuals/child-support)

**Emergency (Police, Fire, Ambulance) 000**

**Non-emergency 131 444**

**GP Assist (Tasmania) 1300 780 011**

**Healthdirect 1800 022 222**

**Hobart Parent Line 1300 808 178**

**Kids Helpline 1800 551 800**

**Poisons Information Centre 13 11 26**

**State Emergency Services (SES) 132 500**

## Testimonials

“Our twins have been attending ELC since they turned three, and we couldn’t be happier with it. We particularly love the way that ELC fosters a sense of connection and belonging (to the community, to the natural environment, and between the kids), while instilling strong, positive values. I am constantly surprised and delighted to hear about the activities they do during the day, from walks in the Rivulet, to making plant dyes and painting with them, to learning Aboriginal stories, to growing carrots in the garden, and baking scones from scratch and singing songs. I often wish I could spend my day there!

The kids are given a strong sense of structure and age-appropriate responsibilities throughout the day. A huge part of what makes ELC so great is the staff – amazing as individuals and as a team – caring, energetic, funny, and highly knowledgeable about all aspects of their work. I feel very lucky to have our kids at ELC and have recommended it to many friends.” – Jenny

“Our daughter Lucy quickly settled into ELC at the beginning of the year. The staff have been so welcoming and created a beautiful rapport with our family. Over the year we have seen Lucy flourish, she is excited to go to ELC and engages in all of the activities offered to her. Her favourite things include the walks along the rivulet, the veggie garden, feeding the chickens and the beautiful outdoor plays spaces. We look forward to Lucy enjoying the opportunities ELC offers her in the next year to further prepare her for her formal school years.” – Lisa and Jeremy

“We cannot thank the ELC team enough for the support they offer, not just to our daughter but also to us. Dropping Poppi off each day is such a pleasure as we’re constantly welcomed with warm smiley faces from the educators. The opportunities and growth we continue to see each day is a constant reminder that Poppi is in the best care possible. Poppi loves visiting the chickens on a daily basis and tells us all the wonderful activities she has done through the day at pick up time.” – The Van Lierop family



"We have been thrilled with Hunter's response to Collegiate's ELC, which has been his first taste of care outside of the home. Hunter has always struggled with regulating his emotions and has a speech delay, however, from the moment he stepped foot into the care of Collegiate's ELC, he has been embraced into a nurturing, caring environment and has shown immense progress in his development, on all fronts. Since starting at ELC, Hunter has turned into a happy, chatty little boy, always interested in learning new things and engaging in all of the activities ELC has to offer, particularly the weekly walks down to the rivulet and feeding the chickens!

The staff are incredible at understanding Hunter's interests and needs and are always encouraging him to engage in the numerous activities they have on offer. Hunter genuinely looks forward to his days at ELC and always races into the room with a big smile on his face. We couldn't have hoped for a better start for our little Hunter." – Brierlie

"ELC has been a wonderful place for our daughter to develop in so many ways. We feel so lucky that we have had the opportunity for our daughter to have this experience, as this will form a solid foundation for her years of education to come." – Sonia



## Frequently Asked Questions

**Q: Are the hours flexible? Can children arrive or be picked up at any time throughout the day?**

A: Yes, children can arrive and be collected from ELC to accommodate each individual family's routine and schedule. We recommend shorter days as your child starts at ELC, to support their settling and sense of belonging. Once your child is familiar with the program, we recommend, where possible, that they arrive by 9am to best support each child's engagement within the program. Children's hours of attendance does not change their daily fee.

**Q: How can I support my child during morning drop offs?**

A: To support your child's sense of security and wellbeing at ELC, we encourage families to establish a morning transition routine with their child. This may include supporting them to engage in an experience, sharing a story or waving goodbye through the window.

**Q: What should we not bring to ELC?**

A: We understand that children may occasionally want to bring a special item to ELC like toys or stickers. To support an inclusive and respectful environment, we encourage children to leave their precious belongings at home. Having to share a special item can be both overwhelming and distressing for some children, and while all care is taken, items can become lost or broken. On this basis, we encourage children to leave toys at home.

**Q: Which meals are included?**

A: ELC provides a nutritious morning and afternoon tea, catering for children's food allergies, intolerances and cultural dietary requirements. Families are encouraged to provide a healthy, allergy aware, zero waste lunch.

**Q: Do children need to be toilet trained before starting at ELC?**

A: Toilet training is not necessary for enrolment at ELC. We understand the importance of children feeling nurtured and comfortable about their toileting. Due to this, we intentionally focus on each child's sense of 'self' and make minimal event of toileting incidents. We focus on positive achievements in all aspects of their learning and development. Children are supported throughout the different stages of the process of learning to use the toilet. During the early stages, we suggest that families send a few spare changes of clothes. We have some children in nappies, some in Pull Ups, some completely toilet trained and others needing a gentle reminder to use the bathroom.

**Q: Can my child have medication at ELC and are the educators able to administer medication?**

A: In most cases, if a child is unwell, they are best to rest and recover at home. If a child has been diagnosed with a known medical condition (eg, diabetes, asthma, anaphylaxis), medication may be administered in line with the ELC Medical Conditions Policy. This requires that:

- the parent or authorised person has completed the Medication Authorisation documentation
- medication has been prescribed by a registered medical practitioner
- medication is within the expiry date and in the original packaging.

In conjunction with ELC, families must also complete and sign a Risk Minimisation Plan and provide a current Medical Action Plan for a child with an ongoing medical condition.

**Q: How much notification do I need to give for holidays and other absences?**

A: We greatly appreciate notification if your child will not be attending an enrolled session. This includes a one-off sick day, or extended non-attendance. This supports us in ensuring the wellbeing of each child.

Where families provide a minimum of two weeks written notice for absences like a holiday, a holding fee of 60% of the daily fee will be levied.

**Q: When do Kindergarten transitions commence?**

A: Specific, tailored orientation sessions commence in Term 3 for all students who are attending St Michael's Collegiate School Kindergarten the following year. The Kinder Transition Program focuses on students becoming familiar with their new classroom environment, social skills and extends on many aspects and learning opportunities offered at ELC. Throughout the year, ELC and Kindergarten share many experiences, including Rivulet walks, assembly and some small-group experiences.

**Q: Can my child come to ELC before they start Kindergarten?**

A: Students who are continuing their schooling at Collegiate, can utilise ELC in the January and February prior to Kindergarten commencing. Unfortunately, we are unable to cater for children who are continuing their schooling elsewhere and parents will need to make alternative arrangements.



# St Michael's Collegiate

## **St Michael's Collegiate School**

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