

LANDSDALE SCHOOL OF EARLY LEARNING 2026



FAMILY HANDBOOK

WELCOME!

Landsdale school of Early Learning welcomes you and your family.

The centre is designed to create an environment of trust, where your children can grow emotionally, intellectually, socially, and physically. We are proud of our ability to provide quality care and education for the children at our centre and look forward to a fulfilling and enjoyable association with your family.

Our goals as a service are;

- To promote a health and positive self-image in every child
- To develop in each child a healthy respect and attitude towards others, regardless of their race, culture, sex, and belief
- To encourage educator participation, suggestions, interactions, and ideas in all areas
- To provide happy and caring staff that work as a team.
- To provide a program that meets both individual and group needs and is based on the service's philosophy, goals, regular observations, and child/family / educator input.
- To develop positive social, emotional development through various experiences and activities which are tailored to meet both individual and group's needs.
- To provide a program that includes music, literature, cognitive, fine motor, gross motor, and all other domains of learning.
- To provide a calm, pleasant hygienic environment which is aesthetically pleasing to the children, parents, and educators.

LANDSDALE SEL PHILOSOPHY

At Landsdale School of Early Learning, we respectfully acknowledge the traditional custodians of the land upon which we operate, the Wadjuk people of the Noongar nation.

We are committed to an ongoing journey of learning, striving to educate ourselves with sincerity and authenticity. By enhancing our understanding, we aim to impart this knowledge to the children in our care, ensuring that we deliver an education that honors and respects the traditional landowners.

This acknowledgment extends beyond mere words; it represents our dedication to continuous growth and a genuine respect for the diverse cultures and histories that enrich our community.

BUILDING STRONG PARTNERSHIPS WITH FAMILIES AND THE COMMUNITY

Families play a pivotal role in a child's life, and we are privileged to be part of your child's formative years. We believe our greatest strength lies in the robust, supportive relationships we cultivate with our families and the broader community. Your contributions, ideas, and feedback are invaluable in helping us deliver the highest quality care and education.

We honor and celebrate the diverse cultures, values, and perspectives within our families, and we encourage you to share your skills, talents, and traditions with us. Establishing strong community connections and partnerships with key stakeholders is essential to our collective success.

SUPPORTING HOLISTIC WELL-BEING

Our dedication to the holistic well-being of children encompasses all facets of their development, aligning with Australian standards and guidelines

Nutrition: We offer nutritious meals and snacks that adhere to Australian dietary guidelines, ensuring children receive essential nutrients for healthy growth and development. Our menus are informed by resources such as "Get Up & Grow" and the "Australian Dietary Guidelines," providing a diverse selection while accommodating dietary restrictions and preferences.

Movement: Physical activity is an integral component of our daily routine. Regular movement and outdoor play, which encourages children to enhance their motor skills, coordination, and overall physical health. Our practices are guided by resources like "Staying Healthy in Childcare" and "Munch & Move," fostering a passion for active living from an early age.

Education: Our educational programs are aligned with the Early Years Learning Framework, offering a comprehensive and diverse curriculum that supports children's cognitive, social, and emotional growth. We emphasize the development of critical thinking, creativity, and a lifelong love of learning through play-based and inquiry-driven approaches.

Well-being: We prioritise the emotional and psychological well-being of children by fostering a supportive and inclusive environment. Our educators are trained to recognise and address the individual needs of each child, providing guidance as they navigate their emotions and cultivate resilience. Our practices in promoting mental health and well-being are informed by resources such as "KidsMatter Early Childhood" and "Be You."

NURTURING AND SUPPORTING OUR CHILDREN

At Landsdale SEL, we are dedicated to fostering a safe, secure, and nurturing environment where every child is valued and supported. Our primary focus is on upholding the rights and best interests of the children in our care. Recognising the individuality of each child, our committed educators work to cultivate a supportive atmosphere that promotes personal growth.

We believe that children are inherently curious and enthusiastic learners. We regard them as active participants and decision-makers in their educational journeys, empowering them to explore their strengths and realise their full potential.

We adhere to the principles of equality, ensuring that every child is treated with respect and dignity. Our commitment includes advocating for the "United Rights of a Child." Through our comprehensive program, we offer opportunities that enhance self-esteem, promote independence, develop social skills, and build confidence and resilience, alongside foundational literacy and numeracy skills.

OUR DEDICATED EDUCATORS

Our educators are deeply committed to fostering warm, positive, and meaningful interactions with children. They dedicate themselves to supporting, guiding, and nurturing each child's unique learning journey. We recognise the significance of cultivating respectful, reciprocal, and secure relationships, ensuring that we are present for the special moments and accomplishments of each child.

