



Columbia Park ELC Parent Handbook

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About Columbia park elc

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Columbia Park ELC is a community-based, not-for-profit organisation providing early learning services, with integrated kindergarten programs.

The Columbia Park Child Care Centre was officially opened on August 2, 1989, by his worship Mayor of Waverley Cr. L. M. Ryan JP. The first day of children's attendance at the Centre was on May 8, 1989. Columbia Park ELC is on Wurundjeri Land.

Our programs include:

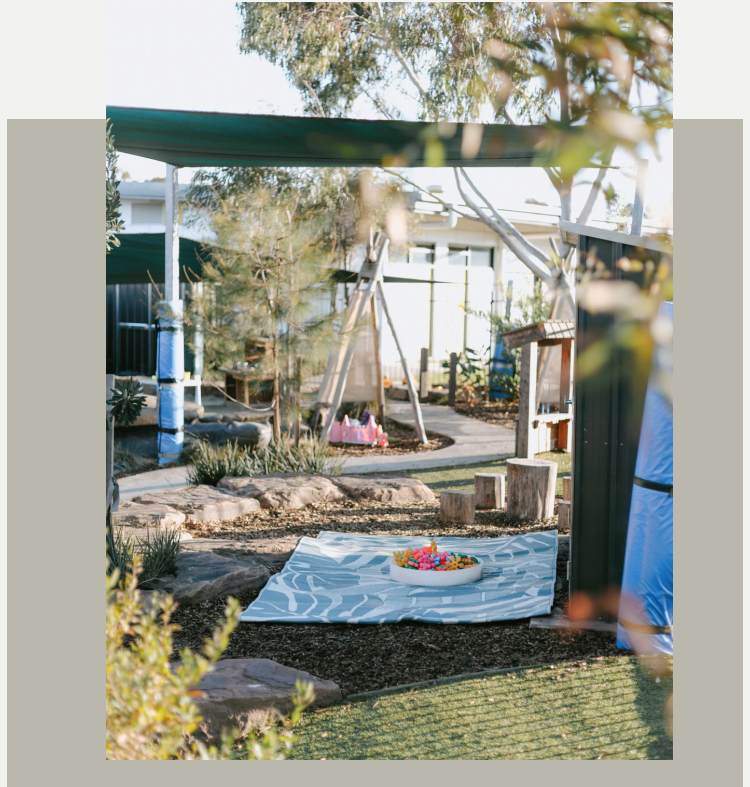
- Early years Program
- 3- and 4-year-old funded kindergarten programs
- Weekly Nature Explorers Program

CPELC is governed by a Parent Committee who work collaboratively alongside management to meet the regulatory requirements and exceed in achieving the national quality standards. The Parent Committee are the approved providers and oversee the running of the centre.

Becoming a member of the committee has many benefits, a few of which include:

- a productive way to have input and influence, and gain a better understanding about how the service is run and ways it could be improved
- an opportunity to meet other parents and develop new skills
- an opportunity to be involved in the community of the service.

If this is something you would be interested in please speak to management.



Our philosophy

Columbia Park Early Learning Centre is a not-for-profit organisation embeds the principles of belonging, being, and becoming. We view children as capable learners and provide them with meaningful opportunities to explore, discover, and engage in the learning process. Our experienced teaching team works in close collaboration with families to support each child's educational goals. We are committed to sustainability and actively incorporate this focus into our practices and programs, fostering responsible global citizens. Our play-based curriculum is enriched with weekly nature explorer sessions and promoting hands-on learning. The safety, health, and wellbeing of children are our top priorities. We celebrate and value the diversity within our inclusive community, honouring the rich cultures and heritage of First Nations peoples. We are committed to justice, equity, and equality for all.

The Parent Management Committee partners with our teaching team to ensure we consistently meet and exceed the expectations and aspirations of children, families, and the broader community.

