



little
beacons
Learning Centre

Family Handbook 2024

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Being Beaconhills

Acknowledgement of Country

Beaconhills College acknowledges the Wurundjeri and Bunurong - Boon Wurrung peoples as the Traditional Custodians of this land on which our College is built. We honour and respect their ongoing cultural and spiritual connection with this Country which includes Traditional Custodianship of the land, waterways and skies across Australia. We honour the richness, diversity and sophistication of the cultures of First Nations peoples. We admit with sorrow the wrongs of the past that have taken place and continue into today and that sovereignty was never ceded. We pay deep respects to Elders past and present and honour the strong leadership that is evident in the emerging Elders of tomorrow. We recognise that education is the key to unlocking our understanding of Aboriginal and Torres Strait Islander Australia and seek to explore what reconciliation means at Beaconhills College by partnering together and working to build a more just and compassionate society for the traditional owners of this land.

Little Beacons

During the Little Beacons program the children will learn the acknowledgment in both English and Woi Wurrung. Children share this at assemblies, services and special events, as well as when on Country participating in Early Explorers.



English

We would like to acknowledge the Wurundjeri and Bunurong, Boon Wurrung peoples as the traditional custodians of this land on which our College is built.

We respect the big country, below country, water, wind, sky, mountains and valley, above the clouds and bunjil's home.

We honour and respect the ongoing cultural and spiritual connection with this country. We pay our respects to the grandfathers and grandmothers past, present and future.

Woiwurrung

We mundanai the Wurundjeri and Boonwurrung guilnj as Liwik bulok of this biik.

We mundunai the buladu biik, biik-ut, baanj, murnmut, wurru wurru, ngurrak and dun-ngorm. Tharangalk biik and bunjil-al wilam-u.

We mundanai the ongoing cultural and murrup nallei jerring to this biik. We mundanai the lalal be gugung-bulok yallinguth ba yalingu.



Please view our Little Beacons Indigenous initiatives and our journey
<https://www.youtube.com/watch?v=my9zkU83ytU>



Beaconhills College Reconciliation Action Plan

Yallinguth, yalingu, yirramboi

Yesterday, today, tomorrow

<https://www.beaconhills.vic.edu.au/new-events/blog/publication/reconciliation-action-plan-rap/>



Murrundindi, is the ngurungaeta of the Wurundjeri people, a descendant of William Barak.
Birra, Lynette George is Head of Indigenous Initiatives at Beaconhills College.



Auntie Fay Muir, is a Boon Wurrung, Wamba Wamba and Wergaia Elder. She lives on Wadawurrung counrty.

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 for 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 2020 we opened Little Beacons at our Berwick campus, ensuring education from 6 months to Year 12 was an option for our community at both campuses.

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 Executive Principal, who is the Chief Executive Officer of the Board.

Being Beaconhills

Our vision

To be the leader in personalised holistic education.

Our mission

To give students opportunities to let their light shine and be a beacon in the l

Our values

Compassion. Respect. Integrity.

