About Us

Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>St Luke's Catholic Early Learning Centre, Marsden Park</th>
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<tbody>
<tr>
<td>Address</td>
<td>Lot 1104, Frontier Ave and Northing Dr, Marsden Park NSW 2765</td>
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<tr>
<td>Phone</td>
<td>9654 3100</td>
</tr>
<tr>
<td>Contact</td>
<td>Mrs Jo Tapley</td>
</tr>
</tbody>
</table>

Operating Hours

The Early Learning Centre is open from 6.30am to 6.00pm, Monday to Friday for 49 weeks of the year.

We are closed for public holidays. We recommend a minimum attendance pattern of two days each week.

Enrolment into the Catholic Early Learning Centre does not guarantee your enrolment into Catholic Primary Schools. You are required to go through their enrolment process to enter your child into the school. Catholic Primary School enrolments begin in May of each year.

Our 6 Pillars Of Learning

Children who begin their educational journey at St Luke’s are engaged in experiences linked to St Luke’s Pillars of Learning with each person taking responsibility for their own learning. All learners participate actively in a changing world where they are called to:

- WITNESS by living the Good News as revealed through the Gospel of St Luke
- MANAGE self
- RELATE with others
- INQUIRE
- THINK
- CREATE

Our Community

The Catholic Early Learning Centre is part of St Luke’s Catholic College Community. Learn more on the ‘About Us’ section of our website.

The Catholic Early Learning Centre comes under the governance of and is accountable to Catholic Education Diocese of Parramatta. Additional information about the system of schools we belong to can be found at www.parra.catholic.edu.au.

We aim to foster and maintain collaborative relationships within this community, promoting a sense of belonging for children, families and staff. Catholic Early Learning Centres facilitate and guide children’s learning based on Christian values in a Catholic tradition.

Our Team

The team of educators at St Luke’s CELC are experienced teachers who are dedicated to educating and caring for children. We will exceed national requirements for university qualified early childhood teachers to ensure that we provide a high quality learning environment. All educators hold a verified working with children check clearance, current first aid, anaphylaxis and asthma certification. For more information on our team of educators, staff photos are displayed in the foyer.

All children will be connected with a primary focus educator to guide their development and learning based on detailed and careful observation of children’s interests and curiosities. Observations are supported by varied methods such as photographs, children’s work samples and transcripts of conversations. Educators interpret the information that they gather and assess children’s learning against the national curriculum Being, Belonging & Becoming: The Early Years Learning Framework, St Luke’s Pillars of Learning and the CELC learning philosophy Our Child Our Learner.

Children’s learning observations are emailed to families and available to parents online. All educators at CELC will be able to discuss your child’s learning style, developing skills and interactions with peers. Under the Children and Young Persons (Care and Protection) Act, 1998, educators have a duty of care to ensure the safety and wellbeing of every child. This means that all educators are mandatory reporters who are required to make notifications of suspected risk of harm.
Philosophy

Our image of the child is that of being competent, intelligent, a co-constructor of knowledge and a researcher actively seeking to make meaning of the world, often in collaboration with others.


At St Luke’s Catholic Early Learning Centre (CELC) we believe that each child is a valuable and unique individual created by God. We value each child as an individual who can make choices about their own learning. We believe that children are theory builders and problem solvers, who learn best by making meaning of their world through play, relationships and experiences. We value children as social beings and recognise that they co-construct knowledge with peers, their families and our staff.

We value play as a learning process that enables each child to learn through concrete 'hands on' experiences such as doing, creating, experimenting, predicting, imagining, achieving, investigating, and identifying strengths.

Learning through play is how children ‘organise and make sense of their social worlds’ using innovative and creative activities as enriching learning experiences. Children will be encouraged to discover ‘self’ and feel safe to explore within the world around them. We will encourage children to have ownership of their learning, which will empower them and build a passion for knowledge. Children should feel a sense of belonging in their environment. We will nurture their being while celebrating their present and future in what they are becoming.

Our CELC aims to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. We work collaboratively with families in promoting children's learning by implementing the Early Years Learning Framework and applying best practice as reflective of the National Quality Framework.