哥伦比亚公园早教中心的理念、愿景、价值观和文化

哥伦比亚公园早教中心是一家非营利机构，我们秉持“儿童在社区中的归属感、当下的成长与未来的发展”的教育原则。我们坚信每个孩子都是有能力的学习者，并致力于为他们提供富有意义的探索、发现与学习的机会。我们的专业教育团队与家庭紧密合作，共同支持每一位儿童的成长与学习目标。我们重视可持续发展，将环保理念融入日常教学与活动中，培养孩子成为负责任的世界公民。我们的课程以游戏为基础，并辅以每周的自然探索活动，强调实践性与动手体验。儿童的安全、健康与福祉始终是我们的首要任务。我们尊重并认可原住民群体的悠久文化与传统，积极拥抱多元文化，致力于构建一个真正包容的社区环境。我们致力于实现社会的公正、公平与平等。我们不断努力，与家庭委员会和社区携手合作，持续满足并在实践中不断优化对儿童、家庭及社区的支持。



Learning and Development Frameworks

CPELC embraces the National Early Years Learning Framework (EYLF) Belonging, Being & Becoming and Victorian Early Years Learning and Development Framework (VEYLDF). The Learning Frameworks guide educators in their curriculum decision-making and assist in planning for, implementing, and facilitating children's learning.

Both documents communicate high expectations for all children through the following five Learning

Outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
 - Children have a strong sense of wellbeing
 - Children are confident and involved learners
 - Children are effective communicators.

The National Quality Framework (NQF)

The goal of the National Quality Framework is to raise quality and drive continuous improvement in education and care services through:

- The Education and Care Services National Law and Regulations
- The National Quality Standard for Early Childhood Education and Care and School Age Care ('National Quality Standard')
 - A national quality rating and assessment process
- A national body jointly governed by the Australian Government and state and territory governments—the Australian Children's Education and Care Quality Authority (ACECQA)—to oversee the system.

The National Quality Standard (NQS)

The National Quality Standard sets the benchmark for the quality of education and care services. CPELC are dedicated to exceeding the criteria outlined in the seven key quality areas:

1. Educational program and practice
2. Children's health and safety
3. Physical Environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and Leadership



Our Educational Program

Our educational program is inclusive of a wide range of open-ended, play-based experiences. We aim to encourage exploration, investigation and engagement of your child through the rich learning environment we provide. We understand that each child has their unique learning dispositions, strengths, abilities and interests and we aim to provide learning opportunities that cater to, and engage, all children. Our learning environment engages with the natural world and aims to inspire curiosity, with a meaningful balance of child-led learning and intentional teaching. We see the advantage of community partnerships and the educational benefits extra-curricular experiences provide. These experiences are implemented in each of our rooms in an age and developmentally appropriate way. Our educational team has been through extensive training with Catharine Hydon, a leader and well-experienced person within the early years sector, to make the programming at CPELC a program that stands out amongst others and one of high quality. We focus on critical reflection and are always looking for ways to improve.

What a play-based learning program looks like at Columbia Park ELC:

Aboriginal and Torres Strait Islander perspectives is embedded in our everyday practice and program.

Emerging Interests - Our program is a combination of intentional teaching and child-led learning. Our educators respond to family and community events within the children's lives, as well as strengths, challenges and curiosities displayed by the children.

Risky Play - We believe that risk taking in play allows children to develop self-confidence, resilience, executive functioning skills and risk-assessment skills. Children learn the direct consequences of their actions as they explore new ways of doing things.

Gross Motor - Our recently updated outdoor areas offer an extensive range equipment, allowing for generous opportunity for children to practice and develop their continuing enhancing gross motor abilities.

Early Numeracy - mathematical concepts, such as numbers, shapes, time and patterns, are spread throughout daily routines and within the curriculum through open ended learning experiences.

Early Literacy - we understand the importance of language development and focus on singing songs with the children, reading age appropriate books, storytelling and language during play.

Indoor/Outdoor Program - Our versatile environment allows for children to be flexible in their movements and freely flow inside and outside, choosing their learning space.

Sustainability - Our sustainability officer focuses on embedding sustainable practices across our centre and supporting the educators to teach the children about respectful relationships with the natural environment around them.