Motto

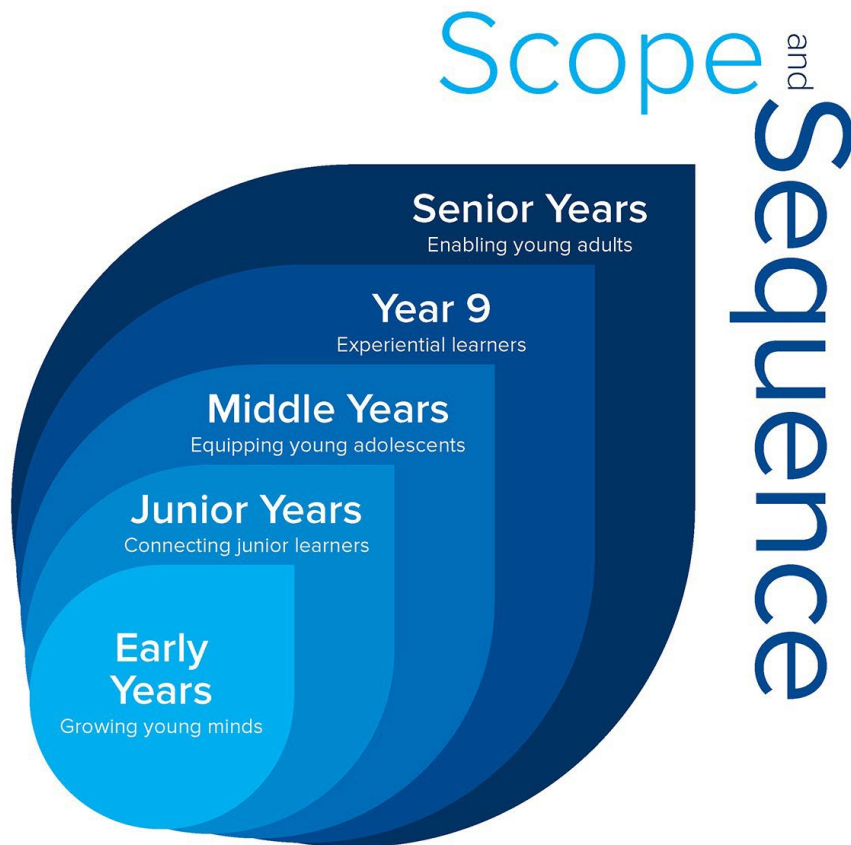
The College Motto is Lux Luceat, 'Let Your Light So Shine', and is our aim for every child in the College.

Beaconhills College - Little Beacons Handb
Pakenham and Berwick Campus rated Exceeding
Updated: July 2023

Beaconhills College

Our [Pakenham and Berwick campuses](#) offer high quality education to students from Early Years to Year 12. Pakenham is also home to our International programs including a specialised English Language Program and residential facilities.

Beaconhills College offers an holistic education that inspires excellence and nurtures confident, independent learners. **Our mission** is to give students opportunities to let their light shine and be a beacon in the lives of others. **Our vision** is to be a leader in personalised holistic education.



Learning That Matters



The **Learning That Matters** at Beaconhills centres around our three core values of **Integrity, Compassion and Respect**. In turn these values underpin our six **Key Pillars**.

Learning Mindset

We inspire our students to continually improve their approach to learning throughout their lives by being adaptive, collaborative, focused, responsible, knowledgeable and reflective learners.

Environment and Sustainability

We aim for students to develop a deep understanding of sustainability issues and become responsible stewards of our planet.

Our Global Community

We strive for a more inclusive world, by promoting cultural diversity and acknowledging the significance of Australia's First Nations people.

Citizenship and Service

We encourage participation in local, national and international service to help foster compassion and to enhance the lives of others.

Wellbeing

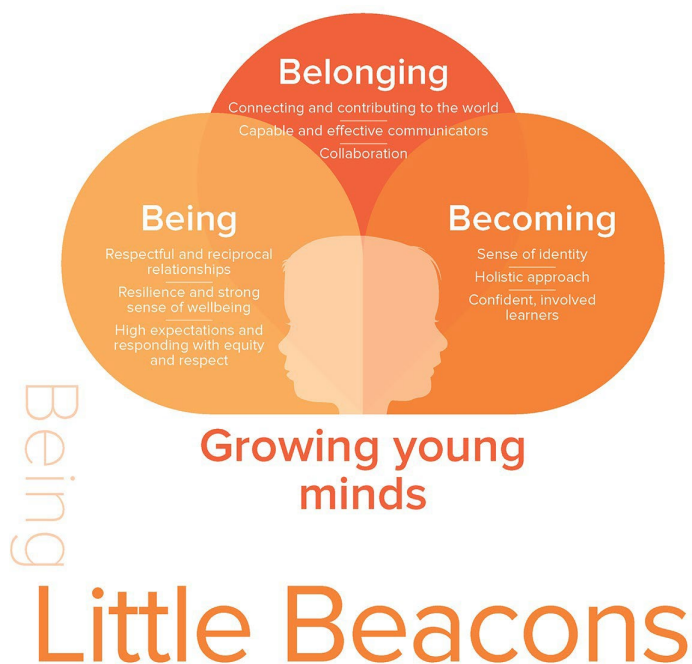
Students are actively supported to build a healthy body, mind and strong sense of personal wellbeing.

