The background of the page is a green felt surface with several colorful felted insects. In the top left is a red ladybug with black spots. To its right is a black and orange wasp. In the top right is a large brown and yellow caterpillar. In the middle right is a red and yellow flower. In the bottom left is a green and brown caterpillar. In the bottom center is a brown and orange caterpillar. In the bottom right is a yellow and orange caterpillar. The text is overlaid on the green felt background.

We, at the Early Learning & Community Centre
at Tenison Woods College would like to say
thank you to the Boandik people for letting us
share your land. We promise to look after it, the
animals and the people too.

Hello land

Hello sky

Hello friends



Welcome to the Early Learning & Community Centre

We are thrilled to introduce you to our vibrant community, where every child's journey is nurtured with care, respect, and dedication.

At our Centre, we are committed to providing a warm and inclusive environment where children can thrive.

Our philosophy is built on the values of belonging, play-based learning, and fostering positive relationships. We believe in the importance of a supportive and engaging space where each child is celebrated for their unique identity and encouraged to explore their interests and potential.

Our curriculum is designed to promote holistic development, focusing on emotional wellbeing, physical health, and cognitive growth. We incorporate the rich traditions of the Catholic ethos, Aboriginal and Torres Strait Islander perspectives, and children and families' funds of knowledge and identities to enrich our programs. Our approach is guided by the principles of continuous improvement and critical reflection, ensuring that we offer the highest quality of care and education.

All our rooms are led by Early Childhood Education teachers and a team of expert educators. Our 3 year-old and 4 year-old Kindy programs are nested in our long day care day.

We invite you to be part of our community, where your child will not only receive exceptional care and education but will also develop a strong sense of belonging and a love for learning.

Thank you for considering Tenison Woods College Early Learning & Community Centre for your child's early learning journey.

Regards,



David Meziniec
Principal



Frances Scanlon
Director, Early Learning & Community Centre

our philosophy

We all belong

We are all capable and competent co-learners

We all shine together

We view all children as capable and competent who are at the core of their learning agency as lifelong learners. We respect and respond to each child's interests, strengths, and needs, fostering a love for learning through exploration and discovery.

We engage the children in meaningful play-based learning and experiences that promote social, emotional, cognitive, and physical development. We value play as a vehicle for learning, where children are active participants in constructing their knowledge and understanding of the world around them.

We build relationships and partnerships with children, families, educators and the wider community by respecting each other's perspective, expectations, values, and learning from an understanding of each other's strengths and knowledge.

We uphold the UN Convention on the Rights of the Child by providing a safe, inclusive environment that values each child's unique abilities, culture, and identity, ensuring equity and social justice in their learning and development.

We embrace inclusion by creating a safe and supportive atmosphere where all children, families, and educators are valued. We implement antibias strategies to challenge stereotypes and promote understanding, ensuring that each child's unique qualities are celebrated.

We prioritise ongoing professional development and reflection to enhance teaching practices, integrating community knowledge and research to provide high-quality, responsive, and culturally sensitive education for every child.

We value critical reflection for continuous improvement, with educators, families, and children collaboratively reflecting to enhance teaching, strengthen partnerships, and support children's self-awareness and autonomy.

We strive to be co-learners with children, families, and colleagues in which we play, learn, research, and reflect. This practice leads to lifelong learning and enjoyment for all.

We continuously seek to improve our connection to Aboriginal and Torres Strait Islander perspectives, through connections with local Boandik Elders in our community and authentic learning and exploration.

We identify and support all cultures, beliefs and backgrounds of all children, families and educators that attend the Centre.

We encompass Catholic ethos into our daily exploration and learning. We celebrate faith through intentional and spontaneous moments and show gratitude and respect for the world God has created.

We foster community partnerships to create meaningful learning experiences that celebrate diversity, promote cultural understanding, and strengthen children's sense of belonging and connection.

We provide ongoing opportunities for our community to develop sustainable practices through social, economic, and environmental perspectives, fostering inclusion, reducing waste, conserving resources, and promoting global citizenship.

We design our curriculum around children's interests and abilities, fostering curiosity and critical thinking through hands-on learning guided by the Early Years Learning Framework and National Quality Standards. Inspired by Reggio Emilia principles, our environment encourages inquiry, collaboration, and communication, empowering children to become confident, independent learners.

We prioritise wellbeing, mental health, and gratitude to foster a growth mindset and holistic development, creating a nurturing environment where children feel valued, resilient, and confident to embrace new challenges.

We commit to ethical management and governance through collaboration, reflection, and accountability, ensuring integrity, transparency, and continuous improvement in early childhood education.

We foster a positive work culture and strong connections, supporting educators and family wellbeing to enhance the quality of care and education for children.

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 Christmas.
They tell the child:
to discover a 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 1920-1994

Reggio Emilia: the hundred languages of children



early years curriculum

OUR CURRICULUM

At Tenison Woods Early Learning & Community Centre, we offer a comprehensive curriculum designed to nurture and develop the whole child.

Our approach is based around the Early Years Learning Framework (EYLF) 2.0 and integrates elements of the Reggio Emilia, Montessori and Catholic Education philosophies to provide a rich, child-centred learning environment, encouraging child agency, meaningful experiences and lifelong learning.

KEEPING SAFE: CHILD PROTECTION CURRICULUM

The Keeping Safe: Child Protection Curriculum, mandated by the South Australian Government, is essential in early years education as it equips young children with crucial skills to recognise and respond to unsafe situations.