Mealtimes - We see meal times as a time for learning, we use this opportunity to share about healthy eating and nutrition and support children in developing a healthy relationship with food.

Cultural Celebrations and Calendar Events - our program caters to our widely diverse community and we aim to include and explore different aspects of all cultures. Aspects of Indigenous culture are spread throughout our daily programs as we endeavour to teach children about the traditional owners of the land, specifically the Woiwurrung peoples for the land on which we meet.

STEAM - STEAM stands for science, technology, engineering, arts, mathematics. Throughout our program children are supported to explore and engage with their environment. Children learn through hands on experiences, investigation, discovery, and solving problems. Through play, children build on skills and theories about the world.

All educators take an active role in contributing, developing, creating and documenting the educational program and your child's learning. The educational learning program for each room is displayed within the room and is also available for you to access and read, along with any documentation for your child, via our online portal, Hubhello.





Our Educational Team

Our team of caring and supportive educators are here for not only your child on their learning journey but also you as you navigate this journey with them. Our educators are passionate about offering children the best care and opportunities that they can to build on and support children through their learning. Our programs are delivered by experienced educators with either a Bachelor, Diploma or Certificate III trained qualification in Early Childhood Education and teaching.

All our team members have a valid Working with Children Check or an active Victorian Teachers Registration, First Aid, CPR, Asthma and Anaphylaxis training, as well as Child Protection and Mandatory Reporting training.

Our team is built up of members who value family partnerships and working together with our families, the children and our wider community. We also endeavour to fill our team with educators who have values that correspond with the values of the centre and our philosophy.

Our educators are supported in their programing and planning by our Educational Leadership Team, who mentor and guide the educators in their professional knowledge and development to provide children with the highest quality education and care environments.

Educator: Child Ratios in our centre -

0-3 Years Programs - 1:4

3+ Years Programs - 1:11



SUSTAINABILITY

Here at CPELC we endeavor to take an active role in caring for the environment and contribute to a sustainable future. We have a strong passion about caring for the environment and sharing this passion and instilling this within the children that attend CPELC. We believe it is important to model sustainable practices and make them part of the children's day to day experiences, so children are not only exposed to and develop understanding about environmentally friendly practices but to also offer children the chance to grow up in a healthier world. We see the bigger picture and how every little bit can make a difference.

Some of our sustainable practices include:

- aiming to remove the use of single use plastic bags.
- removing the purchases of a large variety of art and craft materials and using recycled materials and papers donated by families and the wider community.
- switching off lights/ fans and split systems when not in the room.
- place food scrapes into our compost bin or worm farm
- reuse and recycle water for the garden and indoor plants.
- we repair and restore broken resources and equipment where possible.
- we propagate seeds from our veggie garden and kitchen vegetables to replant back into the garden.



NATURE EXPLORERS PROGRAM

A significant part of our sustainability program is the opportunity for each of our rooms to attend the weekly Nature Explorer's program. Each room visit the parklands across the oval from CPELC once a week, walking over together as a group and spending between forty-five minutes to an hour exploring and engaging with the environment before making their way back to the centre.

The Nature Explorer's program is utilised within our teaching to promote caring for, and the safe exploration of, the natural environment.

The natural environment allows for many adventures for the children to encounter, including climbing trees, exploring insects and natural plants that are found and experiencing the way the weather impacts the natural environment.



COMMUNITY ENGAGEMENT

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We value and respect our local community and we strive to build meaningful relationships with numerous members of our local community. We actively seek out opportunities for our children to engage with the local community. Across the centre we do multiple incursions and excursions throughout the year, we have also built a relationship with our local primary school who come in and read to and play with the children and our Kinder groups visit them to engage in activities there.

Incursions we have throughout the year include:

Cultural incursions, such as Chinese fan dance, African drumming, Indigenous incursions, including local elder Murrindindi and other cultural celebrations that may be relevant to current families.
local librarian

responsible pet program

dental visits

Excursions are also an integral part of our Kinder curriculum and are scheduled based on where the children's learning is taking the curriculum.