Values and Character

The College values of Respect, Compassion and Integrity guide students to develop their character and identity.

Little Beacons Learning Centre

Little Beacons Educational Model



Philosophy

‘Learning is a journey, it is individual and unique. It changes with growth and has to be nurtured and cared for. It is delicate and fragile and there can be times of doubt. It is a collaborative approach and acknowledges children are the architects of their own learning in which experiences are relevant and meaningful’.

Our aspiration is to be a unique leader in early years education, continually reflecting on the learning that matters for all members of our community, to deliver a centre of excellence.

Aesthetic natural environments are the foundation for the development of engaging learning opportunities. Our commitment to sustainability is fundamental in developing a holistic curriculum. Children take part in on Country experiences both on campus and in the community.

Learning is fostered through the natural curiosity, interests and voices of children, allowing for exploration to further scaffold individual pathways. Children are co-contributors, mastering their own engagements and behaviours and demonstrating both resilience and freedom of expression.

The Christian ethos promotes understanding in a supportive and safe environment. It is a community approach that fosters a sense of belonging for children, through collaboration with families and engagement within our community.

Acceptance and celebration of differences supports our inclusiveness, creating an environment of respect and a sense of social justice in the development of a global perspective. We embrace diversity and acknowledge and extend our learning regarding our Indigenous heritage and culture.

Why Little Beacons...?

At Little Beacons every child has the right to:

- be safe
- play
- learn and
- be heard
- Your sense of belonging when you enter, knowing that your child is of paramount importance and having confidence in your decision is essential. Together we strive to inspire children to realise their full potential.

The Early Years' Learning and Development Frameworks underpin the curriculum and the College pillars at Little Beacons.



Environment and sustainability

Environment and Sustainability

We aim for students to develop a deep understanding of sustainability issues and become responsible stewards of our planet.

Learning Environment

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 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 inside and outside gives 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 Programs have the opportunity to flow between the environment, through bi-fold doors, allowing essential learning to take place across the whole area. The outdoor play spaces are positioned directly off the inside area to ensure maximum accessibility and supervision.



As with the materials, natural, earthy tones are used inside 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 younger children have access to their belongings to help support growth and empowerment, also ensuring they feel their belongings 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, makes the centre a more hygienic environment and allows regular cleaning without interruption to service delivery.

Outdoor Experience

Outdoor play is considered a vital part of childhood. Being outdoors gives children unique opportunities to develop and extend their skills and knowledge. Outdoor play encourages the holistic development of a child, improves physical and social skills and encourages self-confidence. Quality outdoor landscaping enables children to connect to nature, gain a sense of freedom and self-exploration, use their imagination and experience '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 allows 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.

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 of outdoor play.

The focus of the outdoor environment is to expand children's development in areas that are not always available at home or in playgrounds. 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 help develop skills. It also encourages children to take risks in a controlled setting.

Using varied equipment outside supports the educational outcomes for individuals and larger groups. 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 equally valuable.

Arches, pergolas, Balinese and bamboo huts have been carefully planned to provide a 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 outdoor area at Little Beacons exceeds the regulated requirements for outdoor play space per child. Our extra land allows children the space they need to explore and develop. Little Beacons has used the *Outdoor Play Guide* to support the development of the outdoor area. Little Beacons is a recognised member centre of Play Australia and is pleased to provide an environment that supports best practice in the early years.