By integrating this curriculum, we foster a safe and supportive environment where children learn about their rights, personal safety, and how to seek help if needed. Teaching these concepts from an early age helps build their confidence, enhances their ability to protect themselves, and promotes their overall wellbeing, ensuring they are well-prepared to navigate and communicate about potential risks.

CATHOLIC IDENTITY

Catholic identity is woven into daily experiences, offering children opportunities to explore, wonder, and connect with themselves, others, and the world through the Catholic tradition. Through play-based learning, sacred spaces, symbols, and storytelling, children are invited to engage with the Catholic story and flourish in an environment grounded in faith. Nature play further deepens this connection, fostering awe and wonder in God's creations and highlighting our interconnectedness with the natural world.

Immersed in Catholic values, we embrace and celebrate all faith backgrounds, identities, and cultures, ensuring every child feels loved by God and valued within our community. Our dedicated staff collaboratively nurture meaningful relationships and enriching learning experiences, guiding children to understand they are deeply cherished in God's infinite love. Through this care, children are empowered to experience and share the mystery of God's love in their everyday lives.

EARLY YEARS LEARNING FRAMEWORK (EYLF) 2.0

The EYLF underpins our curriculum with a focus on belonging, being, and becoming. We emphasise the importance of creating a strong foundation for lifelong learning and wellbeing.

Our educators work in partnership with families, recognising that families are children's first and most influential teachers. We foster positive relationships to ensure each child's unique needs are met, promoting their holistic development. It is used as a curriculum tool for individualised and group programming, critical reflection and reporting.

- **Belonging:** We create a sense of community and connection for children, fostering relationships with families and educators.
- **Being:** We value and celebrate the present experiences of children, allowing them to explore and enjoy their childhood.
- **Becoming:** We support children's development and transition, recognising their potential and growth.

"For us, each child is unique and the protagonist of his or her own growth. We also note that children desire to acquire knowledge, have much capacity for curiosity and amazement, and yearn to create relationships with others and to communicate" Tiziana Filippini, Reggio Emilia.

MONTESSORI INSPIRED EDUCATION

The Montessori philosophy aims to nurture a positive attitude towards learning, build self-esteem, and develop creative intelligence and imagination in children. It encourages initiative, persistence, and socially acceptable behaviour while fostering a sense of responsibility for oneself and others.

Montessori education also emphasizes respect for the environment and equips children with essential skills for lifelong learning. Starting from birth, this approach is designed to help each child reach their full potential through high self-expectations, making it an education for life.

REGGIO EMILIA

Inspired by the Reggio Emilia philosophy, our curriculum views children as capable, resilient, and full of potential. We create an environment that encourages exploration, creativity, and collaboration. Learning is project-based, with children engaging in long-term investigations that are driven by their interests and curiosity. This approach allows children to take an active role in their learning journey, fostering critical thinking and problem-solving skills.

The concept of the '100 languages' deeply influences our pedagogy, celebrating the diverse ways children express themselves and ensuring each child's unique voice is heard. This approach promotes rich interactions and collaboration with children, families, and the community, aligning with our commitment to a play-based, inclusive curriculum that honours every child's perspective and agency.

THE IMPORTANCE OF PLAY

Play is crucial for early childhood development, as scientists have found that creating a new synapse in the brain typically requires around 400 repetitions, but through play, it only takes 10 to 20 repetitions. This shows how play accelerates learning and brain development, making it a powerful tool for acquiring new skills and knowledge.

Whether children are engaging in play, they are constantly learning and reinforcing new connections in the brain. Through play, children not only develop cognitive skills more efficiently but also enhance their creativity, problem-solving abilities, and social interactions.





early learning experiences

The five learning outcomes within the Early Years Learning Framework.

The learning outcomes are used to capture the integrated and complex learning and development of all children in the Centre. These are reflected in your child's individual learning journey's, observations, small and whole group learning.

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported.
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
- Children develop knowledgeable and confident self-identities and a positive sense of self-worth.
- Children learn to interact in relation to others with care, empathy and respect.

Outcome 2: Children are connected with, and contribute to, their world

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect.
- Children become aware of fairness.
- Children become socially responsible and show respect for the environment.

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social, emotional and mental wellbeing.
- Children become strong in their physical learning and wellbeing.
- Children are aware of, and develop strategies to support their own mental and physical health and personal safety.

Outcome 4: Children are confident and involved learners

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.
- Children transfer and adapt what they have learned from one context to another.
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes.
- Children engage with a range of texts and gain meaning from these texts.
- Children express ideas and make meaning using a range of media.
- Children begin to understand how symbols and pattern systems work.
- Children use digital technologies and media to access information, investigate ideas and represent their thinking.

leadership



Mr David Meziniec
PRINCIPAL



Ms Fran Scanlon
DIRECTOR



Mrs Angela Cutting
DEPUTY DIRECTOR



Mrs Alarni Holmes
EDUCATIONAL LEADER



Ms Alana Fensom
WELLBEING LEADER



Mrs Audine Bryant
ADMINISTRATION



Ms Tanya Thomson
ADMINISTRATION

OPENING TIMES

The Centre is open from 7.00am to 6.00pm, Monday to Friday.

Morning Long Day Care Session
7.00am – 8.45am

3 Year-Old & 4 Year-Old Kindy Session
8.45am – 3.30pm

Afternoon Long Day Care Session
3.30pm – 6.00pm

During School holidays, the Centre runs as long day care with a holiday program: 7.00am – 6.00pm

Please note, the Early Learning & Community Centre is closed for 2.1 weeks over the Christmas New Year period for maintenance and cleaning work.