RECONCILIATION ACTION PLAN

Our vision for reconciliation is that our community embeds unity between Aboriginal and Torres Strait Islander peoples and non-indigenous peoples. A national culture that represents equality and equity, historical acceptance of our shared history of the Aboriginal and Torres Strait Islander peoples. For our educators to develop critical and creative thinking about how to embed the Early Years Learning Framework and Aboriginal and Torres Strait Islander histories, cultures and contributions in their educational program and practice.

Our programs provide opportunities for learning and developing understanding of Indigenous culture as we spread aspects of these teachings throughout our environments. We have built a great relationship with Wurundjeri elder, Murrindindi, who visits us annually and shares how we can further share Indigenous culture within our educational programs.

FAMILY CONTRIBUTIONS TO THE PROGRAM

We know that families are a child's first teacher, we value and respect the input of a child's family towards their learning and focus on the importance of collaboration with our families within our programs, and to support the individual child.

Families are invited and encouraged to share their culture, home language and home experiences with us. We invite parents into the centre to share, or even share ways they think we can help include and celebrate their families within the centre.

We have opportunities throughout the year for formal catch ups with families, as well as casual conversations at drop off and pick up

INFORMATION LINKS:

DENTAL CARE INFORMATION:

[HTTPS://WWW.RCH.ORG.AU/KIDSINFO/FACT_SHEETS/DENTAL_CARE/](https://www.rch.org.au/kidsinfo/fact_sheets/dental_care/)

TOILET TRAINING INFORMATION:

[HTTPS://RAISINGCHILDREN.NET.AU/PRESCHOOLERS/HEALTH-DAILY-CARE/TOILETING/TOILET-TRAINING-GUIDE](https://raisingchildren.net.au/preschoolers/health-daily-care/toileting/toilet-training-guide)

MEDICATION FORMS (THESE NEED TO BE COMPLETED IN COLOUR):

ASTHMA:

[HTTPS://ASTHMA.ORG.AU/WP-CONTENT/UPLOADS/2022/12/AA2023_ASTHMA-ACTION-PLAN-A4_V19_COLOUR_EDITABLE.PDF](https://asthma.org.au/wp-content/uploads/2022/12/AA2023_Asthma-Action-Plan-A4_V19_COLOUR_EDITABLE.PDF)

ANAPHYLAXIS ACTION PLAN:

[HTTPS://WWW.ALLERGY.ORG.AU/HP/ANAPHYLAXIS/ASCIA-ACTION-PLAN-FOR-ANAPHYLAXIS](https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis)

ALLERGY PLAN:

[HTTPS://WWW.ALLERGY.ORG.AU/IMAGES/STORIES/ANAPHYLAXIS/2023/ASCIA_ACTION_PLAN_ALLERGIC_REACTIONS_GREEN_2023.PDF](https://www.allergy.org.au/images/stories/anaphylaxis/2023/ascia_action_plan_allergic_reactions_green_2023.pdf)

ESAFETY COMMISSION:

[HTTPS://WWW.ESAFETY.GOV.AU/](https://www.esafety.gov.au/)

Our Kinder Programs

THE CPELC KINDERGARTEN PROGRAM AIMS TO:

- Advance each child's learning and to optimise their development of key skills
- Engage each child as an effective learner, promote communication, social & emotional development, learning and thinking, positive relationships and identity
- To include, engage and support children and families
- To link with the community and our world.

The program is registered and funded through the Victorian Department of Education and Early Childhood Development.

<https://www.vic.gov.au/kinder>

<https://www.vic.gov.au/school-term-dates-and-holidays-victoria>

Our Kinder programs are delivered by qualified early childhood teachers.

THE TEACHERS ROLE

The teacher's role is to support, guide, facilitate, scaffold and nurture children's holistic development whilst being a positive advocate for their rights. An environment is provided which is safe, secure, stimulating, aesthetically pleasing, culturally and developmentally appropriate and which represents children's diverse home lives and the surrounding community. Research suggests that this approach scaffolds children's development and provides them with the tools to reach their fullest potential to develop an enthusiasm and love of life-long learning.