Possessing extensive knowledge, our educators employ holistic approaches, responsiveness, and intentional teaching strategies to empower children. We embrace diversity in all its forms, including the rich cultures and traditions of Aboriginal and Torres Strait Islander peoples.

Our commitment to continuous improvement is reflected in our practice of self-reflection, meaningful engagement with families and the community, and ongoing professional development. Adhering to the Early Childhood Australia Code of Ethics, we strive to achieve our personal and professional objectives while partnering with you in your child's educational journey.

A HOME AWAY FROM HOME

Our service is meticulously designed to emulate the comfort of home, facilitating a seamless and reassuring transition from the familiar environment of home to childcare. This nurturing atmosphere cultivates a sense of belonging and security, empowering children to develop strong identities and establish connections with the world around them.

We prioritise the development of self-help skills and resilience, both of which are vital for children's growth and effective learning. By fostering a warm and inviting environment, we ensure that children feel comfortable and happy, enhancing their overall learning experience and making it both enjoyable and meaningful.

OUR HOLISTIC EDUCATIONAL APPROACH

Our curriculum is designed to be flexible and responsive to the unique strengths, ideas, and interests of each child. We offer a diverse array of engaging learning experiences, both indoors and outdoors. Emphasising "learning through play," we create opportunities for discovery, creativity, imagination, critical thinking, and sensory exploration.

Our educators capitalise on everyday teachable moments to support children's learning. We celebrate and honor each child's cultural traditions and values, fostering a sense of connection to their world and promoting environmental responsibility and sustainability.

Each child is provided with a personalised learning plan that allows for tracking progress and achievements, reflecting on growth, and setting new goals. Our thoughtfully designed and stimulating environments promote problem-solving, exploration, and safe risk-taking.

SERVICE INFORMATION

Our service is licensed for 63 children.

Discoverers 1 -4 Ratio (0-2yrs)

Creators 1 – 5 Ratio (2 – 3 yrs)

Adventurers 1- 10 Ratio (3 – 5yrs)

We are open from 6.30 am to 6.30 pm Monday to Friday for 52 weeks of the year excluding public holidays. Offering quality care for children aged 6 weeks – 6 years old.

MANAGEMENT STRUCTURE AND STAFFING ARRANGEMENTS

Owner / Nominated Supervisor – Sarah;

- Responsible for the overall running of the service

Director / - Bhavini

- Responsible for admin and day to day running of the service.

Second in Charge (2iC) - Gemma

- Assisting the service Director in admin and day to day running of the service

Educational Leader - Becky

- Implements and guides educators

Early Childhood Teacher - Bhavini, Gemma and Becky

- Implementing the school readiness program

Room Leaders Please see Educator wall

- Implement the educational program of the room.

Qualified Educators Please see Educator wall

- Our qualified educators have a diploma degree or ACECQA equivalent qualification in Early Childhood and support the implementation of the educational program.

Educator Assistants Please see Educator wall

- Educators support the qualified educators in caring for the children and support the implementation of the educational program.

Trainee Educators Please see Educator wall

- Educators training in the service studying towards a Certificate 3 or Diploma in Early Childhood.

Service Cook – Roshni

- Implements the service menu.

When permanent staff are absent, relief staff are employed to look after your children. We believe continuity of care is important for young children, therefore, every endeavour is made to use a regular pool of relief staff so that the children are familiar with them.

EARLY YEARS LEARNING FRAMEWORK

The EYLF describes childhood as a time of belonging, being and becoming. From before birth children are connected to family, community, culture, and place. Their earliest development and learning take place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

BELONGING

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

BEING

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

BECOMING

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

There are five outcomes within the EYLF that allow educators to use as a guide for planning and extending children's learning and development;

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

LEARNING AND PROGRAMS

At Landsdale School of Early Learning, we implement the Early Years Learning Framework (EYLF) in accordance with our programming policy. We empower children to take charge of their learning by offering choices in experiences, interests, and routines. We use conversations, actions, and play as foundational teaching methods, treating children as collaborative partners who contribute ideas, opinions, thoughts, and questions.

We promote independence and self-help skills by encouraging children to engage in routine activities themselves, such as serving their own food and putting on their shoes. We believe that children learn most effectively through play, and our educators are committed to responding attentively to each child to support this learning.

Our service utilises Storypark as a digital platform to document and share children's learning and development. Our educators observe children throughout the day, using these insights for forward planning. They compile this information to tailor an 'Educational Program' for both individual children and groups.

Should any concerns arise regarding your child's development, we approach these conversations with care and sensitivity. We are here to support you by suggesting resources and professionals, such as speech therapists, should you consider them beneficial. Our educators are always available and willing to discuss any aspects of your child's learning and development, ensuring that communication always remains open and supportive.

We value family involvement in our service and encourage all families to participate actively in their child's educational journey. We warmly welcome all suggestions and contributions.