The last ELCC Day for the year is Thursday 18 December 2025. The Centre will be closed from Friday 19 December 2025 until Friday 2 January 2026. Re-opening Monday 5 January 2026.

2025 ELCC Closure Days:
Wednesday 22 January
Thursday 23 January
Friday 24 January
Monday 27 January (Australia Day)
Monday 10 March (Adelaide Cup Day)
Tuesday 11 March
Friday 18 April (Good Friday)
Monday 21 April (Easter Monday)
Friday 25 April (ANZAC Day)
Thursday 5 June
Friday 6 June
Monday 9 June (King's Birthday)
Monday 21 July
Friday 5 September
Monday 6 October (Labour Day)
Friday 24 October
Friday 12 December

the centre

DAILY ROUTINE

7.00am	Before Session Care - Inside play
7.30am	3 year-old rooms open for soft start
8.00am	4 year-old rooms open for soft start and outside play
8.45am	Kindy commences in all rooms – indoors and outdoors
9.30-10.15am	Rooms serve morning tea at various times
12.00pm/12.30pm	Lunch is served for 3-year-old rooms/Lunch is served for 4-year-old rooms
12.30/1.00pm	Rest & sleep time 3-year-old rooms/ 4-year-old-rooms
After rest time	Kindy day continues for all rooms – indoors and outdoors
2.30-3.00pm	Rooms serve afternoon tea at various times
3.15-3.30pm	Reflection time and end of day routines for all rooms
3.30-6.00pm	Long day care with evening snack served
6.00pm	Centre closes

REST/SLEEP/QUIET TIME

In line with national regulations all children are offered rest and sleep time each day. This occurs after lunch each day, if at any time throughout the day a child would like to rest or sleep they can. For regular sleepers, or any other child would like to sleep, a bed, with a fitted sheet and muslin sheet is set up. The rest of the room is invited to rest or find an experience they can engage in quietly. Children are able to bring a comforter or toy for rest time. No necklaces will be left on a resting child and a child will only be allowed a dummy if they always sleep with one. Further details can be found in our Sleep and Rest policy and procedure.

WHAT TO BRING TO THE CENTRE

Each child will need to bring the following items

- Hat
- Drink bottle
- Two pairs of a change of underwear, pants (trousers, shorts, skirt, leggings), t-shirt, socks
- Medication

All items must be clearly labelled.

TOILETING

It is important all children are toilet trained when they come to the ELCC. Toilet training must begin at home and it is not the educators job to toilet train children. Our staff are on hand to develop independence and support children as they learn these skills.

We do understand, for developmental reasons, your child may not be at this stage and in nappies. Please discuss this with our Director and explain how we can support your child. Nappies will need to be provided by the family.

centre operations

SESSION REQUIREMENTS

Your child is able to attend the ELCC when they turn three. We only accept a minimum of two full days at the Centre. In our 4 year-old Kindy program, children are offered 15 hours inline with the Universal Access funding from the South Australian Government. If your child is Aboriginal or Torres Strait Islander, they are able to have 12 hours of 3 year-old Kindy additionally.

ATTENDANCE DAYS

Please notify the Centre of your preferred days, allowing our administrative team to endeavour to secure these for you. If these are not possible, you will be notified and added to a waitlist. If there are any requests to alter or change days, please email elcbookings@tenison.catholic.edu.au or call on 8724 4656. Any alterations will be confirmed via email.

UNIVERSAL ACCESS FUNDING AND ATTENDANCE AT A DECS KINDERGARTEN

As from 2013 the, 'Pre School & Universal Access Requirement and Disclaimer,' must be completed by all parents of children within the 4 year-old program. If your child attends a DECS funded or any other Kindy, and also attends the ELCC we MUST know which Kindy and how many days they are enrolled. This has significant impact on the funding we can claim for our Centre.

PRIORITY OF ACCESS

To ensure that the ELCC adheres to the Long Day Care rules and regulations within the Australian Legislation, priority of access will be given to children falling into the following categories:

Priority 1: A child at risk of abuse or neglect .

Priority 2: A child of a single parent who satisfies, or of parents who both satisfy, work/training/study test under section 14 of the New Tax System (Family Assistance Act, 1999).

Priority 3: Any other child.

Within these main Priority categories, priority should also be given to children in:

- Aboriginal and Torres Strait Islander families;
- Families which include a disabled person;
- Families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$43,727 for 2015-2016 or who or whose partner is on income support;
- Families from a non-English speaking background;
- Socially isolated families;
- Single parent families.

This Handbook is given to all parents through the enrolment process to meet this requirement and is updated each year.

BOOKINGS/CANCELLATIONS

Bookings and cancellations can be made directly through the ELCC. Please contact our Administration for bookings and cancellations (phone 8724 4656 or email elcbookings@tenison.catholic.edu.au).

For casual bookings please notify the Centre the day before or as soon as possible.

DELIVERY AND COLLECTION OF CHILDREN

Please ensure that you complete the relevant section in the enrolment form concerning persons who are authorised to collect your child. We are legally required to have this information in our records.

People authorised to collect your child must be eighteen years old and over. Students attending Tenison Woods College Early Learning & Community Centre cannot be collected by older siblings at the end of the day.

When you bring your child to the Centre, please remember to sign your child in and out on the iPads using your spike code.

Licensing requirements stipulate that the adult bringing the child to the Centre must sign the child in on the attendance iPad, indicating the time of arrival, and ensure that a staff member is aware of the child's presence before leaving the Centre. This establishes the duty of care for the Centre and is also an opportunity for parent and staff interaction.

