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History of Beaconhills College

Beaconhills College was established in 1982 in the historic Toomuc Valley district of Pakenham.

Since inception, the College has grown substantially and now operates from two equally picturesque and convenient locations of Pakenham and Berwick.

Both Campuses are within a short stroll of the Metropolitan train service and extensive bus services provide easy access from all regions.

Catering to families across South-East Victoria, Beaconhills College is today acknowledged as a highly successful independent school. The College is widely recognised for the exceptional range of academic and co-curricular opportunities made available to its students.

The Beaconhills philosophy is reflected in the College motto - Lux Luceat (Let your light so shine). Our fundamental purpose is to foster the spiritual, intellectual, social and physical development of all our students, and to instil in them a commitment to excellence together with a sense of self-worth, personal responsibility and a genuine respect for others.

The school motto expresses the hope that all students who go out from Beaconhills College will be true contributors to the broader community, and will demonstrate the Christian values and attitudes which the College encourages. The Christian foundation of Beaconhills is emphasised by its formal association with both the Anglican and Uniting Churches. Whilst the policies of the College have been formulated and are continually monitored by the College’s Board of Directors, ongoing representation of the Churches on the Board is assured.

Little Beacons was established in 2008 with doors officially opening in January 2009. The centre was located across a number of temporary facilities while the building was established. In September 2009 all locations came together in our leased premises and this became home for the first five years of operation. In 2013 Little Beacons relocated to our state of the art facilities on our Pakenham Campus. In 2016 we have extended to provide an additional room

Governance

The College is owned by Beaconhills Christian College Limited, a Company Limited by Guarantee. The School Board is made up of twelve members:
• six elected from the three participating Churches (St John’s Anglican Church in Upper Beaconsfield, St James Anglican Church in Pakenham and the Uniting Church in Pakenham),
• four elected from the members of the Company (essentially the parents of the College),
• one elected from the Old Collegians, and
• the Headmaster, who is the Chief Executive Officer of the Board.

The Board of the College actively promotes the five Aims of the College and in so doing is concerned for the well-being of an educational community. The College strives for the pursuit of excellence in all aspects of the academic and co-curricular program, whilst fostering in students the development of Christian belief in their daily lives and work at school.

Being Beaconhills

Our vision
To be an innovative learning community that is focused on Learning that Matters.

Our mission
To provide holistic education that inspires excellence and nurtures confident, independent learners. We want our students to have values that empower them to be responsible, caring citizens in their local and global communities.

Our values
Compassion. Respect. Integrity.

Motto
The College Motto is Lux Luceat, ‘Let Your Light Shine’, and is our aim for every child in the College.
The College has launched an exciting new project called Learning That Matters. This project is part of a three year collaborative project between Independent Schools Victoria and USA’s Harvard Graduate School of Education.

Beaconhills is one of the schools taking on the ‘Leading Learning that Matters’ project, as it looks at how it can best implement teaching and learning practices relevant to today’s and tomorrow’s students.

Harvard academics Professor David Perkins and Dr Daniel Wilson have visited the College and will be working with us on the Learning That Matters project.

This project will survey the education landscape at our College. It will examine:

- What learning matters for the 21st century?
- What matters to parents, students and teachers?
- How do we lead in learning that matters?

At Beaconhills College the Learning That Matters is:

<table>
<thead>
<tr>
<th>Learning about Learning:</th>
<th>We aim to develop highly skilled learners for life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning for the Environment:</td>
<td>We aim to develop students with a deep understanding of environmental and sustainability issues and be responsible stewards</td>
</tr>
<tr>
<td>Learning with our World and other Cultures:</td>
<td>We strive for our students to learn the importance of cultural diversity and their responsibilities as global citizens</td>
</tr>
<tr>
<td>Learning Citizenship and Service:</td>
<td>We strive for our students to participate actively in service to enhance the lives of others</td>
</tr>
<tr>
<td>Learning about Wellbeing:</td>
<td>We strive for our students to learn the importance of wellbeing through optimising a healthy mind, body &amp; spirit</td>
</tr>
<tr>
<td>Learning about Values and Character:</td>
<td>We encourage our students to lead a life that is informed by the Christian values and experiences of the College</td>
</tr>
</tbody>
</table>
Little Beacons Learning Centre

Philosophy

Little Beacons Learning Centre aims to prepare children for their journey through life by providing individualised programs through experience-based learning.

The experience-based program encourages children to question, experiment, observe and interact with others while promoting their own self-confidence, developing resilience and fostering freedom of expression. Little Beacons allows children to become the architects for learning, where play is freely chosen and controlled by the child, enabling activities to be relevant, meaningful and enjoyable for each individual, according to their own learning pathways. Experience allows children to actively engage in their environment, have opportunities to practise and refine skills and to understand and master their own behaviour.

Little Beacons aims to be a leader in the early year’s field and a centre of excellence for the quality care of young children. It provides a child-focused environment that reflects a relaxed, supportive and safe place for children to grow and develop. Most importantly, the Centre adopts a collaborative, community approach to the care of children, encouraging families to partner with the educators to enrich the lives of their children and to support their learning journey. Partnership with families is considered essential in the delivery of high quality care and supports the diverse needs of families and young children.

Little Beacons early years’ educators are selected based on their demonstrated commitment to high quality programs in the early years, their forward thinking in their philosophy and their undertaking to uphold the Beaconsills principles and ethics.

Learning has no boundaries and the purpose-built, natural environment at Little Beacons is physically designed to allow children to move freely between indoor and outdoor, ensuring successful implementation of this philosophy. The use of natural materials throughout the environments provides unique opportunities for children to explore the natural elements and experience the world around them.

The Early Years Learning Frameworks underpins the curriculum and learning foundations of Little Beacons.

Little Beacons Educational Model
Serving our Community

The spirit of giving is a Christian principle which is an integral part of the College philosophy.

The College has always recognised that we can make a difference - individually and collectively - to the lives of those less fortunate, but the idea of ‘Community Service’ was consolidated in 1994 when we responded to the crisis in Rwanda.

Now our Community Service activities are established throughout all levels of the College. Our annual fundraising for various charities now runs to the tens of thousands of dollars and we aim to continue and improve on these efforts in years to come.

The children, families and staff at Little Beacons supports have established a pre-school in Bangladesh. The building is currently underway and being built by CO-ID, an organisation which has built 45 schools for children in the poorest parts of the country. The children have the opportunity to explore different ways to raise funds to support this important initiative.
Operational Information

Hours of Operation

Little Beacons Learning Centre hours are 7.00am - 6.00pm. The Centre operates for 48 weeks of the year. The Centre will be closed on public holidays and over the Christmas/New Year period, on the Monday prior to Melbourne Cup Day and three professional learning days, beginning of semester 1 and semester 2 and one in December. Dates of closure are advised at the commencement of each year and are provided on the College website.

Discovery Programs (Early Learning) Hours of Operation

The Sessional Discovery Programs operate from 9.00am - 3.00pm during school terms only. The integrated Discovery Programs that combines long days operates from 7.00am - 6.00pm for 48 weeks of the year. In these programs the Early Learning program runs from 8.30am - 3.00pm during school terms.

Children in the 3/4 year old Discovery programs are expected to be in attendance at the latest at 9am. Children in the 5 Year Early Learning program are expected to be in attendance at the commencement of their program 8.30am/9.00am - dependent on the program. Arrival after this time is a disruption to the learning program and children can often have difficulty settling when coming into a program that has already commenced.

Please refer to the Program Preference Form for further information.

Centre Dates for 2016

The 2016 calendar is available on the website. This outlines all dates for this year, including special events, school holidays and closure dates.
Programs

Seedling Program  (Child Care)

Our Seedling Program caters for children aged six months to three years of age. Families can select the days that care is required; however preferences are dependent upon availability.

Discover Program  (Early Learning)

Our Discover Program caters for children the year they turn 4 and the year they turn 5. There are a number of program models available. Families can request their preferred option at the time of enrolment; however, preferences are dependent upon availability. Models of program delivery are subject to change. Program models are available on the website.

Outside School Hours Care  (Growing Patch)

Before and After School Care is provided to Beaconhills College students.

Before School Care is operated from our Café/Multipurpose space called ‘the nest’. Before School Care is provided from 7.00am-8.25am. At 8.25am children are signed out of the Centre and are walked by a Little Beacons staff member to the College. Breakfast is served until 8am each morning.

After School Care for students in Prep - Year 2 is operated from Fern Leaf. After School Care for students in Year 3 - 6 is operated from ‘the nest’. This program is designed to support older students and allow for greater independence.

The students from both programs are able to access a variety of environments across the College grounds, including the Rainbow Room, the oval and tennis courts, the playgrounds and the broader College ground, as well as areas within the Centre.

After School Care students in Prep and Grade 1 are met at the Junior School by the Outside School Hours Coordinator, children in older year levels are able to report directly to the Centre or alternatively at the Rainbow Room. Access to the Centre is through the front side gate. Student attendance is reported between staff at both the Rainbow Room and the Centre to ensure all students are in attendance. Students need to come directly to their meeting place at the conclusion of school. Students of Middle School are to attend the Centre directly. Students will be signed into the Centre upon arrival.

Vacation Care

Vacation Care is available to school aged children during the Vacation Care period. Families must complete an Outside of School Hours Enrolment Application. Bookings for Vacation Care are opened four weeks prior to the conclusion of the term. Bookings are open to Beaconhills families prior to being opened to the wider community. Enrolment Application and program details are available on the website prior to the conclusion of each term.
Room Names

Each room at Little Beacons has been given its own unique name to reflect the outdoor environment adjoining to this space. Naming the rooms supports children in developing a sense of belonging.

Room names are as follows;

<table>
<thead>
<tr>
<th>Program</th>
<th>Name of Room</th>
<th>Age</th>
</tr>
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<tbody>
<tr>
<td>Babies</td>
<td>Pebble Lane</td>
<td>Youngest members of our Beaconhills Community From 6 months of age</td>
</tr>
<tr>
<td>Toddlers</td>
<td>Oriental Arch</td>
<td>children turning 2 in the first part of the year</td>
</tr>
<tr>
<td>Toddlers</td>
<td>Ornamental Path</td>
<td>children turning 2 in the second part of the year</td>
</tr>
<tr>
<td>2-3 Years</td>
<td>Circuit Boardwalk</td>
<td>children turning 3 in the second part of the year</td>
</tr>
<tr>
<td>2-3 Years</td>
<td>Water Ways</td>
<td>children turning 3 in the first part of the year</td>
</tr>
<tr>
<td>4 Year Old Early Learning Sessional</td>
<td>Earth Elements - Wattle</td>
<td>children must turn 4 during the year of attendance</td>
</tr>
<tr>
<td></td>
<td>2 days a week, Thursday &amp; Friday</td>
<td></td>
</tr>
<tr>
<td>4 Year Old Early Learning Sessional</td>
<td>Earth Elements - Banksia</td>
<td>3 days a week, Monday, Tuesday &amp; Wednesday</td>
</tr>
<tr>
<td>4 Year Old Early Learning Integrated program</td>
<td>Bushland View</td>
<td>3 or 4 or 5 days a week, ** Only a certain number of each configuration is available</td>
</tr>
<tr>
<td>5 Year Old Early Learning Sessional</td>
<td>Fernleaf - Grevillea</td>
<td>children must turn 5 during the year of attendance</td>
</tr>
<tr>
<td></td>
<td>2.5 days a week, Thursday &amp; Friday</td>
<td></td>
</tr>
<tr>
<td>5 Year Old Early Learning Sessional</td>
<td>Fernleaf - Melaleuca</td>
<td>3 days a week, Monday, Tuesday &amp; Wednesday</td>
</tr>
<tr>
<td>5 Year Old Early Learning Integrated program</td>
<td>Bamboo Rainforest</td>
<td>4 days a week, ** Must include the Wednesday</td>
</tr>
<tr>
<td>5 Year Old Early Learning Integrated program</td>
<td>River Bend</td>
<td>5 days a week, Monday - Friday</td>
</tr>
<tr>
<td>Outside School Hours</td>
<td>Growing Patch</td>
<td>school age students</td>
</tr>
<tr>
<td></td>
<td>(Delivered from Fernleaf and “the Nest”) Before School Care After School Care Vacation Care</td>
<td></td>
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Little Beacons Handbook 2016
Beaconhills College
Updated January 2016
Communication

Sharing the Journey

The philosophy of Little Beacons Learning Centre is built around a child focused environment that reflects a relaxed, supportive and safe place for children to grow and develop. It is through play that educational experiences are provided to further support children’s understandings. Collaboration between parents and educators is considered the key element in providing environments and educational opportunities that enrich the lives of children and support their learning journey.

To enhance communication and further support this commitment, each child is required to purchase a Sharing Journal. Sharing Journal’s support children’s communication both at home and at the Centre. The Sharing Journal assists children in developing a positive sense of self, develops language skills and supports children’s understanding that they are a valued member of a community.

Journal entries enhance the sharing of information and contributions are made by children, parents, extended family and educators. The Sharing Journal is an integral part of the program, allowing children to document events outside the Centre and share these with friends and educators. It also provides educators with topics for discussion if a child is reserved or requires support to transition from their family. Throughout the week your child has the opportunity to share these with their friends, Educators, children from other environments and special visitors to the program. It is amazing the confidence that exudes from children when they are able to talk about things that are important and meaningful to them.

Educators are committed to facilitating open communication and will ensure that at least one entry is provided each week. (This may vary dependent on the number of days the child is in the program). Parents are also asked to make the same commitment. Sharing Journals may include, but are not limited to, observations, written notes, photos and samples of work. Children may contribute drawings, art work, stories and photos. This is a key link in developing a collaborative approach to learning.