THE CURRICULUM

The curriculum aims to facilitate children's development in their creative, physical, personal, emotional intelligence, intellectual and social capabilities and their early literacy and numeracy skills.

The educational program is planned to meet the needs of all children/families and the specific needs of individual children. The educational program is displayed on the room's noticeboard alongside the room routine.

We aim to achieve optimum outcomes for all and prepare children for a smooth transition to school.



THE LEARNING ENVIRONMENT

The learning environment (indoor/outdoor) is child centered and provides a mix of explicit instruction alongside opportunities for authentic active engagement in a range of planned and spontaneous play based, meaningful experiences for children. Children are active participants and decision makers in the design of the curriculum; we believe that an emergent curriculum develops a love of learning in children. The outdoor environment offers an immense array of possibilities that are not available indoors. Play spaces in natural environments include plants, edible/sensory gardens, sand, digging areas, mud, water and other elements from nature. These spaces invite open-ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature.

WHY CHOOSE KINDERGARTEN IN A LONG DAY CARE CENTRE?

1. Convenient Hours for Busy Families

We open from early morning to evening (we are opened from 7am–6pm), offering flexibility that suits working or studying parents.

No need to juggle pick-up and drop-off between a kindergarten and another care arrangement.

2. Same Place, All Day

Children remain in one familiar environment for their education needs.

Fewer transitions = more emotional security, smoother routines, and less disruption.

3. High-Quality Kindergarten Program

Funded kindergarten programs in LDCs are run by qualified early childhood teachers, just like in stand-alone or sessional kindergartens.

- Emma, our 4-year-old kindergarten teacher, has been part of the CPELC team for about 14 years and brings over 20 years of experience in early childhood education. She holds a Bachelor's degree in Early Childhood Education and a Certificate IV in training and assessment.

- Rhiannon, our 3-year-old kindergarten teacher, has been with CPELC for about 3 years and has over 10 years of experience in early learning settings. She holds a Bachelor's degree in Early Childhood Education and a Master's degree in Primary Teaching.

The educational programs follow the Victorian Early Years Learning and Development Framework (VEYLDF) or the Early Years Learning Framework (EYLF) V.2.

Children build early literacy, numeracy, emotional and social skills through play-based learning.

4. Holistic Kindergarten Experience

Your child can enjoy their kindergarten program while also having access to:

Nutritious meals and snacks

Rest and sleep time if needed

Indoor and outdoor play

Social time with a range of age groups

It supports your child's whole development — not just education but also emotional, physical, and social wellbeing.

5. More Flexible Enrolment Options

LDCs allow families to choose the days that suit them, with more flexibility around start times, pick-up.

This can be particularly helpful if your work schedule varies or you need year-round care (we stay open during school holidays).

6. Continuity of Early Years Support

Many children begin in long day care as babies/toddlers and continue through kinder with familiar team and friends.

This continuity supports strong relationships with educators and a sense of belonging.

7. Strong School Readiness Focus

We prepare your child socially, emotionally, and cognitively for the transition to school.

Teaching team help build confidence, independence, and a love of learning.

8. We offer the Free Kinder in long day care with a saving of up to \$2,101 per child. We will apply these savings directly to your fees across the year.



In the CPELC kitchen

Our qualified chef creates all children's meals from fresh nutritious ingredients. Our chef goes out of his way to locally source a large portion of the fresh ingredients used in the kitchen.

At CPELC we provide breakfast, morning tea, a two-course lunch, afternoon tea and a late snack. We cater to suit your child's individual dietary needs and food intolerances.

Our menus are assessed using the Healthy Eating Advisory Service to ensure all menu items meet the national recommended nutritional requirements. All meals are in line with the healthy achievement program. Our menus offer a large variety of foods helping to encourage children to try a range of different flavours and textures.