ENROLMENT

To ensure the highest quality of care and education for your child, families must complete all sections of the enrolment form prior to us providing care.

Please update any details as necessary during your child's enrolment with the service. Before enrolment, we encourage families to bring their child for orientation and 'play' days to help them become familiar with their new environment. It may take multiple visits for your child to feel comfortable in our setting.

We understand that it can be difficult to leave your child, which is why we offer the opportunity for all families to call and speak with your child's educators about their day and adjustment.

At Landsdale school of Early Learning, we maintain an open-door policy, welcoming families to visit at any time and encouraging active participation in shaping our service policies, procedures, practices, and educational programs. If any family member possesses a special talent, such as musical, culinary skills, or a love for storytelling, we would be delighted for you to share these with us! Throughout the year, we host special events, including parent evenings, grandparent days, and a festive Christmas party.

It is crucial for the safety and wellbeing of all children that the service is promptly informed of any court orders affecting children in our care, with a copy of the order provided.

Without a Court Order we cannot stop a parent collecting a child.

FEES

Our daily rate is \$163 per day, before Child Care Subsidy (CCS) has been applied.

We offer half days for the first two weeks of your child's enrolment as a 'settling in period' at, this is \$108.70 per day before CCS.

We offer casual days with an additional \$5 fee. Should our service be at capacity, a permanent booking will take precedence over casual bookings. You will be provided with notice should we need to allocate your casual booked position unexpectedly.

Families are required to complete the online Child Care Subsidy assessment via [myGov](#) website prior to starting at the Service. This will determine your eligibility and level of Child Care Subsidy entitlement.

On enrolment we will need the CRN of the guardian linked with the child, as long with the child's CRN so we can confirm register attendance and ensure that you are receiving the appropriate subsidy.

To suit the needs of your CCS hourly entitlements, we offer session times. All session times have a one-hour grace period at either end. Please speak to our director to learn more about our sessions that will suit your family.

For CCS purposes, we offer sessional bookings. Please speak to the director regarding these.

Our service offers a 20% holiday discount which can be applied for holiday periods 4 weeks and longer, at your request. Please note some families will take multiple holidays, our team will not apply the rate in assumption unless you ask them to.

PAYMENT

We offer 2 payment methods at our service, deducted from your designated bank account or debit / credit card.

Fees are taken the week prior to enrolment, should CCS not process before this, full fees are to be paid until it is.

Fees at our service are to be paid at least 2 weeks in advance and a non-refundable enrolment fee of \$35 is required on booking. Weekly, fortnightly, 4 weekly or monthly payment options are available. Regular fees are payable for public holidays and sick days. If your child is absent without notification and your fees are outstanding, the centre reserves the right to allocate your child's placement to another child. When fees are paid to date, the enrolment will stand until that paid period ends. If your fees are not paid up to date, this could result in your enrolment being ceased with the service.

A \$10 late charge will be added to your account if your account declines and we do not hear back from you within 24 hours with an alternate payment option or payment plan. This is the service fee, this does not include any fees applied by the Kidsoft processing gateway idebtpro.

2 weeks written notice is required when ceasing care or decreasing days. Due to CCS requirements, by law we **cannot** accept cash payments.

CHILD CARE SUBSIDY

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

1. Combined Family Income
2. Activity Test for both parents
3. Service Type

Transitioning to Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through [myGov](#). Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of childcare your family uses.

Should your CCS drop out or display incorrect % or hourly entitlements, the service cannot alter these, and you will need to contact Centrelink directly to rectify.

ALLOWABLE ABSENCES

Your childcare subsidy will be paid for absences for up to 42 days per child per financial year. The parent gap fee is still payable. Additional absences beyond 42 days for certain reasons may be approved and paid. Please talk to us about the additional absences.

Public holidays will be counted as an absence if the child would normally have attended the Service on that day, and fees have been charged for that day for the child.

ARRIVALS AND DEPARTURES

Our service operates under a license and insurance coverage between 6.30AM and 6.30PM. Children cannot be on the premises outside of these hours.

We ask that children are brought and collected from the service at the booked times. When changes occur, please contact the Director. This will enable us to make sure the staffing is within the correct ratios.

It is a legal requirement that your child is signed in and out every day of attendance. Please make sure you advise an educator of your arrival and departure every day.

Our service has a late fee policy as follows;

- A charge of \$1 per minute will be applied for any child remaining on the premises after 6.30PM
- After three instances of late pickup, the fee will increase to \$5 per minute.

The service will contact families if children are still on the premises after 6.30PM. Failure in contacting the service will contact emergency numbers on enrolment forms. If no response the service will contact Crisis Care or the local Police department.