In the Discovery programs the children will be provided with a few set pages to complete, this allows them to have a shared topic and to collect their ideas at home to share with the group. It is very important that children complete these pages as they will be provided with the opportunity to share with their class.

Included in the Sharing Journal are profiles of the educators that support your child’s program. Families are encouraged to share these profiles with children to assist in becoming familiar with the team who will be supporting their learning.

E-Learning

Electronic Portfolios or E-Learning are developed for each child. This electronic documentation is used by the Educational Leaders to document a child’s learning and links specifically to the outcomes listed in the Early Years Frameworks. This is an electronic record of the child’s learning journey throughout the year and includes specific observations relating to the child’s development and planning for their next steps. It is used as a basis for report writing. These observations relate directly to photos and samples of work and are presented to families at the conclusion of each year.

Families are required to provide a Little Beacons USB, these are available for purchase through the College shop.
Daily Overviews

Daily overviews are developed throughout the day, by either the educators or the children, dependent on the age and stage of the children. Daily overviews are located on the electronic photo frame in each environment and provide families with a snapshot of the daily events. These are used as a tool to support communication between home and the Centre.

Electronic Communication

Little Beacons aims to provide care and education to children to the highest quality. A key component to developing high quality programs is the communication with families. Communication is maintained through a number of formats, including our College website, electronic newsletters, bulletins, surveys, email and telephone communication. In line with our commitment to reducing our footprint on the environment all communication is provided electronically. Please ensure your email details are kept up to date to ensure delivery.

Communication provided to families in the following methods;

- **Bulletins** - issued weekly on a Wednesday (excluding school holidays)
- **College Board Update** - issued bi annually
- **The Beacon** - issued annually
- **Annual Report** - issued annually
- **Lux Luceat** - issued quarterly

The link for communication items are emailed to families or can be accessed directly through the ParentNet on the website.

Appointments

Appointments can be made with the Head of Administration, Teachers or Leading Coordinators. Educators will be available to discuss your child during the day, however to ensure that you are provided the required time, privacy and to allow educators to focus on the children during program time, you are encouraged to make an appointment. Appointments are booked at reception to ensure educators are available.

All Educational Leaders have preparation time to ensure the program is adequately planned and to allow educators to focus on the individual profiles, e-Learning Statements and developmental needs of each child. Interviews and appointments are made during these time schedules in the interest of the children in the programs.

Change of details

If any of your details should change, including address, phone number, email address, emergency contacts persons, etc, please download a Change of Contact Details Form from the website or collect from reception and return completed. Please note that your updated details will also be provided to Beaconhills Enrolments Department.
Little Beacons Team of Educators

The team of educators at Little Beacons Learning Centre have been selected based on their demonstrated commitment to high quality programs in the early years, their forward thinking in their philosophy and their undertaking to uphold the Beaconhills principles and ethics. Educators in the Seedling Programs (0-3 years) and 3/4 Early Learning are called by their first name, in the 5 year old programs the children address the educators by their surnames.

Seedling Programs (0-3 years)
Our Seedling Programs are delivered by our team of Leading Coordinators. Our Leading Coordinators have extensive experience within the sector and all hold a minimum two years qualification by an approved provider. The Seedlings Program consists of Leading Coordinators who hold a Diploma in Children’s Services, or equivalent and Co-Educators, who hold a minimum Certificate 3 in Children’s Services.

Discovery Programs (3-5 years)
The Discovery Programs are delivered by our team of Early Learning Teachers. Each Early Learning Teacher holds a Bachelor of Early Childhood Teaching (or equivalent), this is a minimum of a four-year qualification at University. The Discovery Programs are also supported by a Coordinator and Co-Educator. Little Beacons employs eight Early Learning Teachers across the Discovery programs.

Outside of School Hours (OSH)
Our Outside of School Hours Programs are delivered by our Coordinators. Our OSH Coordinators have extensive experience within the sector and all hold a minimum two years qualification by an approved provider.

Educational Leaders
Our Teachers and Leading Coordinators as referred to as our Educational Leaders, all hold qualifications and have responsibility for curriculum, children and staff.

All staff are members of the Beaconhills College Team and are committed to undertaking relevant professional learning both at the Learning Centre and in the broader education community. Expanding their early years knowledge, keeping abreast of current issues and research and liaising with relevant services and organisations within the community to further support the learning journey of the Little Beacons staff.

The Education and Care Services National Regulations 2011 outlines the staffing requirements, however these are minimum standards. Many of our educational team hold qualifications above the requirements. Little Beacons Learning Centre is committed to high quality care and education of young children, this is why commonly across the Centre you will find additional staff or lower group sizes than recommended in the regulations.
Environments

Learning Environment

Learning has no boundaries and the purpose-built, natural environment at the Little Beacons Learning Centre is physically designed to allow children to move freely between indoor and outdoor play, ensuring successful implementation of our philosophy.

Entering the Little Beacons foyer immediately gives visitors and families a feeling of serenity and ambience, a prelude to a very special environment. Children’s work is respectfully displayed and the attention to detail is evident. The waiting space and interview room are designed to support parents’ privacy. The environment leaves visitors eager to discover more about the Centre, however appropriate security measures restrict free access unless accompanied by a staff member.

Natural Environments

The use of natural materials throughout the indoor and outdoor environments provides unique opportunities for children to explore the natural elements and experience the world around them. Young babies learn through experience, such as rolling and crawling on real grass; while the toddlers discover elements such as dirt, worms and water. Children in both the Seedling and Discovery Program have the opportunity to flow between the two environments through bi-fold doors, allowing essential learning to take place across the whole environment. The outdoor play spaces are positioned directly off the indoor environments to ensure maximum accessibility and supervision.

As with the materials, natural, earthy tones are used within the environment to support children’s learning. A specific, interior colour has been painted onto the ceiling of each room to ensure that children are not over stimulated, while delicately adding warmth and creating an atmosphere conducive to learning. Different colours have been chosen for the appropriate age groups to further support this philosophy.

Each room is designed to cater for the needs of the growing child and has different characteristics to support this development. All Discovery Programs have a separate bag storage area to encourage children to develop skills in responsibility, independence and self-reliance; it has also been designed to support children’s organisational skills, with a separate hat, bag and shoe compartment. The toddlers have access to their belongings to help support growth and empowerment, also ensuring they feel their belonging are safe and secure throughout the day. Providing opportunities to develop such skills is considered important in providing children with the necessary foundations for lifelong learning.

Floor coverings in the rooms are purpose built for activity, easily allowing equipment to be moved and relocated as required. The use of large mats, as opposed to carpet, provides the centre with a more hygienic environment making regular cleaning possible without interruption to service delivery.

Café Dining at Little Beacons “the nest”

The Café is attached to the kitchen and provides a dining area for our children in the Discovery Program. This restaurant style of dining is titled “the nest”. “the nest” is set in a manner that allows children to further develop their skills in setting the table, socialising with friends and engaging in cooking experiences with our chef. The table configurations empower children to make choices regarding their interactions over lunch, with both small internment tables and larger configurations to support larger gatherings. The educational team join with the children to the share in meal times and in conversation.
In the 3/4 Early Learning the children have a kitchenette set in their room, providing a clearly defined space morning and afternoon during the day. This allows interactions across both of the 3/4 Early Learning rooms, providing opportunities for the expansion of friendships and social interactions.

The younger rooms have kitchenette facilities that cater for the individual needs of young children. In the Babies environment there is a dining table where the high chairs gather to allow children and staff to share in this experience, while providing the facilities to meet the individual meal times of our youngest children. “the Nest” also provides a multi-purpose space that allows for maximum opportunities in the centre. This space features indoor outdoor dining, a learning space for professionals viewing the centre, the delivery of parent education workshops and staff professional development sessions. Before School Care and our older After School Care program is provided in this area.

Nurture Nook “the Nook”

Our Nurture Nook provides mothers wishing to return to the Centre to breast feed a space to escape with their baby and enjoy the privacy of a feeding area. Set with calm lighting, music and a feeding chair as well as bathroom and nappy change facilities, mothers enjoy taking the time to return to the Centre and continue to breast feed.

Sleep Haven

It is essential that young children are provided with an environment that creates a calm and tranquil feeling to allow children to quickly settle after play and experience a uninterrupted sleep. The soft wall colours, the chocolate fabric wall, the LED lights throughout the ceiling and the appropriate selected music all contribute to the peaceful experience this environment provides.

Families purchase their child’s own sheet and blanket set for their beds. These are laundered by the centre and returned to families at the completion of their use.

Children will at times, also have the opportunity to sleep outside. This is weather dependent and the risks are considered prior to this option being implemented. The children have demonstrated improved sleep patterns when sleeping outside and this experience provides a new learning experience.

Outside School Hours Environment

The program for our Outside School Hours student is developed to support the differing age groups. Before School Care is delivered from “the Nest”. After School Care for students in Prep - Year 2 is delivered from the Fernleaf and for Year 3 - 6 in “the Nest”.

This program provides opportunities for school aged children to develop life skills such as food preparation, organisation and socialisation. The focus of the program is to allow students the time they need after a busy day at school, while ensuring they are stimulated and challenged. Homework areas are available for those students wanting to accomplish homework tasks. The facilities across the College are accessed by this program with the Junior School playground located at the rear of the building.

Educators Environments

The staff areas at Little Beacons ensure that our educational team are also supported in this environment. A separate staff room and planning space have been developed to provide the team of educators the space and respect to develop high quality programs. During breaks educators can retreat to an outdoor environment where they can rejuvenate and plan for the children’s learning in the afternoon. The interview room has a multi-function purpose and allows for consultants to utilise this space to further support families.

Outdoor Experience

Outdoor play is considered a vital part of childhood. The outdoor environment provides unique opportunities for learning and allows children to develop and extend their skills and knowledge. Outdoor play encourages the holistic development of a child, providing opportunities for the advancement of physical and social skills, while encouraging self-confidence. A quality outdoor landscape provides opportunities for children to uncover a
relationship with the natural environment, gain a sense of freedom and self-exploration, use their imagination and gain exposure to risk taking.

The outdoor play space at Little Beacons has been designed and purpose built for a child’s mind. Each of the outdoor spaces flow directly off the rooms and support age appropriate, interest based learning. The landscape design supports the children’s engagement with the environment, allowing unique and exciting spaces for children to play and explore. The considerations for each space include accessibility and participation, diverse cultural needs, duration and organisation. Supervision is of course paramount and is a high priority at Little Beacons Learning Centre.

The sustainable environment provides for a range of experiences from large gross motor movements to quiet passive play. Opportunities for interaction and engagement with others including exploration with sand, dirt and water are vital elements in the outdoor play experience.

The focus of the outdoor environment in our educational setting is to expand children’s development in areas that are not necessarily provided within the home or park setting. One of the main focuses is children’s social and emotional development, along with the opportunity to explore concept knowledge.

Non fixed equipment allows children to become architects, allowing maximum flexibility and imagination while giving educators the challenge to create dynamic and forever changing experiences. This allows educators to create new challenges and provide opportunities for further skill development; it also encourages children to take risks within a controlled setting.

The use of a variety of equipment within the outdoor environment supports the educational outcomes for individuals and for the larger group. The outdoor environment is not only seen as a platform to extend gross motor development, but is recognised as an opportunity to support all areas of learning. It is believed that providing learning opportunities in both environments is of equal value and supports children’s affiliation with the environment.

The provision of arches, pergolas, Balinese and bamboo huts have been carefully planned to provide basis for imaginative play. These structures allow both the children and the educators to create flexible and dynamic play. Planned experiences support the development of play in these areas, creating rich learning experiences with a focus on social development, language skills and concept development through the joy of play. Props such as sheers of fabric draped from the ceiling create an ambience to support the development of imagination, a sink and cooking items create a home like environment and animals and hay bales create a farming experience. The ideas are endless.

The provision of water tanks at Little Beacon’s supports the children’s understanding of the importance of conserving our natural resources. The children are encouraged to use the water appropriately and to explore the importance of conservation through discussion. The children’s knowledge is further consolidated through the management of our vegetable garden. The children are responsible for the selection of items, the day to day management of the garden and the collection of vegetables. All items grown are used on site by either the children in their educational programs or by the Food Services Coordinator in the kitchen.

The outdoor environment at Little Beacons exceeds the regulated requirements for outdoor play space per child. The provision of additional land allows children the space they require to explore and develop. Little Beacons has used the Outdoor Play Guide to support the development of the outdoor environment. Little Beacons is a recognised member centre of Play Australia and is pleased to provide an environment that supports best practise in the early years.

The provision of our rich outdoor environment supports children’s affiliation with the environment and further heightens their awareness of the importance of the world we live in.
Early Explorers (Bush Kinder) and College Incursions

Little Beacons believes childhood is precious and that an important part of childhood is being outside in nature. We know that children need more time outside in nature and this knowledge is supported by research. Children are natural learners. Early Explorers provides children with the time and an ideal environment for them to learn in. The Early Explorers program varies in hours, however the ultimate goal over the year is to spend 3 hours of uninterrupted play in the bush, using what nature has provided as learning materials.

The Early Explorers program is based on the forest preschool approach, originally established over 50 years ago in Scandinavia and has become an international movement with forest preschools emerging in the United Kingdom, Canada, Japan and New Zealand over the last decade.

The principles of the Danish Forest Preschools are

- A holistic approach to children’s learning and development
- Each child is unique and competent
- Children are active and interactive learners
- Children need real-life, first hand experiences
- Children thrive in child-centred environments
- Children need time to experiment and develop independent thinking
- Learning comes from social interactions.