Similarly, licensing requirements stipulate that the adult collecting the child from the Centre must sign the child out on the attendance iPad, indicating the time of departure, and ensure that a staff member is aware that the child is leaving.

If your child is going to be collected by someone other than those noted on your enrolment form, the Centre needs to be informed in writing, as stated in the federal regulations. If you are running late, please ring and let us know. In an emergency situation, please ring and let us know of the change in arrangements. In such instances, the person collecting your child will be required to show identification. Additionally, this information needs to be emailed to the Centre.

If staff are unable to contact either the parent/carer or the emergency contact, the responsible person will contact and inform the Director or Nominated Supervisors, the Principal and/or the Deputy Principal.

If there has been no contact within 30 minutes of closing time, Mount Gambier Police will be called and asked to assist in providing alternative care for the child. (A late penalty charge of \$50.00 per 15 minutes per child applies from closing time).

WHEN YOU ARRIVE

All adults entering the building, except the person signing the child in, must sign in using the iPad in the foyer.

Encourage your child to be independent by carrying their bag, finding their photo, and placing their belongings in a locker. Ensure you inform an educator of your child's arrival to support with settling in.

Remember to sign in your child daily, as it is a legal requirement. Inform educators of any factors that might affect your child's behaviour or emotional wellbeing, such as family changes, sleep issues, or routine disruptions, to help us provide the best support throughout the day.

SETTLING IN:

For many children attending the Early Learning & Community Centre, this may be their first experience away from their family or an unfamiliar environment. It is important that you as a parent/carer realises your feelings will influence the way your child settles into their day.

The following may be helpful suggestions:

- Read the social story about your child's room and watch their teacher's video with them, to start the conversation of the new Centre and where they are going.

- Use the orientation visits to help settle your child, we are always willing to put in more if that will support your child's transition.

When entering the Centre take time to explain to your child what they will be doing.

- Show your child where things are in the Early Learning & Community Centre.
- Make a connection with educators to help support your child in the environment.
- Make a familiar routine with your child, to help them find comfort in a repeated routine, for example, playing with your child, saying goodbye to your child and explaining where you are going and waving at the Centre's waving window.
- Always ensure you say goodbye to your child, allowing them to know where you are going

Reassure your child that you will be returning to collect them. If you are having any problems settling your child in, please speak to us in your child's absence.

AT THE END OF THE DAY

All adults entering the building, except the person signing the child in, must sign in using the iPad in the foyer.

Please enjoy this time, joining your child in play or having a discussion about their day. It is also a lovely opportunity to talk with educators and teachers about your child's day. When you are both ready to leave, sign your child out and inform a staff member that you are leaving.

It is vital that you inform staff of any changes regarding the person who will collect your child from the Early Learning & Community Centre. All persons authorised to collect your child must be advised in writing to Reception.

People who are not listed on your collection authorisation will not be permitted to take your child out of the Centre. If the staff are not familiar with the person you have authorised to collect your child, they will be asked to present their identification, a driver's license for example.

centre operations

CAR PARKING

It is drop off and pick up only in the car park adjacent to the Early Learning & Community Centre in the designated area. Please use the parking for short time slots to give due consideration to others. As this is a shared vehicle and people space, we ask you to take due care when using it. Please keep your child safe at all times.

In front of the Centre are two disabled car parking spaces, unless you have a permit for these spots please do not park there.

VOLUNTEERS / STUDENTS

Occasionally there will be new faces in the Centre when volunteers and students visit to gain experience in the early childhood education. These new faces may also include members of the Tenison Woods College Senior Child Studies class and specialist teachers.

These visitors will be under the supervision of the Director and parents will also be informed about their visits to the Centre.

All visitors and/or volunteers must complete the Catholic Education Police Check (Working with children check) and the Tenison Woods College Volunteer Pack in order to visit or volunteer in the Centre.

EXCURSIONS AND INCURSIONS

Excursions and incurSIONS are vital in early childhood education as they provide children with hands-on, real-world experiences beyond the classroom. These experiences stimulate curiosity, enhance learning, and foster a deeper understanding of the world around them.

By engaging with new environments and people, children develop social skills, adaptability, and a sense of community, enriching their overall educational journey.

A letter and risk assessment will be sent out to all families, 4 weeks prior to the experience. The letter will detail the location, the mode of transport the ratio of adults and children and the times and distances for the experience.

If leaving the campus, 3 year-old Kindy follow a ratio of 1:4 and 4 year-old-Kindy, 1:5. Parent volunteers are welcome, but must be a registered volunteer. If you want to become a registered volunteer, please talk with the Office staff.

Children will spend time with staff before the event preparing and sharing information in anticipation of the coming excursion. A debriefing session will also provide opportunities to share what was observed.

REGULAR OUTINGS / INCURSIONS

With the ELCC located on the Tenison Woods College school premises incidental outings onto the wider school campus are often spontaneous events.

The Regular Outing letter covers short walks and visits around the Tenison Woods College campus and Marist Park. You sign this letter with your enrolment pack.

INTERACTIONS WITH CHILDREN

We seek to build a friendly and respectful community where people treat each other with dignity, good humour and respect. We speak positively to one another and encourage children to do so as well.

For many children this will be their first experience with others in a larger social context other than home. Children will be taught strategies on how to develop positive resolutions to conflict, how to take turns, how to share space and resources with others and how to manage feelings. We ask that you read our Interactions with Children Policy and Procedure as children are more likely to be successful in their social interactions when behaviour approaches are consistent both at school and at home.