Our rich outdoor area supports children's connection with the environment and further heightens their awareness of the importance of the world we live in.

Sustainability

Sustainability is embedded into our curriculum and daily practise. From our youngest programs the children learn about the importance of caring for our environment and how we can consider sustainable practises. Children use the three-bin system to sort and classify matter, they learn what our worms will eat and visit the worm farm. Children consider the use of the materials they use in the program and there is a strong focus on recycling and upcycling.

Little Beacons' water tanks support 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. The children participate in growing and harvesting produce and work with our Grounds staff to assist with the process and with the Food Services staff to make use of the items in our cooking experiences and in our menu. All items grown are used on site by either the children in their educational programs or by the Food Services Co-ordinator in the kitchen.

Our lunch boxes support children in understanding nude food and how rubbish can be minimised. They are also strong advocates for appropriate practise across the College and will often remind older students about the importance of removing rubbish.

Children visit the lizard lounge and think about the habitat and the impact we as humans have.

Parents are encouraged to support children with the same bin system at home, this allows for the children to develop an understanding across both the home and learning environment.



Green tick for Little Beacons

<https://www.beaconhills.vic.edu.au/new-events/blog/green-tick-for-little-beacons/>

Early Explorers



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 gives children **the time** and an ideal forum in which to learn. The Early Explorers program varies in hours, however the ultimate goal over the year is to spend three 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 now 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

- An 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 (Borradaile, 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) .

Seedling

Even our youngest children have the opportunity to be involved in experiencing their broader surroundings. Babies are taken for 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.

Discovery

The 4/5-year-old program, Early Explorers has an holistic approach and 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, become involved in dramatic play, find insects, draw with sticks in the ground, climb trees and more.

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 in the classroom curriculum. This supports the development of risk taking, facing challenges 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.

It is 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 an Indigenous visitor, who can talk about 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 and they develop a respect for the space.

Session Overview

Before leaving the centre, the children will be involved in discussing the risk minimisation plan, they will look at the Bureau of Meteorology website, consider changes in the environment and discuss any risks that maybe at the site. Educators at the start of each session will scan the bush space for safety and new areas of potential hazards. Each session will begin with a group meeting with the educators and children where discussions occur regarding boundaries and areas of interest. The children are reminded of the importance of caring for the flora and fauna. The children will then be free to play within the boundaries of the sites. During the allocated time the children will gather in small or large groups to sit together, share meals and conversations. Before leaving the children will ensure they leave no waste behind, with all waste being returned to the centre.

In the unlikely event of extreme weather, the experience may be 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.

To attend the Early Explorers program, children need protective clothing. This includes their blue overalls and black gumboots.

The clothing designed for Early Explorers supports children's engagement in the program while helping the educators with supervision. It allows children to move freely and enjoy climbing, balancing and running while keeping children warm and dry in cold/wet weather and protecting them from the damaging effects of the sun along with bites, scratches and stings. Even in warm weather, gumboots and overalls are needed.

What to bring;

- Excursion (library) bag
- A drink bottle - please provide a 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 Little Beacons 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.
- College lunch box on extended days and excursion days - parents will be advised in advance when this is required.



Early Explorers Sites

The sites located at each campus have 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, while still allowing children to escape into the world of nature.

The children from both campuses travel on the Little Beacons bus to access sites at the opposite campus.

Pakenham Campus - Wurundjeri Country

Murrundindi our Indigenous Elder named these sites.

Location 1 - Birri Alamarta
Location 2 - Yukatoon Place

'Birri Alamarta'

Meaning: baby/child's place

It comprises of wetlands, during winter and wet periods, woodlands and open pasture. It is a wonderful place for bird watching, with Landcare locating bird boxes in this area. It has a diversity of habitats.

'Yukatoon Place'

Meaning: Happy place

It comprises of bushland, loose branches, hills to roll down, a yarning circle and bush land to explore. It provides an introductory site for our younger children.