...the key underlying feature of the forest preschool approach is that children spend long and regular periods of time in unstructured play in natural forest or beach environments, ranging from weekly visits over a preschool term to an everyday all year round occurrence. (Elliott & Chancellor, 2012, p.7)

There are a number of areas we see that children benefit from this experience and throughout the year we see children continue to grow, develop and flourish. Observations include increased confidence, motivation and concentration, increased social, physical and language skills, deeper conceptual understandings and respect for the natural environment (Borraidaile, 2006; Massey, 2004; Murray, 2004; Murray & O’ Brien, 2005; O’Brien & Murray, 2008; O’Brien, 2009), increased social and imaginative play (Fjortoft, 2001; 2004), more varied risk-taking behaviours and positive dispositions towards risk and challenge (Waters & Begley, 2007).
Our bush kinder program is titled Early Explorers, the location the 5 year old children engage in for the majority of their time is located behind our Year 9 Centre and is called “Birri Alamarta” which means baby/child’s place. This name has been developed with our Indigenous Elder, Murrindindi.

Early Explorers is also part of the curriculum with our younger children, who engage in College adventures throughout the year.

For children in the 5 year old program Early Explorers is presented in a holistic approach, the children attend generally one day a week. The children have the opportunity to play in the rain, roll down grassy hills, balance along fallen logs, explore the wetlands, observe the habitat including the bird boxes, get involved in dramatic play, find insects, draw with sticks in the ground, climb trees....

Each child’s developmental progression, and particular interests are recorded by the educators. This knowledge is used to support each child’s individual learning plan, as it is within the classroom curriculum. The educational team support children as they take the risks and face challenges, this supports the development of risk taking and building children to be well rounded individuals who develop skills in both risk taking and resilience. Children are also often observed supporting one another when risks and challenges are presented.

The environment presents a rich learning environment for both literacy and numeracy.

At times a specialist may assist the children’s learning. This may include College staff as well as our Indigenous Elder, Murrindindi. Murrindindi will relate local Aboriginal culture and heritage and the connections to the land around us. Through play children connect with their land in a way that cannot be done under a roof or within walls, they develop a respect for the space.

Session Overview
Prior to the commencement of each session, educators will scan the bush space for safety and new areas of potential interest. Each session will begin with a group meeting with the educators and children where discussions occur regarding boundaries, areas of interest and general discussion, the children are reminded of the importance of caring for the flora and fauna. The children will then be free to engage in play within the boundaries of the Birri Alamarta site. During the allocated time the children will gather in small or large groups to sit together, chat, eat a piece of fruit and have a drink.

In the unlikely event of extreme weather the experience maybe delayed to a later time in the day, or may be cancelled where it is deemed the children would be at risk. On this day the children may be involved in other College activities throughout the Campus.

Parents are required to determine appropriate footwear and outer clothing based on the weather forecast. This includes black gumboots in wet weather and appropriate climbing shoes of uniform colour in dry weather. To attend the Early Explorers program children require protective clothing.

The clothing designed for Early Explorers supports children’s engagement in the program while assisting the educators in supervision. It allows children to move freely and undertake activities such as climbing, balancing, running while keeping children warm and dry in cold/wet weather, protects children from the damaging effects of the sun, UV rays in warm weather and high UV conditions, prevents sunburn, bites, scratches and stings. (Even in warm weather, long sleeve tops and overalls are recommended).

Where children require gumboots these should be black. Gumboots are not recommended for all sessions as they restrict movement.

What to bring;
- Excursion (library) bag
- A drink bottle - please provide a water bottle of fresh water at all sessions. There will be access to drinking water to supplement this when required on site. All participants onsite at Early Explorers are required to have a water bottle.
- Fruit - the children will select a piece of fruit prior to leaving
- Little Beacons clothing, some items are weather dependent; sunhat or beanie, spray jacket, overalls, black gumboots/climbing shoes of school colour.
Location

Birri Alamarta

The 5 year old Early Explorer site is in the grounds of the Year 9 Centre and has been titled Birri Alamarta by our Indigenous elder, Murrindindi. It is located along the south east corner of the College and can be seen when travelling along Gembrook Pakenham Road. It comprises of wetlands, during winter and wet periods, woodlands and open pasture. Birri Alamarta is also a wonderful place for bird watching, with Landcare locating bird boxes in this area. It has a diversity of habitats.

This site has been chosen as it gives a comfortable area for children to explore and get to know through the seasons. It provides clear lines of sites with natural boundaries easily identified by educators, children and visitors.

As the children develop in their understanding of the program, they will have the opportunity to explore areas of site, these may include Wilson’s Botanical Garden, Cranbourne Botanical Gardens, farm land, beach fronts etc. Parents will be notified of the opportunities and additional assistance from families may be requested.

Seedling Program

Even our youngest children have the opportunity to be involved in experiencing their broader surroundings. Babies take walks in strollers to feed the ducks, visit the library, view an art exhibition or simply go for a stroll. Our toddlers are eager learners in the program. They explore the College grounds. Conversations often present opportunities to arrive at a variety of destinations and may include our kitchen gardens, the Chapel or the oval.

Risk verses Benefits Register

Extensive risk evaluation has been carried out by the College to provide a safe learning environment. Risk assessment, including benefit analysis, is an ongoing and continual part of the program. We ask that all participants of the Early Explorers program be actively involved in this through feedback, response and discussion.

Early Explorers is conducted as part of the College Curriculum and therefore is governed by the regulations and procedures of the College. Due to location and environmental factors, variations to policy have been identified and different procedures created which are specific to Early Explorers to ensure the safety and wellbeing of all children, educators and visitors involved in the program.
Indigenous Curriculum
National Quality Frameworks

Research shows that a child’s experience in their first five years sets the course for the rest of their life. In recognition of this, the Australian Government, in partnership with all state and territory governments, is making important changes to early childhood education and care in Australia.

On the 1st January 2012 the National Quality Standards came into effect, *the Education and Care Services National Regulations 2011*. The aim of the document is to ensure high quality and consistency in early childhood education and care across Australia. The focus is on seven quality areas to improve children’s educational and developmental outcomes, including:

1. Educational program and practice
2. Children’s health and safety
3. Physical environment
4. Staff arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

The National Quality Standards aims to promote:

- The safety, health and wellbeing of children
- A focus on achieving outcomes for children through high quality educational programs
- Parents understanding of what distinguishes a quality service

The National Quality Standard aims to improve quality through:

- increased staff-to-child ratios
- new staff qualification requirements to ensure staff have the skills to help children learn and develop
- a new quality rating system to ensure Australian families have access to transparent information relating to the quality of early childhood education and care services
- the establishment of a new national body to ensure early childhood education and care is of a high quality

The College is pleased it has been a smooth transition into the new requirements, this has been supported by many of the requirements being met prior to the implementation as Little Beacons has delivered programs at a much higher level from our commencement. Further information is available on the DEEWR website. [http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Quality/Documents/InfoForFamilies.pdf](http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Quality/Documents/InfoForFamilies.pdf)

In 2013 the College achieved an outcome of Exceeding the National Quality Standard for Early Childhood Education. In 2014 in the College’s new facilities, this process was undertaken for a second time. The outcome this time was again a level of Exceeding and this was achieved in all seven areas. This outcome was an attribute to the high quality educators and their commitment to the delivery of high quality programs.
# National Quality Assessment and Rating

## Assessment and rating summary

<table>
<thead>
<tr>
<th>Quality Area</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Exceeding National Quality Standard</td>
</tr>
<tr>
<td>2</td>
<td>Exceeding National Quality Standard</td>
</tr>
<tr>
<td>3</td>
<td>Exceeding National Quality Standard</td>
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<tr>
<td>4</td>
<td>Exceeding National Quality Standard</td>
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<tr>
<td>5</td>
<td>Exceeding National Quality Standard</td>
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<tr>
<td>6</td>
<td>Exceeding National Quality Standard</td>
</tr>
<tr>
<td>7</td>
<td>Exceeding National Quality Standard</td>
</tr>
<tr>
<td>Overall</td>
<td>Exceeding National Quality Standard</td>
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</tbody>
</table>

## Summary comments

Little Beacons Learning Centre was an integral part of the educational journey for children at the Beaconhills College. The service was relocated into a new building on the school site late 2013, and consequently the service has had many opportunities for regular outings to appropriate sights and events in the broader school community. The focus on natural environments and flexible programs that responded to children's interests was the platform to support learning dispositions in all programs across the service. The building was designed to allow ease of movement between indoors and outdoors and educators used this opportunity to talk with children about environmental changes and to make decisions about how best to adapt to the environment.

The service was governed by the College Board of Directors and the Headmaster as the approved provider. The comprehensive management structure and regular planned communication between the Head of Campus of Little Beacons and the approved provider ensured the service, families and children were well supported in their foundational educational experience.

The management, educators, families and children are thanked for their participation in the quality assessment and rating process.
Excellent Rating

In 2015 Little Beacons was recognised for its commitment to children and high quality educational programs and was awarded an Excellent Rating.

The Excellent rating is the highest rating an education and care service can achieve. Providers with a service rated Exceeding the National Quality Standard overall can choose to apply. The Excellent rating is awarded by ACECQA.

The purpose of the Excellent rating is to:
- celebrate excellence in the delivery of education and care
- engage and involve families and the community in the profession’s discussion about quality and what is important in education and care
- learn from and be inspired by examples of highly accomplished practice, innovation and creativity in education and care
- promote and reinforce the value of education and care and the people who work in the sector
- recognise providers and educators who are champions of quality improvement.

Article by ACECQA

ACECQA Board Chair Rachel Hunter congratulated Little Beacons Learning Centre for this recognition. “I would like to extend my congratulations to Little Beacons Learning Centre on such an achievement. It is clear that enhancing children’s learning and skills is at the forefront of their program and practices,” Ms Hunter said.

“The centre has worked very hard developing a number of core initiatives on topics such as children’s social skills, cultural and community awareness, to name but a few.”

From a program perspective, the centre’s ‘Looking Glass Learning’ initiative aims to develop children’s social skills over a 10 week course. Children participate in targeted activities, such as role play and story-telling, delivered by the Head of Teaching and Learning. Outcomes are documented and provided to families and educators to support children’s development.

From a cultural perspective, the centre partners with Murrindindi, an Indigenous Elder, and Birra, an Indigenous teacher, to encourage cultural understanding and sensitivity by embedding Aboriginal and Torres Strait Islander perspectives into its educational programs.

From a community perspective, Little Beacons Learning Centre builds awareness of sustainability, healthy eating and innovation through its ‘Let’s Explore’ publication. The proceeds from recent sales of this book assisted in funding a kindergarten in Bangladesh.

http://www.acecqa.gov.au/Little-Beacons-Learning-Centre-receives-Excellent rating#sthash.22VLkdoe.dpuf
National Law and National Regulations

A copy of the National Law and National Regulations are available at the Department’s website [www.education.vic.gov.au/ecsmanagement/educareservices](http://www.education.vic.gov.au/ecsmanagement/educareservices)

Early Years Learning Frameworks

The Early Years Framework was released in 2009 and provides educators in the early years with a clear focus in learning and wellbeing, a shared language regarding curriculum and aims to improve quality across the sector. A key component of this is working in partnership with families to develop a mutual respect of the importance of the role of each member within this partnership.

The five key Principles that underpin the Belonging, Being and Becoming: The Early Years Framework for Australia (2009) is:

1. Secure, respectful and reciprocal relations
2. Partnerships
3. High expectations and equity
4. Respect for diversity
5. Ongoing learning and reflective practice
Enrolment Process

Enrolment at Little Beacons

There is one enrolment form for the College. Families wishing to enrol at Beaconhills are required to complete an Enrolment Form and a Program Preference, available online. There is a non-refundable application fee of $100 per application. This application registers your interest in a place at both Little Beacons Learning Centre and Beaconhills College. A formal offer of a vacancy will be communicated first by telephone followed in writing and is conditional following an interview with the Head of Campus. Upon acceptance of the place, parents / guardians and children agree to embrace the rules and policies of the College.

Please note that it is Little Beacon's policy that children do not attend other forms of child care, early learning or kindergarten. This is in line with the centre philosophy in delivering consistent environments for children.

Tour

Tours of Little Beacons are conducted on a Tuesday morning at 9am by the Head of Campus. Bookings for tours are essential. Tours provide families with the opportunity to observe the Programs in operation and experience the many facets of the Centre, or ask specific questions relating to their child. Participation in a tour is a condition of entry.

Once a term a tour is conducted on an alternative day, interested parties can register their interest and will be contacted regarding availability.

Interviews

All offers are subject to interview with the Head of Campus. The Educational Leader who will provide the curriculum to the child is also involved in the interview for all Seedling Program, interviews for Discovery Programs are conducted by the Head of Campus. Interviews provide an opportunity to develop shared vision, communicate the individual routines and needs of the child and develop an understanding of the philosophy at Little Beacons.

Orientation

Little Beacons recognises that each child has a unique set of developmental needs and experiences prior to entering the Centre. Therefore, in line with our philosophy, we recognise that one model does not fit all and believe that each child and family requires an individual plan to transition from home to the Centre. Many children begin their journey eager to engage and interact, while others may be reluctant and hesitant when separating from family for the first time. It becomes essential that the transition plan for each child reflects both the needs of the child and the family and is developed in consultation.

During your interview with the Head of Campus you will discuss the orientation process for your child and develop an individual plan. This can be adapted during the transition period to reflect the individual needs of the child.

You are encouraged to spend time settling your child at the beginning of each day. This activity only takes a moment, however it will calm your child and help set the scene for their day. If you are unable to spend time with your child on a particular day or if you or your child has any concerns, please make the educators aware of this when you arrive and they will support you and your child in this important transition process.

No matter how upset your child may become, it is essential that whoever delivers them to the Centre says goodbye and reassures them that they will be collected at the end of the session. Leaving abruptly or not saying goodbye can upset your child and may increase their anxiety and present challenges in the future.