We provide an enriching inclusive environment that recognises diversity, including culture and ability. We work in partnership with families, Catholic school leaders and Catholic parishes to promote Gospel values and traditions while respecting the individuality of families and children.

CELC educators work in collaborative partnerships with the school community, intervention services and families. The CELC team of educators value all stakeholders’ knowledge and contributions by embedding trust and free communication in a reciprocal relationship that is respectful of one another by sharing insights and perspectives concerning each individual child.

At St Luke’s Catholic Early Learning Centre our educators will:

- Listen to each child’s melody when they are using "the hundred languages" (Malaguzzi), their bodies, their art, their movement, their eyes, their hands, their silences, their words and their ‘being’.

- Observe and value the process of thinking as our children develop new understandings through constructing, investigating, and creating in their ‘becoming’.

- Develop mutually respectful partnerships with both children and families within the context of our school community, St Luke’s Catholic College Marsden Park, so as to build belonging’.

- Value the child not only as an individual but also as a member of their family, cultural group and the wider community by helping them find their place in them.

- Ensure that documentation is visible through recording our children’s everyday experiences and discoveries in order to develop their individual potential and allow them to reflect on their learning journey.

"Our task ... is to help children climb their own mountains, as high as possible.”  – Malaguzzi.

- Encourage children to be self guided learners through questions, provocation and problem solving in order to empower our children to build a passion for learning. We believe "the mind is not a vessel to be filled, but a fire to be ignited.”  – Plutarch.

- Create an environment that engages, captures and honours the interests of our children by stimulating their imaginations, promoting creativity and enhancing the aesthetics of the environment so it becomes the third teacher.

- Respect the needs and rights of the children to make choices by empowering them to take responsibility for their actions, their environment and their learning.

- Recognise that children are living and learning in a technology rich society by incorporating the use of digital technologies in learning.

- Value our role as educators by taking part in constant inquiries, investigations and professional development around our knowledge of how children learn in order to deepen our understandings.

What we want to see is the child in pursuit of knowledge and not knowledge in pursuit of the child
- George Bernard Shaw.
Bringing Our Philosophy To Life

At St Luke’s Catholic Early Learning Centre, we believe that each child is a unique and valuable individual created by God. We value each child as competent and capable learners who are theory builders and problem solvers. They learn best through making meaning of their world through play, relationships and experiences. We value them as social beings and recognise that they co-construct their knowledge with their peers, family and staff.

"Being recognises the significance of the here and now in children’s lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life."
(BELONGING, BEING AND BECOMING: The Early Years Learning Framework for Australia, 2009)

Children are naturally researchers who are given the opportunity at CELC to learn through self-selected investigation, creativity, and play. We value play and creativity as ways for children to express their ideas and build new theories. We believe that providing a safe and stimulating environment encourages their ability to observe, perceive, investigate, imagine and problem solve the world around them.

"Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow."
(BELONGING, BEING AND BECOMING: The Early Years Learning Framework for Australia, 2009)

Relationships are essential to building belonging and shaping who we are and who we become. We seek ways to build an inclusive environment that encourages and respects diversity. We recognise and value the cultures children bring and nurture them in their search for meaning, connection and joy in life - their spirituality.

We respect the beliefs and values of the families who belong to our community. We support our children in their growing understanding of Catholic values and traditions that are central to our ethos.

Belonging acknowledges children’s interdependence with others and the basis of relationships in defining identities.
(BELONGING, BEING AND BECOMING: The Early Years Learning Framework for Australia, 2009)

Code Of Ethics

The core principles in this Code of Ethics are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social, and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children’s learning, development, and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children’s education and care.
- Play and leisure are essential for children’s learning, development, and wellbeing.
- Research, inquiry, and practice-based evidence inform quality education and care.

Policies And Procedures

Catholic Early Learning Centres have a number of policies and procedures that govern various aspects of our School life. These provide the framework within which we operate with relation to a number of key issues.

Please note that all policies and procedures for the CELC can be found in the Policy and Procedures Handbook in the front foyer.
How We Operate

What To Bring

At St Luke’s CELC, your child will engage in a lot of wonderful and at times messy play, therefore it is best if they are dressed in clothes that it won’t matter if they get dirty.

Please pack in your child’s bag the following, making sure everything is clearly labelled with your child’s name.