TOYS

We kindly ask that personal toys be left at home to prevent them from getting lost or damaged and to avoid potential conflicts between children. However, comforters and soft toys that provide a sense of security and aid in resting or sleeping are welcome. These familiar items can help children feel more comfortable and settled, especially during rest times or moments of transition.

In line with hygiene protocols, we have a rigid cleaning and washing schedule. All toys and washable items are washed in accordance with this schedule. If bodily fluid or other substance is spilled on toys or materials, they are washed immediately.

SPECIAL EVENTS

Throughout the year, our program includes many planned and spontaneous experiences that enrich learning for the children.

Families are welcome to join us at any time to lead an experience or read a story, especially in their mother tongue, to share the diversity of cultures within our community. If there's a special event happening in your family—such as a wedding, birth of a sibling, home relocation, hospitalisation, baptism, or naming ceremony—we encourage you to share these moments.

These everyday events offer wonderful learning opportunities for children and can provide meaningful connections within the group. We invite you to collaborate with our staff to incorporate these experiences into the program. .

BIRTHDAYS

At the Early Learning & Community Centre we very much focus on the individuality of the child. Therefore, birthdays are very special occasions. Should you and your child wish to celebrate their birthday we would be happy to celebrate this by having a special treat during the day. Please discuss with your child's educator beforehand.

It is important for children to learn to make healthy choices with their food. Please remember to be inclusive of possible dietary requirements. Please let your child's educator know prior to the event and ask the office for dietary requirements of the room for that day.

INVITATIONS

Please pass these on to the educators. Parents will receive a message on the iPad to collect the invitations.

OUR NUT/DAIRY/EGG/LACTOSE/ GLUTEN FREE MUFFIN RECIPE

1 $\frac{3}{4}$ cups gluten free flour
 $\frac{3}{4}$ cup caster sugar
 2 teaspoon baking powder
 1 pinch salt
 $\frac{3}{4}$ cup dairy free milk alternative (no nut milk allowed)
 $\frac{1}{4}$ cup oil 55g mild flavoured oil
 $\frac{1}{4}$ cup apple sauce
 2 teaspoon vanilla essence

Preheat your oven to 180 degrees celsius. (Make sure to reduce the temperature to 160 degrees celsius if you have a fan forced oven).

Pop 12 cupcake liners into a 12 cup tray. Spray the muffin liners with oil for this recipe as the apple sauce makes the batter a little stickier than a traditional cupcake batter but with the spray of olive oil the cupcake liner peels off the cooked cupcake really easily.

In a large bowl whisk together the dry ingredients.

In a medium bowl whisk together the wet ingredients.

Add the wet ingredients to the dry ingredients and fold together until combined. Try not to over mix the batter

Portion into the cupcake liners, don't over fill (three quarters full is perfect). You want cupcakes to be a little lower in height than say a muffin, depending on your cupcake size you may get up to 15 cupcakes from the batter

Bake for 25 minutes, the cupcakes are cooked when they are lightly golden and when you press the centre of the cupcake it springs back.

Makes 12.

communication

PARENTAL PARTICIPATION

Families are welcome to visit the Centre at any time and actively participate in various activities. You are encouraged to lead experiences in the rooms, such as reading a book in your mother tongue, cooking a cultural dish, bringing in a pet, singing, or sharing any other talents. These activities need to be prearranged with the room teacher to ensure a smooth experience for everyone.

We also welcome your feedback on our programs and Quality Improvement Plan (QIP) at any time.

Parents and carers are invited to participate in social functions, meetings, information evenings, and other Centre activities. Please note that if you plan to be a regular volunteer at the Centre, a Catholic Education Police Check and the Tenison Woods College volunteer pack, including the 'Responding to Risks of Harm, Abuse, and Neglect' training, must be completed and approved beforehand. Police Check applications are available at Reception.

PARENT LIBRARY

The Parent Library contains books and resources with information on various topics such as toileting, sleeping, discipline and other parenting issues. Please see one of the staff members who can help you to access this information.

COMMUNICATION WITH PARENTS

The staff at the Early Learning & Community Centre strive to be approachable and available at all times. If you have any concerns, no matter how small, please bring them to our attention promptly so we can address them immediately. We believe that a strong partnership between families and the Centre is essential to your child's wellbeing and learning. We value sharing information about your child's experiences and progress.

Family sharing sessions are held twice a year, in Terms 1 and 3. These sessions provide an opportunity to discuss your child's development, learning priorities, and how their needs are being met. It is also a chance for parents to share insights and practices from home, and for educators to offer suggestions on how to support your child's learning at home. If you need a more in-depth discussion, you are welcome to schedule a time with your child's teacher.

If you have a concern, please feel free to speak with your child's teacher or the Centre Director. If these options are not suitable, please refer to our 'Dealing with Complaints Policy and Procedure.' You may also contact Mr David Meziniec or Mrs Michelle Coote, our Nominated Supervisors and school leaders, or reach out directly to CESA. All their contact information is available in our foyer or on request from the office.

REPORTS

At the end of your child's time in 3-year-old Kindy and 4-year-old Kindy they will receive a report from their teacher, with the support of Diploma staff. These highlight their progress and learning journey at the Centre using the five learning outcomes.

EMERGENCY CONTACTS

It is essential that parents leave with the Centre, ALL emergency telephone numbers, including family doctor, and ensure that an up to date record is available at all times. It is in the interest of each child's welfare that up to date, pertinent information is maintained at the Centre.