For children who become upset on separation, it is important that the goodbye is brief, to help reduce stress for both you and your child. If your child is distressed when you leave, the Educational Leader will make contact with you during the session to provide updates. Parents are also welcome to call the centre at any time.
Offer of Places

Offer Process
Offers of places are subject to availability. Where places are available the schedule below outlines time frames.

<table>
<thead>
<tr>
<th>Program/Programme</th>
<th>Year</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seedling Program (Child Care)</td>
<td>for current year</td>
<td>as places become available</td>
</tr>
<tr>
<td>Seedling Program (Child Care)</td>
<td>for following year</td>
<td>made in the September of the year prior to commencement</td>
</tr>
<tr>
<td>Discovery Program (Early Learning)</td>
<td>for current year</td>
<td>as places become available</td>
</tr>
<tr>
<td>Discovery Program (Early Learning)</td>
<td>for following year</td>
<td>made in the June of the year prior to commencement</td>
</tr>
</tbody>
</table>

Current families are provided with preference forms in August and offers made in writing in September.

Offer to applicants on the waiting list will commence once all current families have been made a formal offer in writing.

Holding Deposit - Seedling
A holding deposit of $300 must be paid on acceptance of a place offered in order to secure the place. The $300 payment will be deducted from the fees in the final billing cycle in the child’s final year in the Seedling Program.

Holding Deposit - Discovery
A holding deposit of $500 must be paid on acceptance of a place offered in order to secure the place. The $500 payment will be deducted from the fees in the final billing cycle in the child’s final year in the Discovery Program.

Forfeiture
If after paying the Holding Deposit the applicant chooses not to attend Little Beacons Learning Centre, applicants are required to put their withdrawal in writing to the Head of Campus - Little Beacons, identifying the reasons for withdrawing the child. The holding deposit will be forfeited.

There may be exceptional circumstances regarding forfeiture, appeals regarding Holding Deposits should be made in writing to the Headmaster.

Deferred Place
Enrolments that are deferred prior to the commencement of the program, will have the full placement response held until the year the child attends. This deposit will be transferred to the child’s account once the child has commenced at Little Beacons. If the child does not commence the forfeit policy will apply.

Selection Criteria/Order of Offers
1. Children currently attending the Seedling Program (Child Care) and Discovery Program (Early Learning)
2. Children of staff at the Little Beacons Learning Centre and Beaconhills College
3. Siblings of children attending Little Beacons Learning Centre and Beaconhills College
4. Old Collegians
5. Date of enrolment application

All children who have commenced attendance at Little Beacons Learning Centre prior to the 1 June in any given year will be guaranteed a position the following year. Every effort will be made to provide current families with their first preference, however this is not guaranteed.

Preference of place will be provided to current children in the 3/4 Early Learning program in the May of the year prior to those children who are enrolled to attend Beaconhills College in their Preparatory year.

Condition of entry
Please note that it is a condition of entry at Little Beacons Learning Centre that children only access one location for their care and education.
Flow Chart of Holding Deposit

Seedling (Child Care)

- Offer to commence at Seedling
- $300 Holding Deposit
- $300 Holding Deposit rolled over each year
- Final year in Seedling
  - $300 Holding Deposit credited to final billing cycle in Seedling

Discovery (Early Learning)

- Offer to commence Discovery
- $500 Holding Deposit
- Rolled over from 3/4 to 5 Year Old
- $500 Holding Deposit credited to final billing cycle in Discovery

Enrolment at Beaconhills College

Preparatory, Year 7 and Senior Years are the main intake years for new students into the College. The allocation of places for these year levels commences 18 months prior to the nominated year of entry and is offered in application date order. Vacancies at other year levels only become available when a current student leaves the College.

Children who attend the 5 year old program will receive automatic entry to Beaconhills College Pakenham Campus for Preparatory in the year following. Applications place must be lodged by the 1 January of the year of attendance in 5 year old Early Learning program. Applications lodged at a later date will receive priority status, but not automatic entry.

Families with current students in Beaconhills College will receive sibling status for applicants to Little Beacons Learning Centre and Beacons College. Siblings of children attending Little Beacons Learning Centre will receive sibling status for entry to Little Beacons Learning Centre only.

Automatic entry to Beaconhills College is for Pakenham Campus Preparatory year only. Any applicant who chooses to defer to another entry level will be by registration only.

If you would like to experience Beaconhills, please contact the College on 1300 002 225 and we would be delighted to organise a tour of our Pakenham Campus, Pakenham and/or our Berwick Campus, Berwick.

To discuss enrolling your child, to receive a College Prospectus or to enquire about vacancies, please telephone the Head of Admissions on 1300 002 225.
Health and Wellbeing

Pastoral Care

Little Beacons provides a caring learning environment where children are known by the staff and high quality care is a priority. Within each program the main unit of pastoral care is the program group. In this community, young children are cared for individually, with particular emphasis given to nurturing strengths and positive relationships with their peer group. Children are encouraged to develop their skills and characters in a happy, caring and productive environment. It is the combined participation of child, parent and educators that results in a happy and positive child.

Partnership

Little Beacons aims to support families on their journey through the early years. Mothers wanting to continue to breastfeed their child are encouraged to access the Centre during the day. Parents and extended families are also welcomed to support the program and are encouraged to discuss opportunities with the Educational Leader.

Little Beacons is eager to work in partnership with families to deliver high quality care and support the diverse needs of families and young children.

Health and Absences

Inevitably during the year children will become unwell. Please ensure that your child remains at home if they are unwell. Please inform the Centre if your child will not be attending by 9am.

Government Regulations state exclusion periods for some illness and disease. Please refer to the table located on our website Exclusion periods for infectious Diseases or your Doctor, if you are unsure. Any infectious diseases are listed on the notice board located next to the key pad in the entrance.

We appreciate being notified in advance if you will be on holidays at any time during the year.

Families can refer to their Little Beacons invoice for the total number of absences recorded.

Positive Behavior Guidance

It is important that children are provided with the opportunity to develop skills to support their social and emotional development. Our strategies to guide children are based on sound knowledge and an understanding of children’s social, emotional and cognitive development. Little Beacons is committed to the safety and wellbeing of all children, empowering children to actively engage as participants in their development and becoming responsible for their behaviour. Educators respond to children proactively, rather than reactively, providing consistency in guidance.

Little Beacons recognises that all children need a safe and secure environment and positive interactions with adults and children. Children have the same rights as adults in feeling safe and secure within the environment and being recognised, valued and celebrated in their differences and diversity.

Parents are encouraged to discuss any concerns with the Educational Leader. At times the Individual Learning Teacher may provide support or referral to educators and parents.
Rest/Sleep time

All children require an adequate amount of sleep. Sleep is considered one of the most important requirements in a child’s development through the early years. By the age of two most children have spent more than 40% of their time asleep. Sleep also directly impacts on the mental and physical development of a child.

For all children it is important that rest and sleep times are enjoyable and consistent. It is also essential that the environment supports sleep and that children are encouraged to fall asleep independently to support developing skills in self-soothing.

It is essential that you communicate the routine of your child within the home environment and that if your child has a special toy or blanket that they sleep with, that this is provided. Our educators will develop strategies regarding sleep settling following discussions with each family.

To support the varying sleep needs of children, different approaches will be adopted. Some children may sleep in the sleep space and other children may rest in their own room, however it will be dependent on the individual child. All sleep spaces are supervised by educators.

As children grow and develop they are less likely to require an afternoon sleep. Children in the Discovery Programs will have this practice slowly phased out; however rest time will still be encouraged. For some children this will be taking time out and lying on a bed and for other children it will simply be engaging in some quiet activities. This could include lying under a tree to listen to a story, engaged in passive play experiences such as drawing, completing puzzles or listening to some quiet music.

Individual sleep and rest programs will be developed for each child in consultation with parents.

Children attending the sessional Discovery program will not have time to engage in a sleep or rest, however if your child enters the Centre tired, adequate facilities will be made available to support your child’s needs. This may be as simple as a quiet story with one of the educational team.

Medical Conditions

The team of Educators at Little Beacons hold the appropriate qualifications to meet the needs of children within the program. If your child has a particular medical condition that requires a higher level of support or training, additional assistance or funding may be required to support your child’s needs being met. Please advise the Head of Campus of your child’s particular needs during your interview.

During your interview, it is essential the Head of Campus be made aware of any allergies or sensitivities your child has. A management plan will be formulated with you, the educators caring for your child and the Head of Campus. Medical advice will be sought where appropriate. Please ensure that if any details change, regarding your child’s health, that you inform the Head of Administration.

It is recommended that you bring supporting documents from a Medical Practitioner to interview. Please contact Reception if you require further information prior to attending.

Immunisation

It is recommended that children receive their immunisations on days that coincide with the weekend, or days off. Some children can react to immunisations and they are best monitored closely by their parents at this time.

From 1 January 2016, all parents/guardians seeking to enrol their child at an early childhood service in Victoria must provide evidence that their child is:
- fully immunised for their age OR
- on a vaccination catch-up program OR
- unable to be fully immunised for medical reasons.

The ‘No Jab No Play’ law applies to all early childhood education and care services in Victoria. A copy of your child’s most recent Immunisation History Statement can be obtained from the Australian Childhood Immunisation Register (ACIR) as evidence of your child’s immunisation. Little Beacons requires a copy of this.
To request an Immunisation History Statement, contact the ACIR:

- phone 1800 653 809
- email acir@medicareaustralia.gov.au
- visit Medicare Australia online
- visit a Medicare or Centrelink office.

For further information

- consult your immunisation provider
- talk to your regular family doctor
- read the ‘Immunisation - childhood’ fact sheet to find out what vaccines are due and when
- read the ‘Immunisation - facts and misconceptions’ fact sheet if you have questions or concerns about vaccine safety
- view the No Jab No Play frequently asked questions.

Please provide updated schedules for your child as these become available.

**Medication**

Children requiring medication during their attendance are required to have a medication record completed. Medication records are to be completed with parents and the Educational Leader. Medication is to be delivered and collected from reception. Appropriate storage of medication items is held in this area. All equipment required to implement medication must be provided. Medication is administered by the Educational Leader and witnessed by another member of staff. The medication record is to be signed at the time the child is collected to acknowledge the medication has been administered.

**Anaphylaxis**

Little Beacons supports the safety and wellbeing of children who are at risk of anaphylaxis and believes that the implementation of the Anaphylaxis Policy is a whole-of-community responsibility. Little Beacons is committed to providing, as far as practicable, a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the children’s program and experiences.

Little Beacons is committed to raising awareness about allergies and anaphylaxis. Active involvement in the program of parents/guardians of each child at risk of anaphylaxis supports Little Beacons in assessing risks, developing risk minimisation strategies and management strategies for the child.

Little Beacons is committed to ensuring each staff member and other relevant adults have adequate knowledge of allergies, anaphylaxis and emergency procedures. Little Beacons believes the facilitation of effective communication supports the safety and wellbeing of children at risk of anaphylaxis. Little Beacons ensures that Educators have current Epi-Pen training and are fully aware of the Anaphylaxis Policy.

Please ensure that an Anaphylaxis Management Form is completed by your Doctor, a colour copy is provided, along with an epi-pen (within expiry date). An epi-pen must remain on the premises for the period in which a child is enrolled at Little Beacons. Refer to the Medical Management Policy. Expired Epi-Pens are returned to families for disposal.

**Asthma**

Little Beacons is committed to raising awareness about asthma, providing a safe and healthy environment for all children and providing an environment in which all children with asthma can participate in order to realise their full potential. All children enrolled at the centre receive appropriate attention as required.

Please ensure that an Asthma Management Form is completed by your Doctor and Ventolin, spacer and face mask is provided to the centre. Refer to the Medical Management Policy.
Transition

Transition to the College

The overall expectation is that transition for the children in the 5 year old Early Learning to the College, is seamless and simply a natural progression in the child’s learning journey. This is supported by visits to a variety of locations within the Pakenham Campus and is designed to develop a connection and sense of belonging to the wider community.

Children have the opportunity to familiarise themselves with both the physical environment, as well as beginning to build relationships with the Junior School Teachers, who will support their future education.

The Discovery Program (Early Learning) environment actively supports the children to become independent learners and problem solvers, providing the foundations to be resilient in their educational settings. Parents are able to support this process by being confident when leaving children and reinforcing the expectations of the learning environment to their child, giving responsibility and empowering their child to be responsible and independent.

Opportunities are presented to children who will attend the Berwick Campus, this is undertaken in small groups in Term 4.

Excursions

Excursions can be both spontaneous as well as an organised activity. Excursions provide children opportunities outside the Centre to expand learning and transfer expectations into a new setting. Excursions present opportunities both at the College and in the wider community to support a seamless transition into College life. Children also develop a sense of responsibility in relation to organising themselves for this day, taking responsibility for such items as library bags and drink bottles.

Excursions compliment the College goals, Centre philosophy and are developed from the interest areas and project work undertaken by the children. No two years activities will look the same, as it is from the children’s interest that the program direction is developed.

The opportunity of being able to move from within the confines of the Learning Centre builds awareness of the wider community, assists in developing an understanding of traffic safety and supports children’s awareness of using College resources to support further learning. Children develop an early understanding in relation to expectations with regard to uniform, behavior and safety.

Excursions are regularly conducted for the children across the whole Centre, including our babies and often respond to a spontaneous opportunity. Where excursions are planned to be off Campus, they are planned in advance and parents are provided with advance notice.

Library Attendance

Research demonstrates the importance of the development of literacy skills in the early years. Evidence shows that the involvement of reading is the single largest impact on a child’s literacy development. Providing children with the opportunity to become familiar with books in a relaxed play based approach supports children in developing the skills required in the formal learning of literacy at school.