Berwick Campus - Bunurong, Boon Wurrung Country

Auntie Faye Indigenous Elder named these sites in 2022.

Location 1 - Biik djinnang-ut
Location 2 - Biik ngarnga-ut

'Biik djinnang-ut'

Meaning: Walk on country

This is located at the rear corner of our property and provide a well-established bush area for the children to explore. Bird and wildlife habitat the area, there is a yarning circle.

'Biik ngarnga-ut'

Meaning: Learn on country

This is a newly developed site and is located at the end of the Little Beacons building. It is newly planted with seedlings and the use of fallen logs and trees supports the development of the site. A yarning circle provides a meeting place.

Off campus experiences

As the children develop in their understanding of the program, they will have the opportunity to explore areas off site, these may include Gilwell Park, Phillip Island beaches, Wilson's Botanical Garden, Cranbourne Botanical Gardens. Parents will be notified of these opportunities and additional permissions will be obtained through Operoo.

Extension of the program

Our Early Explorers program has been further extended with the opportunity for children to participate in a Camp program. Our 5-year-old children have the opportunity to extend on their resilience and continue to become capable and confident learners.

Risk versus 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.





Wellbeing

Students are actively supported to build a healthy body, mind and strong sense of personal wellbeing.

The College is a large community with its own dynamic and individual culture. Since the early beginnings the College has valued every student and nurtured a culture of acceptance, welcoming students from different backgrounds who each possess strengths and abilities.

Through Learning that Matters we are committed to the holistic education of each Beaconhills Student and supporting student wellbeing is integral to this. Beaconhills College has a plan for wellbeing designed to create a learning environment which optimises students' physical, mental and spiritual wellbeing. The College values of Respect, Compassion and Integrity are central to this plan.

Wellbeing is the Oil of Learning

We know that:

- Students learn and achieve to their fullest capacity and maintain a positive sense of self when their environment encourages challenge and supports individual wellbeing
- Addressing core elements of wellbeing are protective against future health problems
- A safe and inclusive environment encourages tolerance and respect of difference between peers
- A strong sense of personal wellbeing supports an intrinsic motivation

Pastoral Care

Little Beacons provides a caring learning environment where children are known by the educators and high-quality education and care is a priority. The children within each program provide a strong sense of 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.

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.



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. The table configurations empower children to make choices regarding their interactions over lunch, with small and large tables available. Staff sit down with children to share meals and chat.

In the Discovery programs the children have a meal area set in their room, providing a clearly defined space for morning and afternoon during the day. The younger rooms have kitchenette facilities that cater for the individual needs of young children. In Pebble Lane there is a dining table with highchairs to allow children and staff to share meals together and meet the individual mealtime needs 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 and allows for the delivery of parent education workshops and staff professional development sessions. Before School Care program is provided in this area.

Nurture Nook ‘the nook’

Our Nurture Nook provides mothers with a space to escape with their baby and breast feed in a private area. It features calm lighting, music and a feeding chair as well as bathroom and nappy change facilities.

Sleep Haven

It is essential that young children have a calm and tranquil space to enable them to quickly settle after play and have uninterrupted sleep. The soft wall colours, soft furnishings and the LED lights throughout the ceiling, along with appropriately selected music, all contribute to the peaceful experience this environment provides.

Families buy their child's own sheet and blanket set for their beds. These are laundered by the centre and returned to families when no longer needed.

Children will also have the opportunity to sleep outside. This is weather dependent, and the risks are considered prior to this option being implemented. The children often sleep outside, providing a new learning experience.

Educators' Environments

The staff areas at Little Beacons ensure that our educational team are also supported. A separate staff room and planning space give our team members space to develop high quality programs. The interview room has a multi-function purpose and consultants can use the room to further support families.

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.