As a centre we participate in the Eat a Rainbow program, encouraging children to eat foods of each colour of the rainbow every day.

Orientation and Commencing Care

In the lead up to commencing care families will be offered a time slot to come in and visit the service for 1-2 hours for orientation to assist with a smooth transition from home to care. During this orientation period parents are required to remain on the premises, they can however trial saying goodbye and leaving the room.

The orientation process is a great opportunity for you and your child to meet the educators, ask questions, share your child's routine and get to know the environment. The lead educator will explain the daily routines and learning program for your child's room.

Our educators are there to work with you and support you and your child as they transition in to care. All children respond to care differently and will need a chance to settle in. We strongly recommend always saying "goodbye" to your child in a confident and prompt manner, and reassuring them that you will return.

We welcome parents to call throughout the day to check in on your child and we also call with any updates or needs.

What to pack...

BAG

Please provide a clearly named bag to keep your child's belongings in, including the items listed below.

WET BAG

CPELC is committed to reducing waste and the impact of plastic bags on our environment, therefore we encourage all families to provide a wet bag for any soiled/ wet clothing to be stored in and we ask that you pack this each day in your child's bag.

DRINK BOTTLE

Please provide a clearly labelled drink bottle for water.

CLOTHING

Please provide your child with a minimum of one spare change of clothes. Please be mindful of the weather and pack jackets, beanie, pants, shorts where appropriate. During the warmer months it is required that children's tops cover the shoulders in line with our SunSmart policy.

WET WEATHER GEAR

Our indoor/ outdoor program runs year round no matter the weather, therefore we encourage families to provide your child with a weather proof jacket, wet weather pants, gumboots to anticipate the engagement of water play or playing outdoors in the rain.

BREAST MILK/ FORMULA

Please provide 1 bottle per feed, as we do not have the amenities to sterilise bottles, bottles will be rinsed out and placed in your child's bag once finished with. For formula bottles please add your own water to the correct level and provide pre-measured amounts of formula. Please ensure all bottles are clearly labelled.

NAPPIES

Please pack enough nappies for your child for the day, 6/8 nappies or a sleep nappy, if required by your child.

WHAT ELSE...?

A hat is provided for your child on their first day and this is kept at the centre. We also provide sunscreen, for children who have sensitive skin it is required that parents provide necessary sunscreen. If your child benefits from a comfort item/ dummy/ sleeping bag please pack these in their bag, sheet sets are supplied and washed on a weekly basis for children who nap during the day.

Our Policies and Procedures

CPELC have developed a range of policies to cover all aspects of operation, health, safety, wellbeing and quality of care in our centre. All our policies and procedures are reviewed annually and critically reflected on where necessary and through regular reflection of day to day practices.

All policies can be viewed and downloaded on our website, linked below-

<https://www.columbiaparkelc.com.au/policies>

ILLNESS

Children are to stay away from the service if they are unwell or have an infectious disease and can only return to the service once they are fully recovered. All families will be notified of any infectious diseases that are within the service. If your child has been suffering from cold like symptoms or a fever, they are required to stay away from the centre for 24 hours from last symptom, if your child is suffering from gastro/ vomiting they are required to stay away for 48 hours from last symptom.

<https://www.nhmrc.gov.au/sites/default/files/documents/attachments/ch55-staying-healthy.pdf>

COLLECTION OF CHILDREN

All children must be signed in/ out of the centre by their parent/ guardian or nominated emergency contact using hubhello attendance system. This is a requirement of the Education and Care Services National Regulations (2011). It is to ensure all children are accounted for, and is also necessary for your child's CCS to be applied.

No child will be released from the centre except with parent/ guardian or authorised persons, changes to authorised persons can be made via hubhello or by speaking with management. Parents are encouraged to phone ahead to notify the centre of any changes in collection, or if you are unable to pick your child up on time so they can be reassured and staffing arrangements can be made. A late fine will be charged to families per minute after 6:00pm.