Children enter school familiar and confident with an arrangement of pre-literacy skills and the ability to cope with the demands of formal learning. To further support this development, children in the 5 Year Old programs; River Bend and Bamboo Rainforest, are provided with the opportunity to visit the Pakenham Campus Junior School Library. Providing children with the opportunity to experience College life is an important step in the positive transition from Little Beacons to the College.

The library and borrowing procedures have been developed to support the children’s exposure to College life. Children are able to independently select books, borrow these under their own library card and be responsible for the care of the book. All children are required to have their library bag at the time of borrowing books. Children who do not have their library bag will be able to attend the excursion but will be unable to borrow books. Parents are responsible for the book their child has borrowed and for the cost of lost or damaged books. Children are also required to be in full uniform to travel on excursions.
Please share your library book with your child at home. Children learn by example and will relish the opportunity to read alongside you.

Project Work

A project is often seen as an adventure. It is undertaken with the children and may change and move in unexpected directions, with new ideas, understandings and questions being brought forward. Educators work alongside the children, fostering and provoking their learning throughout the entire project, providing them with access to a wide variety of materials and resources to deepen their understandings.

Little Beacons believe that not only is the final product of the project important, but of equal if not greater importance, is the process and the journey undertaken to reach the final product. The entire project is documented through photographs, conversations and observations. This important process allows the journey to be recorded from the start of the project right through to the final celebration, making the learning and involvement of the children clearly visible to all.

Across the year all children are involved in at least one project (where age appropriate). Throughout the projects the children work together, discussing various ideas and thoughts, using the computer, and sharing their projects with the rest of the group and families. This journey is then displayed for the children to share with families and friends.

Formation of Print

As children begin to show an interest in print and the writing of their name it is important that the appropriate use of both upper and lower case letters are used as well as the correct font. This allows children the opportunity to confidently explore the written word that will become more familiar once formal education is commenced. If the appropriate format is modeled from the beginning, children are able to consolidate both recognition and formation of one format and consolidate this over time, rather than needing to alter their practice at a later stage.

By children adopting the practice of the use of upper and lower case, as well as the formation of Sassons Script right from the beginning, confidence can continue to grow with regard to letter formation and writing, thus enabling individuals to move forward rather than having the obstacle of having to alter practice.

Beaconhills uses the Sassons Script, this form of script is provides benefits for children that have been highlighted through both practice and research. The writing formation directly supports the teaching and learning strategy of ‘Thrass’; a pedagogical program that supports the ‘Teaching of Handwriting Reading and Spelling Skills’ in a universal approach.

The newly adopted form of hand writing commenced in 2015 with its implementation in the Little Beacons environments as well as formally in Prep, Grade 1 and 2, ensuring a seamless transition for our children. This approach has now been adopted by approximately 40% of Victorian schools as well the majority of those internationally.

It is a commitment that we continue to pursue best practice in relation to achieving positive lifelong learning outcomes and skills for children.

‘Handwriting is the key to literacy. Handwriting must be an automatic skill allowing the writer to process thoughts as they write, without having to worry about or be distracted by letter formation’. (THRASS HANDWRITING; Thrass)

Parents are encouraged to follow through with this at home from a very young age.

Links will be provided families to download a copy of the Script.
Technology

At Little Beacons children are supported in their engagement with tablet technology iPads and interactive whiteboards. The provision of these is monitored by educators at all times. Computers are available in the Outside of School Hours program where the completion of homework is a priority and all other computer involvement is limited dependent on the age and use of the computer. Students in Middle School are encouraged to use their iPads to complete their homework requirements.

Screen time is only provided under strict guidelines. This involves viewing of electronic portfolios, educational resources that support the extension of project based work. This must be reflected in the program to support the involvement of such activities. A movie day is provided during each vacation care period for the school aged children.

Tablet Technology

Little Beacons Learning Centre has been advised that it is the first in the State and maybe even nationally, to provide electronic sign in. The tablet technology has allowed Little Beacons to develop effective and efficient methods of record collection. Parents are supported by staff in the provision of basic training in the use of this system and quickly develop an understanding. This is also used as a key tool in communicating to families on a daily basis in providing a Daily Overview of children’s individual routines in the Seedling Programs.

Interactive White Boards

The Discovery Program environments have electronic white boards to support children’s development and experience with technology. The technology children are exposed to is the same technology used throughout the College environment. The children have the opportunity to explore the electronic white boards and the tablet technology in a relaxed and supportive environment.

iPads

There are 8 iPads across the Centre. iPads are used by the Educators to support children’s learning. Technological change means we are facing the largest transformation that the teaching professional has ever seen. Supporting in the early years sets the platform for the more formal school learning and aids in developing the skills required for critical evaluation, online collaboration and communication essential to participate in life and work in the 21st century. Schools are now broader than the walls of the classroom.
Supporting Individual Needs

Additional Support

Little Beacons Learning Centre values all children’s contribution to the program. All children are considered to have a right to high quality care and education. Children with additional needs bring valuable contributions to the program. Staff at Little Beacons are professional educators and are more than willing to support all children. Please discuss your child’s needs, prior to enrolment and at interview with the Head of Campus, to enable adequate measures to be taken to support your child accessing the program.

Providing all relevant information and documentation regarding your child will assist in a smooth transition.

Individual Programs

Individual Programs support children with individual learning needs across the College. The team includes the Head of Individual Programs and Individual Learning Teachers, who are responsible for coordinating individual learning plans for children identified by the Little Beacons educational team. This involves developing individual learning plans for children requiring additional support and developing targeted programs to ensure successful learning for children with additional needs. This may include children who need an enrichment program.

The Individual Learning Teachers are involved in general observations within the learning environment. If your child is identified as requiring individual screening, you will be consulted regarding assessments and possible referral being undertaken. Should your child have accessed support services prior to entering Little Beacons, please provide a copy of all reports at interview.

Pre School Screening

During term 3 and 4, the Individual Learning Teachers from the Individual Learning Program at both the Berwick and Pakenham Campus will conduct Pre School screening for children attending Beaconhills College Prep the following year.

By understanding the unique learning qualities of children, prior to commencing their preparatory year, we can ensure that they are individually catered for as soon as they commence at School. This a transition component for all new Prep’s entering the Junior School. This is in addition to the interview the children will have with the Head of Junior School from the respective campus.

The screening explores children’s current abilities in relation to colour and shape knowledge, developing letter and number knowledge, following directions and understanding words. It is age appropriate and the information assists Prep class teachers in preparing the learning environment for the individual needs of the children. The activities are fun and pictorial, so children need only respond to what they are seeing. The tasks take about 15 minutes and will be conducted during the early learning program. Children will move into “the Nest” or library to undertake this task.

In addition to the Preschool Screening, the Early Learning teachers will provide a Transitional Statement, providing a clear understanding of each child’s learning journey. The Prep class teacher will also complete some additional screening after the children have begun their Prep year. This information will ensure children can achieve their full learning potential.

This extensive process is to enhance an effective transition from Little Beacons to Junior School. There will be a number of other strategies implemented in Term 4 to support this transition. Should you require any further
information please do not hesitate to speak with your child’s Teacher. If there are any concerns identified in your child’s screening, you will be contacted directly by the Individual Learning Teacher from your relevant campus.

**Looking Glass Learning**

Little Beacons is commitment to the development and wellbeing of the whole child. To support this development each child has an individual learning plan which allows the Educational Leader to focus on key strengths, as well as identify areas requiring further scaffolding. A key focus in observation is children’s social and emotional development. To further enhance these key areas, the College will implement different initiatives at different times dependent on a needs basis. These programs are offered in small groups and are delivered by the Individual Learning Teachers, usually from the Nest or the library.

**Social Skills Program**

Through ongoing consultation with our families we understand that providing an environment that supports your child to develop as a happy and healthy individual is a key focus. While we emphasise the importance of language, motor and cognitive skills for children, it is recognized at Beaconhills that social skills are a key component to developing the whole child. Strong social skills are essential to how well a child adapts to school. This program will teach social skills in a thorough and systematic way.

During the early years these skills start to develop rapidly, making it an ideal time to support and encourage the development of a range of socially skilled behaviours. For young children, the skills that will help them in social interactions include:

- fundamental skills, such as looking at people when talking to them, listening and not interrupting, following class rules, sharing and taking turns;
- complex skills, such as identifying the emotions of others and responding appropriately, managing conflict without aggression and asserting one’s own needs appropriately.

When these skills are performed well, children are able to develop positive relationships with other children and adults, manage conflict and learn how to express their own feelings safely. In general, children who develop these skills form good relationships with peers and adults. As a result, they develop a strong sense of self-esteem and self-confidence.

Experiencing success in a range of social situations is essential to a child’s development. Children who have difficulty developing and using social skills may be disruptive or aggressive, or become withdrawn and uninvolved in social activities. It is important that we assist children to master the skills that will help them develop relationships, which are essential for their future.

This program is designed to help young children develop a range of social behaviours that will support them to develop friendships and get along with others.

Children engaging in this program will participate in story-telling, songs, games, role-play and activities to foster their skills. The program runs for ten weeks and each session lasts for 20 to 30 minutes. Session times will vary depending on the activity of the children in events outside the Centre. Eight children participate in the ten week course.

Each session has a key focus and documented outcomes. One skill builds on another so that the program gradually progresses to more complex skills required for competent social interaction. It is therefore important for the children to participate in the weekly sessions to gain the greatest outcomes.

The skills taught are:

1. Greeting others
2. Taking turns: talking and listening
3. Taking turns at play
4. Sharing
5. Asking for help
6. Identifying feelings
7. Empathy
8. Overcoming fear and anxiety
9. Managing frustration
10. Calming down and speaking up
The program is PALS Social Skills Program, however the children will refer to the program as *Looking Glass Learning*. There is no an additional fee for this program. Beaconhills is committed to supporting children to reach their full potential.

**External Partnerships**

Our Individual Programs provides the expertise to support children, however external may be called upon to support funding applications.

**Pre School Field Officer**

The Pre School Field Officer (PSFO) is an Early Childhood Professional, experienced in working with children who require support in the 5 year old Early Learning program. The PSFO is employed by Cardinia Shire Council and is available to support funded programs. The PSFO can be engaged to support the staff in their development and to observe individual children. Permission for individual observations is required by the parent prior to contact being made. The Head of Administration or the Teacher will discuss the option of engaging the PSFO if it is felt that this service could provide additional support to you, your child, the staff or the program.

Children with additional needs are those who require extra support, including those with medical needs, a disability, giftedness or challenging behaviour.

Additional support is achieved by:
- observing and assisting services in the development of individual programs that meet specific needs
- providing information and support about children's services options
- providing resource information and support about parenting
- sharing information on child development and referrals to relevant agencies.

**Inclusion Support Facilitator**

The Inclusion Support Facilitator (ISF) is an Early Childhood Professional, experienced in working with children from Culturally and Linguistically Diverse backgrounds and children with Additional Needs. The ISF provides support to Commonwealth funded children's services to support the inclusion of children with additional needs.

The Cardinia Shire Council employs the ISF, who works with child care services. The ISF can provide practical advice and facilitate access to a range of supports designed to strengthen the service's ability to create a quality care environment inclusive of all children. These supports will include, but are not limited to, onsite inclusion readiness planning, access to specialist equipment and resources, and funding to employ additional workers or specialist cultural expertise.

Children with special rights include:
- Children with disabilities and/or developmental delays
- Children from a culturally and linguistically diverse background
- Aboriginal children
- Torres Strait Islander children.

The ISF provide information and resources to children's services staff, through:
- Undertaking observations of children and environments and assisting in the development of individual programs that meet specific children's needs
- Developing and distributing newsletters that provide information regarding inclusive practices
- Supporting access to a central pool of resources including specialist equipment for children's services and resources from other relevant agencies.
Procedures

Arrival and Departure

On arrival to Little Beacons, please sign your child into the electronic attendance record. The time you arrive must be accurately recorded, together with the signature of the person delivering your child to the Centre. Please record the expected time of departure and the person who will be collecting your child. If you are going to be later than your expected departure time please ring the Centre to inform staff, this will aid staff in supporting your child in a later collection.

On departure please ensure that the accurate time and the signature of the person collecting your child is recorded in the attendance record. Staff must be aware if someone different will be collecting your child. This person must be authorised on your Enrolment History. If this person is not listed please complete a Consent for Collection Form and present to Reception, this is available on the website in the family section. If this person is not known to the staff they will be asked to provide photo identification prior to collection.

If the person collecting your child changes during the day the Centre must be contacted by the parent and notified of the change. If a different person arrives to collect the child, contact will be made by the Centre to confirm the change. If parents cannot be contacted the person will be unable to collect until the change has been confirmed.

Authorised persons must be over the age of 18 years to collect a child from Little Beacons Learning Centre.

Please note that this accurate recording of attendances is a requirement under the Education and Care Services National Regulations. Little Beacons will be in breach of the regulations if records are not completed accurately by parents. If you are uncertain please ask staff for assistance.

On arrival please inform educators of:
- new medication your child is taking
- concerns you or your child may have
- new interests
- information that will assist educators in supporting your child’s needs during the day
- changes to the time or person collecting your child

Late Collection

Late collection can be stressful for parents, children and educators and it is important that should you have an unavoidable delay, you inform the Centre in a timely manner in order that the message can be communicated to your child to avoid anxiety and to ensure adequate arrangements can be made.

For those children enrolled in the Sessional Discovery Programs, this concludes at 3pm promptly. For children enrolled in an integrated program, Little Beacons closes at 6.00pm. Parents are required to collect their child prior to this time.

Please be aware that with a reduction in ratio in 2016 it will not be possible to support late collection, Teachers will be required to wait with your child until your arrival.