To enhance communication and further support this commitment, each child is required to purchase a Sharing Journal. Sharing Journals support children's communication both at home and at the Centre. The Sharing journal is a representation of learning and supports children to develop 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 gives educators topics to discuss with children who are reserved or need extra reassurance. Throughout the week your child has the opportunity to share these with their friends, educators, other children in the centre and special visitors. 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 encourage families to provide at least one entry in the journal each fortnight. (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 can include observations, written notes, photos and samples of work. Children may contribute drawings, artwork, 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, referred to as home learning. 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 help children learn about the team members who support 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 able to access reports through BeaconNet.

Daily Reflections

Daily reflections are developed throughout the day, by the educators and often in consultation and collaboration with the children. Daily reflections are located on the electronic photo frame at the entrance of each environment and in electronic format in class folders on BeaconNet. These entries provide families with a snapshot of the daily learning are used as a tool to support communication between home and the Centre.



Citizenship and service

Citizenship and Service

We encourage participation in local, national and international service to help foster compassion and to enhance the lives of others.

Through Learning that Matters, we are committed to the holistic education of each Beaconhills student and offer a variety of opportunities and choices that enable our students to give back and be actively involved in the broader community. A meaningful and purpose driven College Citizenship and Service program, based on the College value of Compassion invites and encourages participation of all members of our College Community.

Benefit Mindset

We see Benefit Mindset as a natural framework in which we grow and develop our College Service programs. The framework focuses on “eco” leadership as opposed to “ego” leadership in service programs. It is about the powerful connectivity between “being well” and “doing good.” The Benefit Mindset describes everyday people who discover their strengths to make valuable contributions to causes that are greater than self, people who believe in making a meaningful difference and position their actions within a purposeful context. The significance of Benefit Mindset is that a large collaborative organisation such as Beaconhills College, has the capacity to “Shape a Future of Greater Possibility” and to be a community that advocates for respect, global prosperity and social justice for all. We see the 2016 United Nations 17 Sustainable Development Goals as a guiding influence for many of our programs and we aim to inspire our community with an understanding that every individual person can make a difference in our broader community

The Three T’s of Service at Beaconhills

We recognise that individual choice has an impact on the effectiveness of successful service programs. We see the concept of choice as a stepping stone to the development and understanding of passion for serving others, developing compassion and developing lifelong habits. We invite service participation through:

- Time
- Talent
- Treasure

Our Little Beacons children are involved in the opportunities below, however there is a much wider array for our whole College community.

Local

- Winter Coat Drive
- College Veggie Garden produce
- Donated to the Berwick Vinnies Soup Van
- College Year 8 students have embraced the opportunity to volunteer at Little Beacons during term holidays.

National

- The Cancer Council Relay for Life

- We invite all members of our College community families from Little Beacons, Junior Schools, Middle Schools, Year 9 and Senior schools to join one of the Beacon of Hope teams participating in the Cardinia or Casey Relay for Life events in February or March each year. All funds raised contribute to the Cancer Council Victoria Research and Development programs.
- Linen for Wildlife Drive and Collection
- In Term 1 we invite all our community to donate any good quality towels, blankets and pillow-cases they may no longer need. We know there are many generous members of our wider community who care for wildlife and unwanted or unwell animals. This is our opportunity to support the wonderful work of these generous people. There is always a need for towels, pillow-cases and blankets. Please note that sheets are not suitable to donate to these organisations.
- FeedMelbourne and FareShare - FeedMelbourne in May
- Over the last two years our College has been recognised as a highly valued and generous supporter of the FeedMelbourne Winter appeal. In 2018 we donated 1030 kgs of pasta, plain flour and tinned tomatoes to the FeedMelbourne Appeal. The outcome of our kindness was a significant contribution to 6,500 warm nutritious meals. We hope to build on this success over the coming years.
- Indigenous Education - The Open Doors Foundation
- The College supports education programs for indigenous students so that literacy and numeracy skills can be developed and enhanced.
- Drought support

International

- East Timor and Vietnam
- Bangladesh
- Solar Buddy Program

Our global community

Our Global Community

We strive for a more inclusive world, by promoting cultural diversity and acknowledging the significance of Australia's First Nations peoples.