MEDICAL CONDITIONS

Families are required to provide information about their child's health care needs, allergies, medical conditions and medication on the enrolment form and are responsible for updating the service to changes to their condition, action plan or medication. All children's medical action plans must be completed and signed by a doctor, and a coloured copy must be provided to the centre, and be updated annually. Upon enrolment or notification of a medical condition, families are required to complete a Risk Minimisation Plan with your child's educator.



INCIDENT AND INJURY

in the event of an incident or injury an incident form will be completed by a team member who assisted your child. Parents will be notified of incident/ injury either upon pickup when asked to sign form or via phone if the incident is serious or an incident involving the child's head.

CHILD SAFE STANDARDS AND PROTECTION

Throughout CPELC the child safe standards are embedded in to our daily routines and practices. These standards are compulsory minimum standards for all Victorian early childhood services to ensure they are well prepared to protect all children from abuse and neglect.

At CPELC we are committed to safety and wellbeing of all children, and we are dedicated to providing a child safe environment where children are safe and feel safe, and their voices are heard about decisions that affect their lives.

All our team members at CPELC have a responsibility to understand the important and specific role they play in individually and collectively to ensure that the wellbeing and safety of all children is at the forefront of all they do and every decision they make. Our team members are regularly trained and educated on child abuse risks and annually take mandatory reporting training.

We are a mobile device free centre and kindly ask that once you have signed your child in/ out that your device is put away, this is for the safety and protection of all children.

we are a

CHILD SAFE

organization



We PROUDLY teach Body Safety Education to the children in our care.

The children are educated to TELL when they feel unsafe.

Our staff are educated to:

1. recognize and report grooming behaviors.
2. recognize and report indicators a child is being sexually abused.
3. teach Body Safety Education to the children.

We have ZERO tolerance for the sexual abuse of children!



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Joining CPELC

OFFERS PROCESS

After being offered enrolment, families will be given up to seven days to respond to their offer of care. An agreed date of commencement will then be made between you and the centre. We use HubHello for enrolment information. If you are new to HubHello and do not yet have an account, management will arrange new login details for you.

CHILD CARE SUBSIDY

The government funded Child Care Subsidy (CCS) is based on your family income and is paid directly to the centre. The gap between the centre's daily fees and CCS is then payable by the family. Payment options include bank transfer into the centre account or being charged weekly, fortnightly or monthly to your debit card (there is no fee charged for either option). It is important to note that the CCS will only apply to attendances when first commencing care. If you choose to be absent at commencement of your enrolment, your CCS will not apply and your fees will be charged at the full daily rate. It is important to also note that the CCS will not apply to absences leading up to cessation of care. Any absences between your notice period and your child's last formal day of enrolment will be charged at the full daily rate.

To determine your eligibility for the Child Care Subsidy (CCS) and to view all terms and conditions of the CCS entitlement, you will need to submit a claim through <https://my.gov.au> or via the Families Line on 136 150. You are able to submit your claim prior to being offered a place. Visit <https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy> for further information on How to Claim CCS.

SCHEDULE OF FEES

Daily Fees -	\$139
Weekly Fees -	\$655
Non-Kinder Fees (3 & 4 Yrs Old) -	\$149
Free Kinder Funding -	up to \$2000 deducted from your child's fees across the year
Annual Association Fee -	\$15 per annum per family

Please note, fees are charged for all public holidays and absences incurred by illness or holidays

FEES AND INVOICES

At CPELC we charge fees fortnightly in advance. Fees are charged for all routine days whether your child attends or not. Full fees are payable even if your child is absent, including illness and holidays, this also includes public holiday closure days. Fee invoices are generated fortnightly and show the amount that is due, this can be paid with the arrangement you have made with management (via bank transfer or debit card setup). CCS received can be viewed on your fortnightly invoice. Eligible child care subsidy is still paid on absent days, however you are only eligible for a certain amount of absent days per year.

NOTICE PERIODS

We require 14 days written notice for any cancellation of enrolment or changes to enrolments.

ENROLMENT FEE AND ANNUAL ASSOCIATION FEE

Upon enrolment with us at CPELC you will be charged an enrolment fee of \$20.