- Water bottle
- A protective sun hat
- At least one change of clothes, including socks and two pairs of underwear
- If your child still sleeps during the day, please pack a fitted sheet and blanket/cover
- A warm jumper or coat in cooler weather as the children will still play outside
- If your child has special requirements e.g. Epipen, special sunscreen etc. please remember to bring these and hand them to a teacher upon arrival
- Suitable footwear must be worn. Thongs are not considered safe and are unsuitable and therefore cannot be worn to CELC.
- Signs and notice boards are placed around the CELC for parents’/carers’ information. Parents and Carers are encouraged to take a few moments to stop and read them as they contain important information.
- Unlabelled lost property will be placed in the basket at the foyer entrance. Any unclaimed lost property will be given to charity at the end of each term. Please check the basket regularly.

Please note that NO TOYS are to come to Preschool as they can get lost or broken and can cause sharing issues.

To promote sustainable practices at St Luke’s CELC, email will be the primary form of communication between the CELC and families. Please ensure you check your emails regularly.

What’s In A Day At St Luke’s CELC?

<table>
<thead>
<tr>
<th>Arrival, welcome, breakfast and unpack</th>
<th>Explorations of outdoor/ indoor learning galleries. Teachers use this opportunity to observe the children to identify any opportunities to extend children's ideas, strengths and knowledge.</th>
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</thead>
<tbody>
<tr>
<td>Exploration and investigation of learning galleries</td>
<td></td>
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<tr>
<td>Morning gathering and calendar discussions</td>
<td>Discussions about the day consulting the calendar. Progressive meal times support children's sense of agency, developing their self-help skills whilst providing opportunities to develop their skills and knowledge of turn taking in conversations as well as health and hygiene.</td>
</tr>
<tr>
<td>Progressive morning tea</td>
<td></td>
</tr>
<tr>
<td>Research and project investigation</td>
<td>An opportunity to extend the children's interests through project investigations and/or learning gallery provocations. Teachers scaffold and support the children's explanations. Sustainable practices are imbedded in these experiences.</td>
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<tr>
<td>Environmental Focus</td>
<td></td>
</tr>
<tr>
<td>Guided prayer and meditation</td>
<td>Guided prayer reflections prior to and/or after lunch. Rest and relaxation to refocus and recharge for the afternoon ahead. Opportunities to sleep for those children who choose to.</td>
</tr>
<tr>
<td>Progressive lunch</td>
<td></td>
</tr>
<tr>
<td>Language and literacy explorations</td>
<td>Language and literacy focus, based upon children's interests or intentional teaching focus (e.g. National Nutrition Week).</td>
</tr>
<tr>
<td>Family connections (letters, travelling teddies and shared stories)</td>
<td>Opportunity to build family connections (e.g. photo, letters from home).</td>
</tr>
<tr>
<td>Outdoor play and discovery environmental focus</td>
<td>Outdoor learning galleries are reset with thoughtful provocations for children to explore and discover in their play.</td>
</tr>
<tr>
<td>Music and movement</td>
<td>Music and movement experiences to explore.</td>
</tr>
<tr>
<td>Progressive afternoon tea</td>
<td></td>
</tr>
<tr>
<td>Exploration and investigation of Learning Galleries</td>
<td>Indoor learning galleries are reset with thoughtful provocations for children to explore and discover in their play.</td>
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On Your Child's First Day

To assist with the settling in of your child into St Luke's CELC, here are some helpful tips:

- **Please sign your child in.** You will need to sign your child in and out EVERY day. You will find the Sign-in/Sign-out sheet in the foyer reception area. This is a legal requirement for licensing and receiving Child Care Benefit (CCB) and/or Child Care Rebate (CCR).

- After signing your child in, make your way up to the learning spaces, where an educator will assist you to find a locker for your child. To encourage independence, encourage your child to place their bag in an empty locker.

- Place your child's filled water bottle on the water trolley to access throughout the day.

- You are welcome to help your child engage in an activity until they are settled. However, we recommend it is best to keep the time short in the mornings because a child's anxiety levels can rise the longer you stay, as they anticipate the coming separation. It is normal for a child to have some difficulty saying goodbye so the teachers can assist you and suggest some strategies to minimise separation anxiety.