COMMUNICATION

Maintaining open communication between families, staff, and children is essential to ensure that our service meets the needs of all families and children. We encourage families to stay informed about service updates and developments in the Early Childhood sector by reading the notices we provide. These are available through various channels, including;

- Email
- Storypark
- Verbal communication
- SMS
- Newsletters
- Flyers

We recognise that mornings and afternoons can be a little rushed, which might not be the best times for detailed discussions about your child's day. For ongoing communication, we recommend using Storypark. This understanding and support for your child's experiences at our service.

ILLNESS

We prioritise the health and safety of all children attending our service. To protect everyone, the Director has the authority to send home or deny attendance to any child who is not well enough to participate, or whose illness could jeopardise the health of others. For the wellbeing of all children and educators, we ask that sick children remain at home until they are no longer infectious and are healthy enough to return to the service.

Our service adheres to the exclusion periods for illnesses as recommended in the "Staying Healthy in Childcare" 6th ed guidelines. For detailed recommendations, please visit: [Staying health in Childcare 6th Edition](#)

To ensure the safety of all children and staff, we follow stringent illness exclusion guidelines detailed in our Incident, Injury, Trauma, and Illness Policy. For more information, please refer to this policy.

If your child requires medication whilst at our service, this is not to be left in your child's bag. Please physically hand to an educator and ensure a medication form is completed.

IMMUNISATION

From 22 July 2019, children who are not vaccinated due to family choice can no longer be enrolled in care. You must provide a copy of your child's immunisation history from your mygov account. We cannot begin the enrolment process until this is provided.

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age 5. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children who have had immunisations may return to the service the day after their immunisation or injection.

ALLERGIES / MEDICAL CONDITIONS

If your child has any allergies or medical conditions, we cannot stress this enough to please make these clear to the Director upon enrolment. The health and safety of all children within the service is of the utmost importance to us. Please include all relevant information on these conditions. By law, our service requires all children with allergies or medical conditions to have a 'Risk Minimisation and Management Plan' and any relevant Action Plan's your child has been given by your Doctor. Please discuss this with the Director upon enrolment. All action plans must be updated with the service upon any changes/ if no changes, yearly.

FOOD AND MEALS

We provide all meals at our service, catering to the diverse dietary needs and allergies of the children in our care. To protect the health and safety of all children and staff, we strictly enforce a no outside food policy. For children with specific allergies or dietary requirements, we offer suitable alternative meals.

Our menus are seasonal and include a variety of meals that adhere to health and nutrition standards for young children. Our cook regularly reviews feedback on the meals served to ensure they are both nutritious and enjoyable for the children. These reflections help us continuously improve and update our menu as needed.

Meal times are approximately as follows;

Breakfast	6.30AM (until 7am ONLY)
Morning tea	9.00 AM
Lunch	11.00 AM
Afternoon tea	2.00 PM
Late snack	5.00PM

WHAT TO BRING

Each day your child attends our service we ask that you clearly label all your child's belongings and bring along with you;

- Water bottle
- A Sunsmart approved hat
- A few changes of clothes appropriate to the season
- At least 4 nappies for the day (if still required)
- A set of sheets (if your child still sleeps)[cot size]
- Milk bottles (if still required)
- Formula or Breast Milk (if still required)
- Any special creams
- Comforter (this is only recommended for children who sleep during the day)
- Wet bag
- Medications/ suncream

Remember, children are hard at work here and often the most enriching experiences come from messy play such as playing in sandpits, finger painting and exploring with slime. Please dress your child in weather appropriate clothing that is easy for them to easily manage, as we encourage independence and trying new skills.

Be sure to regularly explore the treasures of our lost property box, you never know what long-lost items of yours might magically reappear.

Treasures from home – it would be appreciated if children did not bring along toys from home unless required for special days.

CCTV

Our Service uses Closed-Circuit Television (CCTV), that includes visual and sound elements to monitor the physical environment. It provides protection and security for staff and children in care, assisting in assuring families that their children are in a safe environment and may also assist with misunderstandings, damages to the Service, theft and potentially false accusations by providing digital evidence. Child safety is embedded in our organisation, and we believe the use of CCTV assists in our risk management strategies to prevent, identify and mitigate risks to children.

CAMERA LOCATIONS

- The entrance and exit points
- Foyer Area
- All indoor play spaces (no bathrooms)
- Outdoor play spaces

For more information, please see our services CCTV policy.

PARENT CONCERNS

Effective communication is crucial to our service. If you have any concerns, we encourage you to refer to our 'Grievance' policy and procedure available at our centre. We are committed to addressing and resolving any issues you may encounter, and we aim to work collaboratively with families to achieve positive outcomes for everyone involved.

We will endeavour to resolve any queries or concerns you may have and work collaboratively with families for a positive outcome for all.

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