When contacted by the Director or their delegate, the parent, or a responsible person authorised by the parent, must personally go to collect the sick or injured child as soon as possible.

uniform

All students attending the Early Learning & Community Centre are expected to wear the correct and compulsory uniform items for daily attendance.

It is hoped that all children (with the help of their parents), take pride in their personal appearance and ensure that the uniform is complete, fits well, is clean and tidy and in a good state of repair.

Compulsory uniform items are available for purchase from the Uniform Shop, which is located on campus, entry via the Tenison Woods College Front Office.

UNIFORM SHOP OPENING HOURS

Uniform Shop - Opening Hours:

Tuesdays & Wednesdays
8.00am – 12.00pm

Thursdays
12.30pm – 4.30pm

Opening times of the Uniform Shop are subject to change during the school holidays. We suggest you telephone the Uniform Shop (8724 4637) for confirmation of holiday open times or refer to the College website.

The Uniform Guidelines can be found [here](#).

LABELLING

Please ensure that you have clearly labelled all your child's clothing and belongings.

Familiarise your child with the labels which should include their first name so that they are able to more easily and independently recognise their own things.

CHANGE OF CLOTHES

Occasionally, children may get their uniforms soiled or wet and need a change of clothes.

To ensure your child is always prepared, please include a full set of spare clothes in their bag each day.

We also maintain a stock of spare uniforms for such situations. If your child returns home in a spare uniform, kindly wash and return it as soon as possible.

Additionally, packing spare socks in your child's bag is recommended to accommodate any unexpected needs.


Uniform
GUIDELINES


Early Learning & Community Centre

Children have the choice of the following items:

- Tenison Woods College (TWC) short or long sleeve polo shirt
- Plain navy blue shorts or track pants (elastic waist)
- Regulation TWC hat for all outdoor play
- Sports shoes or black school shoes
- White ankle socks

Optional items:

- Navy skivvy
- TWC navy polar fleece vest
- TWC navy polar fleece jumper
- TWC navy shorts
- TWC navy pants
- Navy headband or navy or white ribbon

All items of the Early Learning & Community Centre to Year 2 uniform are unisex and can be interchanged for wearing in summer or winter, allowing for comfort in all weather conditions.





health and safety

UNWELL CHILDREN

In accordance with 'Staying Healthy – preventing infectious diseases in early childhood education and care services,' and our Administration of First Aid Policy and Procedure, if a child is feeling unwell, has a temperature or potentially has an infectious disease, such as hand, foot and mouth or gastro, Centre protocols will be followed and the parents/carer/authorized person will be called to pick up the child.

Please do not send your child to the Early Learning & Community Centre if they are displaying symptoms or are unwell. If they have been sent home with an infectious disease, the protocols on the factsheet must be followed, especially the exclusion period.

TOILETING

It is important for children to be toilet trained before starting at the Early Learning & Community Centre, as toilet training is a process that begins at home. Our role is to support children in developing their independence and toilet habits, rather than to carry out the training itself. We recognize that some children may still be in nappies due to developmental reasons, and we are here to work with you to provide the necessary support. Please discuss your child's needs with our Director and provide nappies as needed.

Our staff will guide and assist children in key toileting practices, including flushing the toilet, washing hands thoroughly while counting to 10, drying hands properly, seeking help when needed, maintaining privacy, and disposing of paper correctly.

WASHING HANDS

Children are required to wash their hands after using the toilet and before morning and afternoon snack and lunch. The children will also be asked to wash their hands before/after indoor/outdoor experiences.

INFECTIOUS DISEASES & EXCLUSION POLICY

The Centre follows the recommendations contained in the document 'Staying Healthy in Child Care' published by the National Health and Medical Research Council.

If children have illnesses which are infectious or contagious, or if they are unwell, they are to be withdrawn from the Centre. If your child has vomiting and/or diarrhoea they should not return to the Centre until they have been symptom free for 24 hours and do not have loose bowel actions.

This Centre does not have the facilities to look after sick children for extended periods.

Please notify the Director if your child has any contagious illness. Be aware of the speed with which such illnesses such as Conjunctivitis and Upper Respiratory Tract Infection (URTI) can spread.

IMMUNISATION

On enrolment, parents are required to provide documentation of their child's immunisation record, a copy of which will be kept on file at the Centre. If there are medical reasons for a child not to be immunised, or a parent has a personal, philosophical or other objection to immunisation, a statutory declaration stating the reasons for non-immunisation needs to be completed.

If a child is not immunised they may be excluded from care during outbreaks of some infectious diseases, even if not displaying any symptoms.

HEAD LICE

Please help us to minimise this problem by:

- Regularly checking your child's hair;
- Tie long hair back;
- Notifying your child's educator immediately should you detect any evidence;
- Follow the best available practices to eliminate infestation. Refer to the government's 'Staying Healthy' Guide.

ASTHMA

Parents/carers of children who suffer from asthma are required to complete an Asthma Management Plan which provides the educator with further knowledge about the child; what is likely to trigger the child's asthma and the Action Plan on how to best treat the child in the event of an asthma attack. These forms need to be completed prior to the child attending the Centre.

ALLERGIES

Please ensure that the Tenison Woods College Early Learning & Community Centre has received written guidelines or action plans for all allergies and is up to date with any allergies your child may have to food, medicines, creams etc. In addition to the supply of Action Plans for children with Asthma or Allergies, parents will also need to sign a Risk Minimisation Plan which is reviewed annually and will be kept with your child's First Aid requirements.