- Once you have said goodbye, it is best for your child if you leave straight away in the capable hands of the teachers. If your child seems unsettled when you leave, or you would like to know how their day is going, please call at any time.

- If your child needs a sleep, please provide sheets and let a teacher know your child may want to lay down. Resting on a bed is not compulsory.

- For all other children, we have a relaxation time in the middle of the day. This could be listening to quiet music, listening to stories, doing some quiet stretching like yoga, meditation, or other literacy based activities with a teacher. During the relaxation time, the children are encouraged to sit and relax their bodies, and are reminded of the need to allow our bodies some rest time. The relaxation time typically goes for around 20 to 30 minutes.

- If you would like to spend more time with your child at the CELC it is best to do this in the afternoon when you come to pick them up. You may want to come 15 minutes early to allow for this. Ask them to show you what they have done for that day, do a painting or drawing with them, or spend some time playing outside. This will help your child to understand that you are comfortable at CELC and may help to reduce the time it takes them to settle. Please see our Child and Family Orientation Policy or speak to the Director for more information.

Catholic Early Learning Centre Fees

Catholic Education Diocese of Parramatta has set the Fee Structure for families effective from 5 February, 2018.

**Please note** our Early Learning Centre is a not for profit Early Learning Centre. We rely funding and payment of fees to maintain our Early Learning Centre operation.

**St Luke's CELC Daily fee is $120 a day.**

Accounts will be issued fortnightly and payment can be made by BPAY, Post Billpay or Credit/Debit card via EFTPOS at the school office.

All CELC Fees are to be paid in full by the end of the fortnight.

**If you experience difficulty paying the fees, please speak to the Director as soon as possible as late payment of fees will incur a $15 fine and may result in your child’s position being terminated.**

If your child is absent for any reason you are still required to pay for these enrolled days.

On enrolment a security bond, equivalent to 2 weeks full fees is also payable for each child. The bond will be held for the duration of the child’s enrolment. Subject to all other fees being paid up to date, the security bond is to be credited against the final invoice at the time your child’s leaves the centre and their enrolment here ends.

Please note that upon making a decision to reduce your days or to leave the CELC, you are required to give us 2 weeks written notice of your intentions.

Late Collection

If you are late to pick up your child a Late Collection Fee will be charged to your account.

We are licensed to operate between 6.30am and 6.00pm. At 6.00pm all children should have left the premises. If for any reason, you will not make it in time to collect your child you must contact the CELC to advise us of this.

Two staff members will remain with your child until you or an authorised person comes to collect them.

Security Card Access

Upon enrolment, families will be issued with one swipe card per family which will be used to access the CELC for morning arrival and afternoon departure. A refundable deposit of $20 per swipe card will be charged to your account which will be returned to you at the completion of your child’s enrolment at St Luke’s CELC when you return the swipe card.
**Child Care Subsidy**

All families are entitled to apply to the Department of Human Services (DHS) for Child Care Subsidy.

Eligibility for fee relief is based on Assessed Family Income (AFI). The form can be obtained from the Human Services Website.

The DHS will calculate and pay your CCS reduction based on the latest family entitlement information held by them. Child Care Subsidy (CCS) is paid through the Child Care Management System (CCMS). Parents have responsibilities when receiving these payments and these are outlined in fact sheets from the Human Services website and a selection are listed below.

Families will be able to access from DHS an online statement which contains details of child care and payments made. The Child Care Subsidy (CCS) assists parents or guardians who are working, studying or training with their out of pocket child care costs.

**Australian Children’s Education And Care Quality Authority (ACECQA)**

ACECQA is a national entity, which will oversee early childhood education and care and school age care in Australia. Education and care plays a vital role in the lives of Australian children and their families and we want the best possible outcomes for our children. They oversee the National Quality Standard and how it is applied across the country and ensure that services are meeting the new requirements.

For further information, please see the ACECQA website.

**National Quality Standards And National Quality Framework**

The National Quality Standard (NQS) sets a national benchmark for the quality of education and care services. It provides services and families a better understanding of what makes a quality service. This enables families to make informed decisions about the services providing education and care to their child. The NQS is a key aspect of the National Quality Framework (NQF). It brings together the key quality areas that are important to the outcomes for children.