A late fee will be charged for all late collections. The fee is $15 charged in 15 minute increments, or part thereof. Families who continually breach the requirements of the Collection Policy, may have their enrolment withdrawn.

Uniform

Little Beacons has a distinct uniform which we are very proud of and our children wear with pride. The uniform is compulsory for those turning 3 years and through the Discovery Programs. Children in the younger Seedling Programs are welcome to wear items from the Little Beacons uniform, however this is not compulsory. Uniforms should be clean, in good repair and worn correctly at all times. There should be no variations made to the uniform.

Children are required to be in full uniform to attend incursions, excursions and College events.

Caring about standards and appearance helps build self-esteem and promotes pride in the individual and the Centre itself. Parent’s cooperation is actively sought in helping us maintain high standards of appearance.
Uniform Requirements

Please note the individual requirements of each program.

<table>
<thead>
<tr>
<th>Item</th>
<th>Pebble Lane</th>
<th>Ornamental Path/Oriental Arch</th>
<th>Circuit Boardwalk/Water Ways</th>
<th>Earth Elements If children are sleeping</th>
<th>Bushland View If children are sleeping</th>
<th>River Bend/Bamboo Rainforest</th>
<th>Growing Patch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little Beacons Bedsheets and Blanket</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Little Beacons Sharing Journal</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
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<td>Optional choice</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Little Beacons Sunhat</td>
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<td>Encouraged</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>College hat</td>
</tr>
<tr>
<td>cOLL</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Little Beacons Back Pack</td>
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<td>Optional</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Little Beacons Library Bag</td>
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<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td></td>
</tr>
<tr>
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<td>✗</td>
<td>Optional</td>
<td>Optional</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Sunscreen</td>
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<td>✗</td>
<td>✗</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td>Little Beacons Umbrella</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
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<td>Desired</td>
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</tr>
<tr>
<td>Early Explorers Uniform</td>
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<td>Optional</td>
<td>Optional</td>
<td>Desired</td>
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</tr>
<tr>
<td>Little Beacons Spray Jacket</td>
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<td>Optional</td>
<td>✓</td>
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<td></td>
</tr>
<tr>
<td>Little Beacons Beanie</td>
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<td>✓</td>
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<td></td>
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<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

A full listing of the Little Beacons Uniform costing is available on the website. All items are available through the uniform shop and can be accessed either on line or at the Pakenham Campus.

Beaconhills College offers an online College Shop. Families are provided with the convenience of purchasing any item for children sold by the Uniform Shop using the online shopping facility. The online store enables families to purchase and pay for uniform items at their convenience. Orders are processed the following College Shop trading day and sent directly to Little Beacons or available at the Uniform Shop for collection. The online shop can be accessed from the College’s homepage by simply clicking on Quick Links - Uniform Shop.

A selection of second-hand uniforms are also available from our Second Hand Uniform Shop.
Clothing

Children learn through play based experiences and play in the most part is ‘MESSY’. We will do our very best to protect children’s clothing by providing appropriate protective wear for these experiences, however inevitably children and their clothing often become ‘grubby’. Please ensure that for those children who are not required to wear uniforms that clothing is easily washable, encourages independence in self-help and self-dressing skills and supports gross motor movements including crawling and climbing.

Please ensure all clothing including hats, shoes and socks are clearly labelled with your child’s full name.

Winter

In winter children are required to wear jumpers, coats and beanies for outside play. Gumboots are also encouraged for outdoor use during winter. Please ensure these are collected at the end of each day to allow adequate drying. Unfortunately the Centre is unable to store the gumboots. In the Discovery Programs black is the preferred option. Appropriate clothing allows for the active engagement in the environment irrespective of the weather.

Summer

In summer children are required to wear sun hats and sun screen. Our Sun Protection Policy is implemented from October to April. Please refer to the Sun Protection Policy for further information. The UV rating is recorded on the electronic screen in Reception to assist families.

Sunglasses are encouraged to protect children’s eyes. Clothing should be in line with our Sun Protection Policy with shoulders protected, (singlets and strap dresses do not provide appropriate coverage). From the year children turn 3, all items must be the Little Beacons Uniform.

Shoes

Children are required to wear appropriate closed toe shoes. Thongs, strappy shoes or shoes with a heel are not permitted. Uniform shoes should be predominately black, brown, blue or white in colour, Gumboots should be black. Shoes may be school shoes or sneakers. Parents should follow the recommendation of their child’s podiatrist.

Nappies

Nappies are provided for those children who require these. Parents whose children are using pull-ups during toilet training are asked to provide an appropriate number to support this development. Children toilet training in the Discovery Programs (Early Learning) are required to provide pull ups. Parents wanting to use cloth nappies are welcome to provide these.

Sheets

Families purchase a sheet set and blanket through our Uniform Shop. This is required to be labelled with the child’s first and surname. Children will then be provided with their own sheets for each rest time. This will be laundered by the Centre and returned to the family when it is no longer required. The sheets are designed to encourage children to independently make their beds in the older age groups. Children in the Discovery Program (Early Learning) are not required to have these as children will be provided with a rest time.

What to bring

Each day children of all ages are required to bring the following items:

- Little Beacons Sharing Journal
- Little Beacons Drink Bottle
- School bag or in younger rooms a bag that is large enough to take art work home
- An approved sun smart hat
- A change of clothing including underwear, socks. For children toilet training this may need to be greater and may need to include another pair of shoes
- For children wearing Little Beacons uniform please refer to the Uniform Table.
- Please ensure all items are clearly labelled
Birthdays

A birthday celebration is always an exciting event. Your child will be treated to a special day either on or close to their birthday. You are welcome to provide something to share on this day, although this is not a requirement.

If you choose to participate, we ask that you provide alternate items to food. The simplest items bring children just as much joy, such as; flowers, bubbles, etc. Families should at all times consult with their child’s educator prior to providing birthday items to ensure the suitability of the items.

It is important that birthday invitations are only distributed within the Centre when every child from the program is invited. A sense of belonging within the community is very important; no child should ever come to Little Beacons and feel they are excluded.

Your child’s Educational Leader will be more than happy to provide you with a full list of first names of the children in the program.

Photos

Photographs are taken throughout the children’s learning environment and are an important element in documenting the program and children’s individual development. Photos are produced in a variety of areas including; e-Learning, Daily Reflections, Sharing Journals, framed and displayed in the children’s environments and throughout the Centre, College publications including College View, The Beacon, Lux Luceat and the College website.

Photos and video footage is provided at the end of the year to families on a USB. Each child requires a Little Beacons USB available at the College shop.
Parent Participation

Parental Commitment

Parents, guardians, siblings and extended family are all considered an important and integral part of the Little Beacons program. Families are welcomed into the Centre at any time and are encouraged to participate throughout the day.

Our parents are part of the Beaconhills community and are required to take a role in making a very important contribution to the life of the College. Parental contributions will support maintenance, co-curricular activities and other key areas of the College. This assistance also helps us retain our level of funding to allow the lowest possible fees while still maintaining and improving the wonderful facilities we have at Beaconhills.

The Parental Assistance Program covers both the College and Little Beacons Learning Centre. If you have children at both Little Beacons and the College, then you only need to complete activities at one location - either Little Beacons or the College.

The Parental Assistance is charged in the following manner;

College Families - The charge has been incorporated into the Capital Levy for the College.

Little Beacons Families under our Direct Debit Payment system the Parental Assistance Fee of $180 will be allocated to your first account in the New Year and incorporated into your first direct debit. For parents who prefer to participate in College activities or donate goods and services, the College offers a $180 credit on your fee statement.

To qualify for the credit, you must:
1) Participate for at least 3-4 hours, or donate goods and services to the value of at least $180
2) Complete the Parental Assistance Form (available on the website) with your details, and have your participation verified with an authorized staff signature (see below)
3) Lodge the form with Little Beacons Reception.

Your Contribution

There are several areas in which you can contribute to the life of the College. Please find below the activities available, and the contact numbers of staff who are happy to discuss this assistance with you.

To participate at Little Beacons Learning Centre, (except Working Bees), contact 1300 002 225, extension #4300
To participate in Junior School, contact 1300 002 225, extension #2220 (Pakenham) or #1163 (Berwick)
To participate in the Library, contact 1300 002 225, extension #2212 (Pakenham) or #3450 (Berwick)
To participate Parents and Friends (Village only), contact 1300 002 225, extension #1112
To participate in Friends of Little Beacons (Little Beacons only), contact 1300 002 225, extension #4300
To participate in Performing Arts, contact 1300 002 225, extension #2256 (Pakenham) or #1150 (Berwick)
To participate in Archiving, contact 1300 002 225, extension #2224
To participate in Uniform Shop, contact 1300 002 225, extension #2239
To participate Netball or Basketball, contact 1300 002 225, extension #3018 (Pakenham) or #3424 (Berwick)
To participate in Kayaking, contact 1300 002 225, extension #3459
To participate in Equestrian, contact 1300 002 225, extension #3012 (Pakenham) or #3405 (Berwick)
To participate in Working Bees, contact 1300 002 225, extension #3001
To donate Goods or Services, contact 1300 002 225, extension #3001 (please provide details and value of service)

The lodgement of a completed form at Little Beacons Reception is the evidence of your contribution to the Parental Assistance program. Please note it is the Parents’ responsibility to contact Little Beacons to arrange their activity or contribution.

Crediting of funds will only occur when the form is completed, including parent and authorised staff signature, and returned to Little Beacons Reception. Part completed/pro-rata hours, or goods and services that are not approved by Management, will not qualify for the credit. Credits will be allocated to accounts at the conclusion of term, during the holiday period.

Please note that if you have children at both Little Beacons and the College, you only need to contribute to one area - either Little Beacons, or the College.
If you have any questions on this program, please contact the Business Management office on 1300 002 225, extension 2203.

**Returning the Form**

You can return the form to Little Beacons Reception several ways:

Email: enquiries@beaconhills.vic.edu.au, Fax: 5940 1944
In Person or Post: Pakenham Campus Reception, 30-34 Toomuc Valley Road, Pakenham, VIC 3810

**Friends of Little Beacons**

Friends of Little Beacons is a group of parents and friends who contribute to the life at Little Beacons. This committed group is responsible for participating in College events, for the coordination of events to support Community engagement and the delivery of fundraising opportunities. This group is open to all College families to participate.

The aim of Friends of Little Beacons is to provide a social forum to assist parents of the children to:

- Understand the College's philosophy so that they can assist their children adjust to the social mores of the community
- Equip parents with the knowledge and tools to help them be better parents
- Provide the children with extra resources sooner than the College budget will allow
- Support other charitable organisations
- By making friends with like-minded individuals and having a lot of fun in the process.

It is the combined resources of the parents and teachers encouraging the community spirit at Beaconhills through social and fundraising activities.

The commitment required from parents joining Friends of Little Beacons includes:

- Participation at all official College events
- Attending all Friends of Little Beacons meetings
- Coordinating events as outlined by the College
- Signing a confidentiality agreement
- Being an advocate for the College community spirit and supporting families to embrace College opportunities

**Community Representative**

Each learning environment has a Community Representative, this is a parent who volunteers their time to support families building relationships and enhancing the community across the learning environments. The Community Representative attends all Friends of Little Beacons meetings and will coordinate dinners, family gatherings and social events.

The Community Representative will be prepared to provide their contact details to all families across the learning environment.

If you would like to participate in this group please complete and Expression of Interest Form available at reception. Meeting dates are advised in the Weekly Bulletin.

Please refer to the 2016 Calendar of Events on the Parent Centre.
Policies

Parents are advised that a number of policies are available on ParentNet and for staff on BeaconNet. Copies of all policies for Little Beacons are available for viewing at the Centre and can be obtained through Reception; please ask for assistance to access these or alternatively on ParentNet. Policies are regularly updated and your feedback is encouraged. Please email your feedback to littlebeacons@beaconhills.vic.edu.au

A definitions page and the following policies are available on ParentNet.

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<th>Name of Policies</th>
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<td>Acceptance and Refusal Authorisation</td>
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<td>Information and Communication Technology (ICT)</td>
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<td>Interactions with Children Policy</td>
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<td>Medical Policy</td>
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<td>Safe and Comfortable Sleep.</td>
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<td>Sun Protection Policy</td>
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<td>Supporting Children’s Individual Needs.</td>
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<tr>
<td>Water Safety Policy</td>
</tr>
</tbody>
</table>
**Sun Protection**

Little Beacons is an approved Sun Protection Centre and is committed to children having access to both indoor and outdoor environments throughout the year, while being protected from the Australian elements. Little Beacons is committed to ensuring the outdoor environment is planned in such a manner that it creates inviting play spaces in areas with the provision of shade and encourages children to make use of shaded areas.

The program aims to expand children’s knowledge of appropriate methods of protection from the sun and support children learning about skin and methods of protection. Sunscreen is provided by Little Beacons. Dependent on the age of the children educators will apply or support children in applying SPF 30+, broad spectrum, water resistant sunscreen at least 20 minutes before going outdoors and reapplying every two hours, when outdoors. Children with naturally very dark skin are not required to wear sunscreen. Parents are required to provide an appropriate alternate sunscreen if children are unable to use the sunscreen provided by the Centre. Children in the 5 Early Learning program are encouraged to provide their own sunscreen to develop independence skills in preparation for school.

Particular care is taken between 10 am and 2pm (11 am and 3 pm daylight saving time) when UV Index levels reach their peak during the day. Sun protection measures are not used from May until August unless the UV Index level reaches 3 and above. Between September and April please refer to the UV Index level indicator located on the interactive screen in Reception to observe the expected daily UV levels. Our Sun Protection practises consider the special needs of infants. Babies under 12 months are kept out of direct sun and sunscreen is not applied.