The Centre has a Policies and Procedures Folder. This is available for parents to read as it is important that all families are familiar with our policies.

Quality Improvement Plan. Policies and Procedures are continuously being reviewed and updated. Feedback on these is always welcome and as part of our Quality Improvement Plan surveys will be sent out for your critical review.

SUN SMART POLICY

During the year, children will need to wear hats outside when the UV is 3 or above. We follow the Sunsmart Guidelines so hats/sunscreen/shade/inside play times are followed depending on the UV ratings. Tenison Woods College Early Learning & Community Centre acknowledges that Australia has the highest incidence of skin cancer in the world due to harmful exposure to ultraviolet rays from infancy.

To avoid this, we will:

- Ensure that each child has a named blue sun hat.
- Ensure that each child wears their sun hat whenever outdoors when UV 3 or above.
- Ensure all staff members wear sun hats when outdoors to act as role models for the children.
- Encourage children to arrive at ELCC wearing SPF 30+ broad spectrum, water resistant sunscreen.
- Encourage children to use available shade for outdoor play activities on days of risk of ultraviolet exposure.
- Children who do not have a sunhat, play in an area protected from the sun, eg under the verandah.
- Teach skin protection as part of the education program.

It is recognised that Vitamin D is important. Outside play is encouraged daily.

MEDICATION

Parents will be encouraged to administer prescription medication where possible before and after sessions at the Centre. The Medical Practitioner can prescribe children's antibiotics to be given twice daily (at home times) rather than 3-4 times a day. We acknowledge that we are not health care professionals. Some medications will be invasive and will require home administration (eg eye drops, ear drops, nose drops, skin creams).

If a child has to take medicine during the time they are at the Centre, written authorisation from the parent/carer must be sent with the medication, along with instructions from a Doctor.

The container must bear the original prescription label with the child's name, dose and time the medication is to be administered. Medication must be handed to the ELCC Administration or the Director in their absence at the beginning of the day and documentation completed. Staff will administer and document the medication during the day. Parents/carers will need to sign the documentation when they collect the child at the end of the day.

If children are receiving medication at home but not at the Centre, the Centre should be advised of the nature of the medication and its purpose and of any possible side effects it may have for the child.

Staff will not administer non-prescription medicines. This includes paracetamol, gum gels, creams or lotions.

EMERGENCY INFORMATION

At enrolment you are asked to complete all Medical/Health and Emergency Information related to your child. It is essential that the Centre has an emergency contact name and phone number. We do not accept enrolments unless this is supplied.

This information is confidential and very important in the case of an emergency, should your child have an accident, or if they are simply unwell and need to go home. It is very important that parents advise the Centre of any changes to private or business addresses or telephone numbers as soon as possible.

ACCIDENT AND INJURY POLICY

In the event of your child becoming ill or injured during their time in the Centre, we will notify a parent/carer as soon as possible, at home or at work. In the case of a bump to the head we will always notify parents even if this is slight. If we are unable to contact the parent/carer, an emergency contact person listed on your child's form will be telephoned to come and collect the injured or sick child. Every effort will be made to make the child feel comfortable. All injuries and illnesses are recorded on an 'Incident/Injury/Trauma/Illness Record'. You will be requested to sign and date this form if your child has been ill or injured - this is a legal requirement.

In the event of a serious accident, the parent/carer will be contacted (or the emergency contact person listed). Your child will be transported to hospital, if necessary.

ABSENCES

If your child is unable to attend the Tenison Woods College Early Learning & Community Centre due to illness or some other reason, we ask that you phone the Centre and inform us of the absence by 8.30am on 8724 4656.

ANIMALS

Any visits from animals/pets must be approved prior to the visit.

NON-SMOKING ZONE

Smoking is prohibited on site, school grounds and in view of the children.

meals

Breakfast, morning tea, lunch, afternoon tea and evening snack are provided by the Centre. A variety of wholesome, fresh ingredients are used in a nutritionally balanced menu to provide meals for the children. These cooked meals are prepared by our on-campus Sugarloaf Café and comply with the 'Eat A Rainbow' SA Health guidelines and follow Nutrition Australian to provide nutritious and balanced meals and snacks.

Water will be available daily from the filter tap to drink or refill bottles. Children are to bring a labelled drink bottle of water from home. We ask that you keep juices for home. We also offer the children milk at morning, afternoon and evening tea.

NUTS AND ALLERGENS

To help provide all children with a safe environment, the Early Learning & Community Centre is a Nut Free Zone. As such, we ask that no children bring in nuts or nut containing products for share birthday cakes or cookies etc. It is imperative to complete the enrolment form with any food allergies your child may have so this can be catered for.

AN EXAMPLE OF A DAILY MENU

Breakfast:	Toast or cereal
Morning Tea:	Fruit and yoghurt or a savoury platter
Lunch:	Battered flathead served with tangy noodle salad, corn on the cob and steamed veggies
Afternoon Tea:	Carrot and zucchini muffins
Snack:	Fruit or vegetables with a muffin, dip or savoury bread
Late Snack:	Fruit and yoghurt or a savoury platter



fees information

Every week parents/carers will be issued with an invoice in arrears. The invoices are sent via email to parents.

Tenison Woods College Early Learning & Community Centre is an approved Centre which enables parents/carers who are eligible to claim Child Care Subsidy (CCS) from the Government.

It is expected that fees are paid within 7 days from receipt of invoice. Tenison Woods College will always work closely with families that are experiencing difficulty in making payments however we ask that you make contact with our Business Manager, Mr Neal Turley whenever this is the case. Non attention to payment of fees may result in your child's place in the Centre being suspended or cancelled and legal action being taken in order to recover the debt.