The objectives of the NQF are:

- to ensure the safety, health and wellbeing of children attending education and care services
- to improve the educational and developmental outcomes for children attending education and care
- to promote continuous improvement in the provision of quality education and care services.

**Quality Improvement Plan (QIP)**

The Education and Care Services National Regulations 2011 (‘National Regulations’) require that the approved provider ensure a QIP is prepared for the service that:

- includes an assessment of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that may require improvement; and
- contains a statement of philosophy of the service.

**Early Years Learning Framework (EYLF)**

*Belonging, Being & Becoming: The Early Years Learning Framework for Australia (EYLF)* is a national early childhood curriculum which all early learning centres must follow. It describes the principles, practice and outcomes, which enhance young children’s learning from birth to five years of age, as well as their transition to school. The EYLF has a strong emphasis on play-based learning, as play is the best vehicle for young children’s learning providing the most stimuli for brain development. The Framework also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

A copy of the EYLF can be found in the front foyer and on the ACECQA website.
**Curriculum**

Our aim is to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning through the implementation of a balanced program.

The program incorporates the influences of the Reggio Emilia approach, the EYLF and is reflective of each child’s strengths, needs and interests. Stimulating, interesting and exciting learning activities provide opportunities for children to play, explore and develop.

At St Luke’s CELC the children are provided with opportunity to explore and develop, learning through a play based curriculum. We are open long day care hours to support the needs of families in the community, offering a Preschool program throughout the day.

**Literacy, Numeracy, Science And Technology**

The development of foundational literacy, technology, numeracy and scientific enquiry skills will be embedded in the CELC curriculum on a daily basis. Children will be surrounded and immersed in a learning space that provides a range of experiences in the indoor and outdoor learning galleries implemented by educators or in response to children’s curiosities.

Children will be provided a print rich environment where experiences include exploration and discovery with writing materials in the writing centre, art and craft experiences where children are encouraged to write their own names on artwork, include literacy in their play, as well as pictures, posters, signs and visual cues.

Foundational numeracy skills include opportunities to engage in experiences that require sorting, comparisons, grouping of objects and counting within a child centred and play based context.

Scientific discovery occurs as children observe, propose, hypothesise and predict a series of events. These can vary from intentional scientific experiments planned by educators to daily experiences that require problem solving and prediction of the next sequence of events.

The children will be provided with many opportunities to explore the use of technology to support their inquiries, learning and play explorations. This may occur in guided explorations with ipads to research information for a project investigation and games which may include exploring coding in their play.

**Environmental Sustainability**

The children will be introduced to the environmental concepts of reuse, reduce and recycle in the hopes of creating an understanding of sustainable practices from a young age. We recognise that Sustainability doesn’t work as an ‘add-on’ or occasional experience—it needs to be embedded in everything that we do. In addition we implement and incorporate environmental practices in our learning experiences where we reuse materials to strengthen learning through play.

**Immunisation Update**

As a requirement of the Public Health Act 2010 parents are required to provide St Luke's CELC with documented evidence of their child's immunisation status. This is initially provided upon enrolment and updated as necessary.

Hard copies of the current Australian Childhood Immunisation Register (ACIR) Immunisation History Statement, and/or, ACIR Immunisation History Form (catch-up schedule), or ACIR Immunisation Exemption Medical Contraindication Form (for children that have a medical condition that prevents them from immunisation) certified by an immunisation provider will be kept as evidence on the child's file and recorded on St Luke's CELC child care management software and St Luke's CELC Immunisation Register.

**Continuity Of Experience To St Luke's School**

St Luke's CELC is co-located within St Luke's Catholic College which enables a comprehensive and unique connection with the school from the time of your child's enrolment at the Early Learning Centre. The experiences available to the children aim to assist a smooth and seamless continuity of experience into the school learning environment through rich and varied experiences throughout the year.

These experiences include opportunities to:

- collect, analyse and organise information
- communicate ideas and information
- plan and organise activities
- work with others in teams
- use mathematical ideas and techniques
- solve problems and use technology.