Parents are asked to ensure that children are wearing appropriate clothing to the Centre. The educators appropriately role model our policy by wearing sun protective hats, clothing and sunglasses when outside, applying sunscreen and seeking shade whenever possible. Families and friends visiting the Centre are also encouraged to model the strategies outlined in the Sun Protection policy.

When outside, children are required to wear loose fitting clothing that covers as much skin as possible. Tops with elbow length sleeves, collars and knee-length or longer style shorts are recommended. Singlet tops and strap dresses are not permitted. Children are encouraged to wear close fitting, wraparound sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

Children are also required to provide an appropriate hat that provides protection of their face, neck and ears, i.e. legionnaire, broad-brimmed or bucket hats. It is recommended that each child has the Little Beacons uniform hat. This provides adequate protection for the children and can be left at the Centre. Please note that baseball caps do not offer enough protection and are therefore not permitted. Hats with cords and toggles are not recommended as they may become hazardous.

Please note that excursions maybe cancelled where the weather is deemed inappropriate for children.

Should children have Sunscreen Allergies, families will be asked to provide their own sunscreen and a letter from a medical professional outlining the allergy, reaction and appropriate medical action.

**Healthy Eating**

Early childhood is a critical period for social, emotional, physical and cognitive development. Establishing healthy eating and active play in early childhood programs provides significant health benefits for lifelong health. Healthy eating and active play are associated with improved learning and concentration, better mood and behaviour, healthy growth and weight and lifelong health and wellbeing. Early childhood services play a key role in the development of habits to live, learn, grow and play. Little Beacons is committed to creating healthy habits in children.

Little Beacons Learning Centre is committed to:
- Promoting the importance of drinking water
- Providing high quality meals with a variety of textures and ingredients
- Providing appropriate role modelling of healthy eating habits
- Providing active promotion in healthy eating, drinking water and active play
- Providing an environment that allows children to actively participate in the serving of food and experience a positive attitude to the promotion of food.
Little Beacons meals are provided to the highest standard by Beaconhills Catering team. All menus are scrutinised by a Dietician to support the provision of meals that meet children’s dietary needs. Portions meet the Australian Guidelines and are more than adequate to meet the needs of growing bodies. Educators sit with children and model appropriate social and eating habits. The children in the Discovery Programs are served lunch in the Café, all other age groups prefer the comfort of their familiar environments and lunch is provided in their program rooms.

Little Beacons is committed to upholding children’s health habits and developing these important life skills. Research tells us the importance of eating a balanced diet rich in fruit and vegetables. All meals are provided for children at the centre. The staff attend ongoing training, develop and evaluate food and nutrition policies and ensure adequate communication with families.

The weekly menu is displayed in the courtyard entrance, and there is a rotating cycle. A health and wellbeing component is also available on the website to support families in their education of healthy eating habits. Parents are encouraged to visit this regularly to read through articles of interest and provide information regarding the latest research in healthy eating and young children. In term 4, further information will be provided regarding healthy lunch box choices and the importance of nude food at Beaconhills College. Please discuss any questions you have regarding your child’s dietary intake with your child’s educator. All other questions can be assisted at Reception.

Meals include breakfast, morning tea, lunch and afternoon tea, dependent on the program in which your child is enrolled. Little Beacons is committed to providing high quality meals that support children’s developmental, cultural and dietary requirements while supporting children’s independence. The enrolment process for children who have specific requirements will not be complete until all required information has been provided.

Fruit is available to children throughout the day. In the Discovery Programs children are able to select fruit independently; in the Seedling Programs younger children are supported in their selection and eating routines. The environment encourages children to participate in an enjoyable and social meal experience. Children in the Discovery Program move to the dining room to engage in lunch time routines, children in the Seedling Program have their meals delivered in the familiarity of their play space. Children participate in setting tables to create an appropriate meal atmosphere. Educators appropriately role model to support positive food choices, food and nutrition is discussed with children. Self-help skills are encouraged to support independent feeding. Social interactions, peer support and encouragement of good hygiene practices are the key areas educators focus on during meal times. Children are encouraged to taste and experience all types of food and to learn through imitation and observation. Educators sit and engage with children and share the meal provided. Children are positively encouraged to eat. To assist in the prevention of choking situations children are required to sit at all times when eating.

Meal times are a valuable social and developmental learning opportunity for conversation between children and educators. Food is not used as a reward or as a form of punishment either by its provision or denial. Food is not used to provide comfort to children and children are never forced to eat. If any issues arise regarding eating, parents are consulted to assist in the development of appropriate strategies that are consistently implemented at home and in the Centre. Parents are encouraged to follow this policy and are asked to avoid using food as a reward upon their return at the end of the day.

In the Discovery Program the children are involved in the food preparation, under staff supervision and within the guidelines of the Centre’s Food Safety Program. Multicultural meals are incorporated into the menus to ensure that children have the opportunity to try new tastes and expand awareness of cultural diversity with regards to food varieties.

Healthy drink choices are important for young children. Children are provided with water as their source of fluid intake. Parents of children under 12 months of age are required to provide cooled boiled water and breast, formula or cows/rice/soy milk in appropriate drinking containers that are labelled with the child’s name. Children are required to bring a named Little Beacons water bottle each day. Parents are asked to take this home each night for appropriate washing. The children’s photo tags are available for parents to add each morning to support children’s recognition of their own belongings. Water storage containers are located within each room and are accessible for the children to consume at all times during indoor and outdoor experiences.

Children and families are encouraged to contribute ideas and recipes to the menu. The vegetables and herbs grown in the children’s vegetable garden are used in the meals provided.

Breakfast is served between 7am and 7.50am each morning, this ensures breakfast concludes by 8.00am and children are ready to commence in their program.
Individual Requirements

Little Beacons supports the individual food and health requirements of children and is committed to ensuring every child’s needs are catered for. It is essential that your child’s requirements are discussed in interview with the Head of Campus.

It is essential that should there be any changes to your child’s circumstances that this is communicated to reception immediately and that updated medical information be provided by your Doctor.

Food

Where the child’s food requirements are detailed an additional meeting may be required to ensure each child’s individual needs are supported.

Children who require individual food requirements should seek written confirmation outlining all requirements from their doctor. An anaphylaxis or allergy action form is required to be completed and provided at interview.

An Individual Food Requirement Form can be downloaded from the Parent Centre and completed prior to interview.

DISCLAIMER: Whilst Beaconhills Catering Services operates a nut-free menu policy at all of our education facilities, some products used may contain trace elements of nuts.

Health

Children who require individual health requirements should seek written confirmation outlining all requirements from their doctor. This will ensure that procedures for dealing with the requirements have been specified and authorised by a medical professional. Further documentation will be completed at interview.

Active Play

Little Beacons is committed to promoting the importance of active physical activity of children of all ages and providing programs that support the independent movement of children between the indoor and outdoor environments.

Both the indoor and outdoor environments are considered of equal educational value. Engagement with the environment supports children’s’ affiliation with nature. The environment is set in a manner that supports active play experiences such as dance, drama, moving to music, climbing and activity on a daily basis. The outdoor environment provides non structured materials that allow educators to vary the experiences for children to support their development. Children learn about the importance of active and passive play to support their education of lifelong health habits.

Inclusion of Pets

Pets are considered an extension of the program at Little Beacons and a valuable teaching tool in developing children’s’ understanding of respect and responsibility of animals. Little Beacons promotes an environment where children are provided with the opportunity to engage with animals. All creatures and animals are treated with respect and their basic needs are met. The aim of the inclusion of pets is to raise awareness of respect and responsibility of animals among the staff, parents/guardians and children attending the centre and to provide a safe and healthy environment for all pets included in the program.

Our pets include fish, Mungi - our turtle
Lizzy our blue tongue lizard
OH&S (Occupational Health and Safety)

Beaconhills College is committed to providing families with the highest level of service. This includes protecting staff and children from potential hazards that may cause injury. Regular Occupational Health and Safety Audits are done on our building, grounds and equipment to ensure that risk is minimised. Broken equipment is removed and repaired or replaced to ensure that the highest quality of care and education is provided. If you notice something that needs attention please advise the Head of Administration to ensure this can be dealt with promptly.

Privacy and Information Management

Beaconhills College is committed to providing families with the highest level of service. This includes protecting your privacy. From 21st December 2001, we are bound by the Commonwealth Privacy Act 1998 as amended, which sets out a number of principles concerning the protection of your personal information.

The information supplied in the Little Beacons Enrolment Form and Enrolment History is collected to enable Little Beacons to provide care and education for your child and to satisfy the College’s legal obligations, particularly with regard to the Duty of Care and the Education and Care Services National Regulations 2011 and the Education and Care Services National Law Act 2012.

The information is used for general educational purposes, as intended under the contract of enrolment and for development and fundraising within the College community. The information will only be used for the purposes for which it has been provided.

The information is released to outside agencies only in non-identified aggregate or statistical format, except to authorised contractors or where required by law. Beaconhills College undertakes to enable individuals to examine and authorise changes to any of their personal information held by the College by contacting the College or in annual update forms.

By submitting this information you have consented to its use under the information management processes and policies at Beaconhills and as outlined above.

The Beaconhills College Privacy and Information Management Policy is available by contacting the College Reception on 1300 002 225
Fee Information

2016 Fee Structure Seedling Program  (Child Care)

<table>
<thead>
<tr>
<th>Rates for permanent bookings</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 Weeks of the Year</td>
<td></td>
</tr>
<tr>
<td>Daily Rate</td>
<td></td>
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<tr>
<td>7.00am - 6.00pm</td>
<td>$108</td>
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<tr>
<td>Before School Care</td>
<td></td>
</tr>
<tr>
<td>School Age Children Only</td>
<td></td>
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<tr>
<td>7.00am - 8.20am</td>
<td>$20</td>
</tr>
<tr>
<td>After School Care</td>
<td></td>
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<tr>
<td>School Age Children Only</td>
<td></td>
</tr>
<tr>
<td>3.15pm - 6.00pm</td>
<td>$34</td>
</tr>
<tr>
<td>Vacation Care Daily Rate</td>
<td></td>
</tr>
<tr>
<td>School Age Children Only</td>
<td></td>
</tr>
<tr>
<td>7.00am - 6.00pm</td>
<td>$91</td>
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</tbody>
</table>

Fee Structure Discovery Program  (Early Learning)

<table>
<thead>
<tr>
<th>Rates for permanent bookings</th>
<th>2016</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Early Learning</td>
<td></td>
</tr>
<tr>
<td>Daily rate - Sessional program</td>
<td>9.00am - 3.00pm School terms only</td>
</tr>
<tr>
<td>Half daily rate - Sessional 2.5 day program only</td>
<td>Wednesday 8.30am - 11.30am School terms only</td>
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<tr>
<td>Before Early Learning Care</td>
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<tr>
<td>Children enrolled in sessional programs only</td>
<td>Daily rate - 7.00am - 9.00am School terms only</td>
</tr>
<tr>
<td>Early Learning</td>
<td></td>
</tr>
<tr>
<td>Daily rate - Combined program</td>
<td>7.00am - 6.00pm 49 Weeks</td>
</tr>
</tbody>
</table>

Please note all fees at Little Beacons are eligible to receive the CCB rebate and the CCR.

Fee Payment

A holding deposit is required upon an offer of a place at the Little Beacons Learning Centre.
- Seedling Program (Child Care) $300 and
- Discovery Programs (Early Learning) $500

This Holding Fee will be credited to fees in the final billing cycle of the final year of attendance in the section. In the final year of Discovery, families can elect for the $500 to be credited to their College Endowment Payment.

Payments for Fees and Placement Offers are to be directed to the Accounts Department. Beaconhills College Finance Department is located at the main reception 30-34 Toomuc Valley Rd Pakenham and can be contacted on 1300 002 225 Ext. 2207.

The Child Care Benefit is applied to all eligible children at the Little Beacons Learning Centre.

All invoices are sent electronically to families. To further support Beaconhills commitment to a paperless policy invoices are only provided in this format.
In the event that an account becomes derelict, details will be forwarded to the nominated debt collection agency to recover the debt owing. All additional costs incurred will be added onto the fees owing, to offset the fees and charges incurred in the collection process.

Fees are to be paid for all booked days regardless of holidays or illness. Fees are payable for public holidays, however days that the Centre is closed by Management are not charged for. Those children enrolled in the sessional Discovery Program for school terms only and do not access care in the holiday period, will not be charged during the holiday period.

In order to assist families and to enable the proper management of the College’s finances, the College Board requires that:

- It is a condition of entry to the College that tuition fees are paid by the Direct Debit payment system at fortnightly intervals
- In order for a child to commence on the first day of term, all fees due and payable must be up-to-date unless the College Business Manager and/or Headmaster expressly agrees to an approved payment plan
- Signatories to the acceptance of an offer for enrolment acknowledge that they are jointly and mutually responsible for all fees of whatsoever nature and kind payable as a result of enrolling a child at Little Beacons Learning Centre, Beaconhills College
- Responsibility for these fees subsists with all enrolling signatories irrespective of what may happen to the relationship (if any) of enrolling signatories
- Enrolling signatories acknowledge that they remain throughout the attendance of the child at Little Beacons Learning Centre, Beaconhills College jointly and severally responsible for all fees of whatsoever nature and kind payable as a result of enrolling their child at Little Beacons Learning Centre, Beaconhills College
- Signatories to the Acceptance of Offer shall be responsible for the payment of all fees, avoidable breakages, damage to College property, e.g. library books, equipment, musical instruments, computers etc.

For all families of Little Beacons who have children entering a child in Prep at Beaconhills College in the year following attendance in the 5 Year old program, it is a condition of entry into the College that the Little Beacons Account **must be** paid in full prior to the student transfer.