Families are also charged an annual Association Fee

CHRISTMAS BREAK

CPELC closes for two weeks over the Christmas period. Enrolments cease at the end of each year, and parents are required to reenroll for the following year if they wish to continue care. No fees are charged over the two-week closure period. Closure dates are confirmed each year as they change slightly depending on which day Christmas day lands.

IMMUNISATIONS - NO JAB NO PLAY

It is a requirement through the 'No Jab No Play' legislation that children must be fully vaccinated, unless medically exemplified, before commencing care. Parents are required to provide an updated immunisation record, through Medicare, for their child. At CPELC we are dedicated to maintaining the health and safety of all children by ensuring all children have an up to date immunisation record.

Board of Members

EMPOWERED BY OUR COMMUNITY'S INVOLVEMENT

At CPELC, it's important to reflect on the governance that you, as members of our incorporated association, actively participate in. Our centre prospers from a community-led approach where you – the parents and guardians of our children – are entrusted with the crucial role of electing a Committee of Management. This committee is responsible for guiding our centre forward, representing your voices, and upholding the exceptional standards we've come to pride ourselves on. Your vote in this process not only ensures the accountability and transparency of the centre's operations.

STEPPING INTO LEADERSHIP

As part of our collective journey, we invite you to consider nominating yourself for a position on the Committee of Management. By doing so, you seize the opportunity to contribute directly to the strategic direction and governance of the centre. The AGM is the platform where we, the community, will elect new members to the Committee.

At AGM is your chance to step forward for a role on the Committee of Management, influencing our centre's future. We welcome nominations from those with expertise in fields like accounting, HR, policy, law, or business management.

Joining the Management Committee is also an enriching endeavour that offers personal growth in governance, strategic decision-making, and leadership within a supportive community framework.

Frequently Asked Questions

ARE WE CHARGED FOR PUBLIC HOLIDAYS?

Families are charged for fees on Public Holidays if you have a permanent booking on the day that a public holiday falls as we are still required to pay our staff for these days. The centre is closed on all public holidays.

WHEN WILL FEES BE CHARGED?

Fees are charged fortnightly. This will allow us to ensure that Centrelink entitlements are calculated more accurately and will ensure your statements accurately reflect your current fee balance

WHAT IS THE NOTICE PERIOD?

We require 14 days written notice for any cancellation of enrolment or changes to enrolments. This is required to cover the time it may take us to fill any vacant spots.

DO YOU OFFER HALF DAYS/ CASUAL DAYS?

Unfortunately due to our capacity limits we do not offer half days or casual days, however if another child from your child's room is absent there is opportunity for your child to pick up an extra day, this will be charged accordingly.

WHAT IS THE ORIENTATION PROCESS?

All children are offered the opportunity to come in for an orientation session, the session is around 1-1.5hrs. This is an opportunity for parents and children to get to know the environment and educators, and to ask any questions. Parents are required to stay on the premises, however you can use this as an opportunity to practice saying goodbye to your child if you and your child feel comfortable.

IS THERE A DIFFERENCE BETWEEN THE PROGRAMS OFFERED IN THE EARLY YEARS PROGRAM AND KINDERGARTEN?

There is no difference between the programs in the Early Years Program and Sessional Kindergarten, other than the structure of the days. The educational component of both programs is based on the Early Years Learning Framework and all of our children will have their own learning portfolio. Programs are designed to suit the needs of the various age groups. Programs are designed to suit the needs of the various groups and may differ in play spaces and teaching as each member of our teaching team brings their individual philosophy and training to their role.

HOW CAN I JOIN THE MANAGEMENT COMMITTEE?

In November of each year an annual general meeting is held where a new committee is nominated and voted in, you can nominate yourself to become a member.



Columbia Park Early Learning Centre

28a Columbia Drive
Wheelers Hill, 3150

[HTTPS://WWW.COLUMBIAPARKELC.COM.AU/](https://www.columbiaparkelc.com.au/)

9560 8636