Information about specific experiences in our transition to school curriculum can be discussed with the Director and educators.
Healthy Eating

St Luke's CELC educators understand the importance of leading a healthy, active lifestyle in order for children to achieve optimum growth and development. St Luke's CELC has developed approaches for supporting the health, protection, safety and wellbeing of all children while in our care.

Our CELC aims to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning by ensuring that all children experience quality education in an environment that provides for their health and safety.

The St Luke's CELC is committed to implementing the key messages outlined in Munch & Move and in supporting the National Healthy Eating Guidelines for Early Childhood Settings. The St Luke's CELC recognises the importance of educating children and families about healthy foods and lifestyles. We recognise that the foundations for a healthy lifestyle are established in childhood.

We Are An Allergy-Aware-Zone

We have a number of children with nut and other allergies that can lead to Anaphylactic shock for this reason the CELC is an allergy-aware zone. You will be advised of alternate allergens that may trigger anaphylactic reactions and may be requested not to bring these into the CELC, for example eggs, dairy products (please check with educators.

Please do not bring food into the CELC.

If your child has consumed nut products (e.g. peanut butter or nutella) before coming to the CELC, please ensure they have thoroughly washed their hands and face before arrival.

Health And Medication

For the well being of all children and staff we ask that you keep your child at home if they are unwell. This helps to prevent the spread of germs, as well as giving your child time to recover. If your child is away for the day, please call the CELC and advise that they will be away and the reason for their absence.

We follow the guidelines set by the Department of Health in regards to infectious diseases and infection control. This includes fostering correct hand washing procedures. Please note that a child must be free of vomiting, diarrhoea or high temperatures for 24 hours before being allowed to return to the CELC. If an outbreak occurs of an illness that has the signs and symptoms of vomiting and diarrhoea, the exclusion period may be extended as recommended by the Public Health Unit.

If your child has begun a course of Antibiotics, they must have taken them for 24 hours before being allowed to return to the CELC. Children showing signs of any infectious disease (e.g. rash) will be required to stay at home until a doctor’s clearance certificate has been provided. Please see our Health and Safety Policy for more information.

Upon enrolment you will need to supply proof of immunisation. Your Immunisation History Statement can be accessed through Medicare or by visiting the Medicare website.

If your child is on medication that needs to be taken during their time at preschool you need to hand the medication to a teacher and fill in a medication form. We can only administer medication that is prescribed by a doctor. The medication must be in its original bottle, with the child’s name on the label, dosage, date of expiry, doctor’s name and date of prescription clearly visible. If it is a non-prescription medicine we require a letter from a doctor stating the above details. For children who are diagnosed with a medical condition (e.g. diabetes, asthma, anaphylaxis) you need to fill in a medication form and supply the CELC with an Action Plan.

Sun Safety

We act in accordance with guidelines set by the Cancer Council. When the UV Index is 3 or above, children are required to wear a hat when outdoors. You will find sunscreen in the foyer and learning environments to apply to your child in the mornings if you have not already done so. Staff will reapply sunscreen before going outside in the afternoon and at other times as needed.

We monitor the UV alerts regularly and apply Sunsmart procedures such as being in the shade and wearing hats and sunscreen. Please see the Sun Protection Policy for more information.
Authorised Persons

As part of the enrolment application you are required to nominate people who we are able to contact in the case of an emergency if we cannot reach you and who are authorised by you to collect your child from the CELC.

Upon collection, if the educators have not met this person before we will ask them to show some identification. This is to ensure your child is released only to a person authorised by you. If someone is to collect your child who is not on the Nominated Contact list, you need to ring the CELC to tell us and also email us their name, address, drivers license and phone number. Identification will need to be produced for us to release your child into their care. Children of school age are not permitted to collect a child from CELC, unless over the age of 16 and authorised by you in writing.

Siblings are not permitted to enter the CELC unless accompanied by an adult (other than those over 18 who are authorised to collect a child). Please ask any school age siblings to remain with you when on the CELC premises. It is the parent’s responsibility to supervise or clean up after school age siblings.

Parent Involvement

We welcome any feedback you would like to share with us. Please speak with any of the staff or with the Director if you have any issues to discuss or thoughts to share. Throughout the year you will be asked to give input to the policies, program and procedures of the CELC, in order to assist us in reviewing and continually improving our centre.

Please contact us for suggestions on how you can become involved.