**Direct Debit Service Agreement**

The parent who is registered with Family Assistance will receive a current statement/invoice 7 days in advance informing them of the amount to be deducted. This amount is variable and subject to change due to account activity - e.g. CCB fluctuations and changes in care.

The Direct Debit Authority will remain in place for the duration of the family’s association with Little Beacons Learning Centre. For all matters relating to the Direct Debit arrangements including the deferment of, or alteration to, any of the arrangements, the cancellation of the DDR or stop of a Direct Debit Item, the investigation into a dispute of a Direct Debit item, the Customer will need to:

Call our Accounts Department on 1300 002 225 (Ext: #2205)

Or

Send written correspondence outlining the request/issue to:

Finance Department
Beaconhills College
30-34 Toomuc Valley Road
PAKENHAM VIC 3810

Allow for **5 working days for alterations to take effect**.

Families should be aware that:

Direct debiting through Bulk Electronic Clearing Systems (BECs) is not available on all bank accounts.
Account details should be checked against a recent statement from your financial institution.
If you are in any doubt, you should check with your Ledger Financial Institution before completing the drawing authority.

It is the responsibility of the account holder to ensure sufficient cleared funds are in the nominated debiting account when the payments are to be drawn.
If the due date of the payment falls on a non-working day or public holiday, the payment will be processed on the next working day.

For returned unpaid transactions, the following procedures or policy will apply:
- You will be contacted as soon as possible after the transaction has been returned to us unpaid and a $10 administration charge will be added to your account.
- The fortnightly instalment plus the bank charges must be paid before the next deduction, by cheque, credit card or cash.
- If no payment is received the missed instalment, plus charges will be included with the following fortnightly instalment.

All records and account details will be kept private and confidential to be disclosed only at the request of the Customer or Financial Institution in connection with a claim made to an alleged incorrect or wrongful debt.

Cancellation

Parents are required to provide written notice when cancelling a child’s enrolment. The required notice period is as follows;

Seedling Program (Child Care)
Two weeks written notice is required
For the Seedling programs this must be completed in writing to the Head of Campus. The notice period must be provided within operation time of the program.
A reduction of days in the Seedlings Program (Child Care) requires two weeks written notice.

Discovery Program (Early Learning)
A term’s written notice is required
For the Discovery programs this must be completed in writing to the Head of Admissions. The notice period must be provided within operation time of the program.
Reduction of days in the Discovery Programs (Early Learning) is only possible where a configuration of an alternate program is available.

Growing Patch Program (Outside School Hours)
Two weeks written notice is required for the Before and After School Care Programs.
For the Growing Patch programs this must be completed in writing to the Head of Campus. The notice period must be provided within operation time of the program.
A reduction of days in Growing Patch requires two weeks written notice.

For the Vacation Care Program once bookings have been made, no cancellation or alteration will be accepted. Full fees are charged for an absence of any kind.
Fees are not charged on compulsory Student Free Days, which are determined by the College. College excursions for school age students that impact on before and afterschool care, where the parent advises prior to the date of the excursion, will not be charged.

Failure to provide appropriate notice periods will require payment of one term’s fees in lieu of notice for the Discovery Program and two weeks fees in lieu of notice for Seedling and Growing Patch Program.

If the child does not attend care during the cancellation period, families will be ineligible for the Child Care Benefit deductions resulting in full fees being charged.
Feedback

Concerns, complaints and positive feedback
If at any time you have feedback regarding the program or your child’s development these can be discussed with the Educational Leader.

Concerns can also be raised with:
Ms Jennifer Cleur
Head of Administration - Little Beacons
1300 002 225  Ext 4300

If, after discussions with the Head of Administration, you continue to have concerns, please contact:
Mrs Vicki Reid
Head of Campus - Little Beacons
1300 002 225  Ext 4300

You may also contact the Department of Education and Early Childhood Development regarding concerns relating to the Education and Care Services National Regulations 2011 and the Education and Care Services National Law Act 2012. The Authorised Officer’s phone number is (03) 8765-5787.
## Contact Numbers

### Little Beacons Learning Centre

30-34 Toomuc Valley Road  Pakenham  VIC  3810  
littlebeacons@beaconhills.vic.edu.au  

**1300 002 225 Ext. 4300**

### Headmaster

Mr. Tony Sheumack

### Head of Campus

Mrs. Vicki Reid

### Leadership Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Administration</td>
<td>Ms. Jennifer Cleur</td>
<td><a href="mailto:jennifer.cleur@beaconhills.vic.edu.au">jennifer.cleur@beaconhills.vic.edu.au</a></td>
</tr>
<tr>
<td>Head of Teaching and Learning</td>
<td>Mrs. Donna Eyles</td>
<td><a href="mailto:nalissa.spector@beaconhills.vic.edu.au">nalissa.spector@beaconhills.vic.edu.au</a></td>
</tr>
<tr>
<td>Section Team Leader - Seedling</td>
<td>Miss. Nalissa Spector</td>
<td><a href="mailto:donna.eyles@beaconhills.vic.edu.au">donna.eyles@beaconhills.vic.edu.au</a></td>
</tr>
<tr>
<td>Section Team Leader - Discovery</td>
<td>Miss. Kassandra Seppings</td>
<td><a href="mailto:kassandra.seppings@beaconhills.vic.edu.au">kassandra.seppings@beaconhills.vic.edu.au</a></td>
</tr>
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### Administration Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Assistant</td>
<td>Mrs. Carol Clark</td>
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<td>Receptionist - mornings</td>
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<td>Receptionist - afternoons</td>
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</tr>
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### Seedling Program (Child Care) Educational Team

<table>
<thead>
<tr>
<th>Section</th>
<th>Team Leader</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pebble Lane</td>
<td>Miss Laura Doyle</td>
<td><a href="mailto:laura.doyle@beaconhills.vic.edu.au">laura.doyle@beaconhills.vic.edu.au</a></td>
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<tr>
<td>Ornamental Path</td>
<td>Ms Kylah Mayberry</td>
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<tr>
<td>Oriental Arch</td>
<td>Miss. Nalissa Spector</td>
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<tr>
<td>Circuit Boardwalk</td>
<td>Mrs. Alicia Galica</td>
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<tr>
<td>Water Ways</td>
<td>Ms. Alana Tilley</td>
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</tr>
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</table>

### Discovery Program (Early Learning) Educational Team

<table>
<thead>
<tr>
<th>Section</th>
<th>Team Leader</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth Elements - Wattle</td>
<td>Miss Renata Rosbiffi</td>
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<tr>
<td>Earth Elements - Banksia</td>
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<tr>
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<td>Bushland View</td>
<td>Miss. Kate Wrigley</td>
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<tr>
<td>Bamboo Rainforest</td>
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<tr>
<td></td>
<td>Miss Nicole Mejias</td>
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<td>River Bend</td>
<td>Mrs. Jodie Luketic</td>
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<tr>
<td>Fernleaf - Grevillea</td>
<td>Mrs. Donna Eyles</td>
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</tr>
<tr>
<td>Fernleaf - Melaleuca</td>
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### Outside School Hours Team

<table>
<thead>
<tr>
<th><strong>Growing Patch</strong></th>
<th>Danae McGuinness</th>
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### Individual Learning Team

<table>
<thead>
<tr>
<th><strong>Head of Individual Programs</strong></th>
<th>Mrs. Janeen Hicks</th>
<th><a href="mailto:janeen.hicks@beaconhills.vic.edu.au">janeen.hicks@beaconhills.vic.edu.au</a></th>
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</thead>
<tbody>
<tr>
<td><strong>Individual Learning Teacher and Curriculum Coordinator</strong></td>
<td>Mrs. Georgina McCallum</td>
<td></td>
</tr>
<tr>
<td><strong>Beaconhills College Enrolments</strong></td>
<td>1300 002 225 Ext. 6404 <a href="mailto:enrolment.inquiries@beaconhills.vic.edu.au">enrolment.inquiries@beaconhills.vic.edu.au</a></td>
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<tr>
<td><strong>Beaconhills College Accounts</strong></td>
<td>1300 002 225 Ext. 2207 <a href="mailto:littlebeaconsfinance@beaconhills.vic.edu.au">littlebeaconsfinance@beaconhills.vic.edu.au</a></td>
<td></td>
</tr>
<tr>
<td><strong>Family Assistance Office</strong></td>
<td>13 6150 <a href="http://www.familyassist.gov.au">www.familyassist.gov.au</a></td>
<td></td>
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</table>
Confidentiality, Concern and Care, an article for parents

Source; Amy Murray is the Director of early childhood education at the Calgary French & International School in Canada.

Dear Parent:

I know. You’re worried. Every day, your child comes home with a story about THAT kid. The one who is always hitting, shoving, pinching, scratching, maybe even biting other children. The one who always has to hold my hand in the hallway. The one who has a special spot at the carpet, and sometimes sits on a chair rather than the floor. The one who had to leave the block center because blocks are not for throwing. The one who climbed over the playground fence right exactly as I was telling her to stop. The one who poured his neighbour’s milk onto the floor in a fit of anger. On purpose. While I was watching. And then, when I asked him to clean it up, emptied the ENTIRE paper towel dispenser. On purpose. While I was watching. The one who dropped the REAL ACTUAL F-word in gym class.

You’re worried that THAT child is detracting from your child’s learning experience. You’re worried that he takes up too much of my time and energy, and that your child won’t get his fair share. You’re worried that she is really going to hurt someone someday. You’re worried that “someone” might be your child. You’re worried that your child is going to start using aggression to get what she wants. You’re worried your child is going to fall behind academically because I might not notice that he is struggling to hold a pencil. I know.

Your child, this year, in this classroom, at this age, is not THAT child. Your child is not perfect, but she generally follows rules. He is able to share toys peaceably. She does not throw furniture. He raises his hand to speak. She works when it is time to work, and plays when it is time to play. He can be trusted to go straight to the bathroom and straight back again with no shenanigans. She thinks that the S-word is “stupid” and the C-word is “crap.” I know.

I know, and I am worried, too.

You see, I worry all the time. About ALL of them. I worry about your child’s pencil grip, and another child’s letter sounds, and that little tiny one’s shyness, and that other one’s chronically empty lunchbox. I worry that Gavin’s coat is not warm enough, and that Talitha’s dad yells at her for printing the letter B backwards. Most of my car rides and showers are consumed with the worrying.

But I know, you want to talk about THAT child. Because Talitha’s backward B’s are not going to give your child a black eye.

I want to talk about THAT child, too, but there are so many things I can’t tell you.

I can’t tell you that she was adopted from an orphanage at 18 months.

I can’t tell you that he is on an elimination diet for possible food allergies, and that he is therefore hungry ALL THE TIME.

I can’t tell you that her parents are in the middle of a horrendous divorce, and she has been staying with her grandma.

I can’t tell you that I’m starting to worry that grandma drinks...

I can’t tell you that his asthma medication makes him agitated.

I can’t tell you that her mom is a single parent, and so she (the child) is at school from the moment before-care opens, until the moment after-care closes, and then the drive between home and school takes 40 minutes, and so she (the child) is getting less sleep than most adults.

I can’t tell you that he has been a witness to domestic violence.

That’s okay, you say. You understand I can’t share personal or family information. You just want to know what I am DOING about That Child’s behaviour.

I would love to tell you. But I can’t.

I can’t tell you that she receives speech-language services, that an assessment showed a severe language delay, and that the therapist feels the aggression is linked to frustration about being unable to communicate.
I can’t tell you that I meet with his parents EVERY week, and that both of them usually cry at those meetings.

I can’t tell you that the child and I have a secret hand signal to tell me when she needs to sit by herself for a while.

I can’t tell you that he spends rest time curled in my lap because “it makes me feel better to hear your heart, Teacher.”

I can’t tell you that I have been meticulously tracking her aggressive incidents for 3 months, and that she has dropped from 5 incidents a day, to 5 incidents a week.

I can’t tell you that the school secretary has agreed that I can send him to the office to “help” when I can tell he needs a change of scenery.

I can’t tell you that I have stood up in a staff meeting and, with tears in my eyes, BEGGED my colleagues to keep an extra close eye on her, to be kind to her even when they are frustrated that she just punched someone AGAIN, and this time, RIGHT IN FRONT OF A TEACHER.

The thing is, there are SO MANY THINGS I can’t tell you about That Child. I can’t even tell you the good stuff.

I can’t tell you that his classroom job is to water the plants, and that he cried with heartbreak when one of the plants died over winter break.

I can’t tell you that she kisses her baby sister goodbye every morning, and whispers “You are my sunshine” before mom pushes the stroller away.

I can’t tell you that he knows more about thunderstorms than most meteorologists.

I can’t tell you that she often asks to help sharpen the pencils during playtime.

I can’t tell you that she strokes her best friend’s hair at rest time.

I can’t tell you that when a classmate is crying, he rushes over with his favourite stuffy from the story corner.

The thing is, dear parent, that I can only talk to you about YOUR child. So, what I can tell you is this:

If ever, at any point, YOUR child, or any of your children, becomes THAT child...

I will not share your personal family business with other parents in the classroom.

I will communicate with you frequently, clearly, and kindly.

I will make sure there are tissues nearby at all our meetings, and if you let me, I will hold your hand when you cry.

I will advocate for your child and family to receive the highest quality of specialist services, and I will cooperate with those professionals to the fullest possible extent.

I will make sure your child gets extra love and affection when she needs it most.

I will be a voice for your child in our school community.

I will be a voice for your child in our school community.

I will, no matter what happens, continue to look for, and to find, the good, amazing, special, and wonderful things about your child.

I will remind him and YOU of those good amazing special wonderful things, over and over again.

And when another parent comes to me, with concerns about YOUR child...

I will tell them all of this, all over again.

With so much love,
Teacher
We look forward to supporting your child’s journey.