If you have any concerns you need to contact the Family Assistance Office (FAO) on 13 61 50. Our Administration team can also answer general enquiries concerning Government assistance. Please contact 8724 4656 or inquire when you are dropping off/collecting your child.

Payment options are available. Payments can be made at the ELCC Office.

FEE STRUCTURE 2025

Permanent

Weekly	\$580
Day	\$126
Morning (7.00am - 12.30pm)	\$75
Afternoon (12.30pm - 6.00pm)	\$75

Casual

Day	\$132
Morning (7.00am - 12.30pm)	\$81
Afternoon (12.30pm - 6.00pm)	\$81

Please Note:

Fees include morning/afternoon teas & lunch where applicable.

Fees do not include any Child Care Subsidy families may be entitled to receive.

More information regarding the Child Care Subsidy can be obtained from www.humanservices.gov.au

HOLIDAY DISCOUNT PACKAGE

We offer a Holiday discount package - please enquire. Written application is required two weeks in advance for this package.

LATE FEE

Accounts outstanding for 30 days or more will attract a \$30.00 Administration Fee.

PUBLIC HOLIDAYS

As per Child Care Regulations our Centre is closed on public holidays. Fees apply for public holiday closures that fall on your usual day of attendance.

REGULAR BOOKED DAYS

To ensure we have sufficient time to make changes to current bookings please provide two weeks written notice if you need to change or cancel your child's regular booked days of attendance. If your child does not attend their last session/s of care, you will be charged full fees for the days they are absent.

SWAP DAYS

Please provide your request in writing two weeks in advance if you would like to swap your child's regular day/s. This choice can only be offered in the same week and if the alternate days you need are available.

Parents need to inform the Family Assistance Office of any changes that may affect their assessment.

TWO DAY MINIMUM

It is a recommended that your child attends the Centre for at least two days or more per week.

ABSENCES FROM THE CENTRE

We understand that sometimes due to illness, vacation or other reasons children need to have time away from the early learning program. Please let us know if your child is unable to participate in the program on their usual day/s of attendance. If your child is absent you will need to sign the attendance record indicating your child has been absent. We recommend you provide documentation to support absence days, including:

- Medical Certificates
- Shared Care Plans (signed by both parents)
- Court Orders

INITIAL ABSENCE DAYS

As with most early learning centres and preschools, your child's place is reserved when they are away so the day still needs to be paid for. Each financial year, the Family Assistance Office will pay your child's CCS entitlements for the first 42 absence days. These absences can be for any reason, including public holidays. These initial 42 absence days must be used before any additional absences can be claimed.

ADDITIONAL ABSENCE DAYS

You may receive CCS for absence days after the initial 42 days each financial year. For all absences beyond the first 42 absent days, CCS will only be paid if you are able to provide evidence to demonstrate the absence has occurred under permitted circumstances. There is no limit on these days but you will be required to provide documentation to support the absence. For further details visit Human Services - www.humanservices.gov.au.

privacy

contact us

PHOTOGRAPHY

On enrolment, families will receive a Photograph/Film/Artwork Consent Form about photographs and their child. Once signed we will share with the rooms your preferences for photographs and videos and whether they can be shared or not and to what extent.

PERSONAL DETAILS

One of the disclaimers on this form gives the Centre permission to use your child's name. Your child's name could be used in an observation about other children (educational purposes) or in a class photograph.

At no time will your personal information or contact details be given to another party without your consent, so please don't ask for the telephone number of a playmate.

In the Education and Care Services National Regulation (2011), personal information includes (Regulation 160):

- (a) The full name, date of birth and address of the child;
- (b) The name, address and contact details of—
 - (i) each known parent of the child;
 - (ii) any person who is to be notified of an emergency involving the child if any parent of the child cannot be immediately contacted;
 - (iii) any person who is an authorised nominee; (Authorised nominee means a person who has been given permission by a parent or family member to collect the child from the education and care service or the family day care educator. See section 170(5) of the Law).
 - (iv) any person who is authorised to consent to medical treatment of, or to authorise administration of medication to, the child;

- (v) any person who is authorised to authorise an educator to take the child outside the education and care service premises;
- (vi) any person who is authorised to authorise the education and care service to transport the child or arrange transportation of the child.

(c) Details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child;

(d) Details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person;

(e) The gender of the child;

(f) The language used in the child's home;

(g) The cultural background of the child and, if applicable, the child's parents;

(h) Any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs.

ADDRESS

Cnr White Avenue & Shepherdson Road
Mount Gambier
South Australia 5290

POSTAL ADDRESS

PO Box 965
Mount Gambier
South Australia 5290

TELEPHONE

Early Learning & Community Centre
(08) 8724 4656

Tenison Woods College
(08) 8725 5455

The College Uniform Shop
(08) 8724 4637

WEBSITE

www.tenison.catholic.edu.au

EMAIL

elcc@tenison.catholic.edu.au

SOCIAL MEDIA

www.facebook.com/tenisonwoodscollegemountgambier

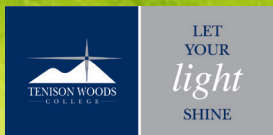


discover. learn. shine.



early learning & community centre

discover. learn. shine.



Tenison Woods College
Shepherdson Road
PO Box 965
Mount Gambier SA 5290

Telephone (08) 8724 4656

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The College Shop
Telephone (08) 8724 4637
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