The community of Beaconhills College embraces and celebrates Australian Indigenous culture.

We strive to embed a deep understanding of rich indigenous cultural practices, and proudly seeks as an organisation to support reconcile events from our past, the present and into the future through the spirit of unity.

Unity is an Australian society that values, respects and recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of our shared identity as a nation. The College is committed to encouraging our community to embrace Indigenous culture and support the Indigenous learning in our curriculum from the Early Years through to Y12 and beyond.

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 support provided by Little Beacons children, families and staff have supported the establishment a pre-school and schools in Bangladesh and East Timor and support programs in Vietnam. The children have the opportunity to explore different ways to raise funds to support these important initiatives.



Values and character

Values and Character

The College values of *Respect*, *Compassion* and *Integrity* guide students to develop their character and identity.

RAVE

Little Beacons RAVE program, Religion and Values Education endeavours to support children's understanding in the context of the College values of Compassion, Respect and Integrity, building a sense of belonging whilst embracing Christian Values that are the foundations of Beaconhills College.

The RAVE program is also supported through our Learning that Matters curriculum, with Values and Character one of the pillars.

The Christian ethos is upheld in all sections of the College and the RAVE program is compulsory from early years through to College. In the learning environments this is inclusive of individual classroom sessions and supported through daily classroom practice and engagement across both Seedling and Discovery environments.

The program is delivered in varying ways to support age-appropriate learning.

Seedling

Embedded within daily practice and engagements through cross curricular experiences with Discovery and Seedling children.

Discovery

3/4-year-old program

- RAVE session once per term with the Deputy Head, children will engage in a repertoire of stories, songs and prayer
- Embedded within daily practice and engagements

4/5-year-old program

- Fortnightly RAVE sessions with the Deputy Head, children will engage in a repertoire of stories, songs and prayer, including the Thank you prayer song
- Attendance at Church Services including Easter, Anzac Day, Remembrance Day and a Christmas Service, these are supported by the College Chaplain at each campus
- During the assembly program
- Embedded within daily practice and engagements

Through these engagement children begin to consolidate their understanding of our College values of Respect, Compassion and Integrity and will be involved in the development of further initiatives within the curriculum that reflect their commitment to embedding these values into their daily lives.

In teaching RAVE we aim to focus on the 'Big Idea' which is to explore: 'Who are we?' as we guide our children to become positive and active world citizens who care deeply for others and their environment.

Assembly program - 5-year-olds



Our assembly program is delivered throughout the year by our 5-year-old children. Each class has responsibility of developing the agenda and leading the program. Assemblies are age appropriate and support the children in developing skills and knowledge of College programs that will further support their transition to the Junior School.


During the assembly the children sing the National Anthem, undertake an acknowledgement of Country, discuss the College values, reflect on one of the College pillars and conclude with a prayer.

Assemblies are also an opportunity to come together in celebration, reflection or to welcome visitors, such as an Anzac Day Service, Remembrance Day, welcoming Murrundindi, our Chaplains, Heads of Junior School and our Executive Principal.

This also presents the opportunity for children to connect with the Head of Campus and the Deputy Head on a regular basis.

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.



Learning mindset

Learning Mindset

We inspire our students to continually improve their approach to learning throughout their lives, by being adaptive, collaborative, focused, responsible, knowledgeable and reflective learners.

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 believes 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.

Morning and Afternoon meetings

In our Discovery programs children are supported to be life-long learners. This is underpinned by our learning mindsets that will continue to support children in their progression and learning in all areas of the *Early Years Learning and Development Framework* (EYLDF) curriculum: 'Identity, Community, Wellbeing, Communication and Learning'.

A key opportunity to learn as an individual and as a member of the community is our morning and afternoon meetings. These are key opportunities to share thoughts and ideas with peers and teachers, it also develops children's ability to extend their concentration skills and their ability to be able to listen and respond. During these times children also consider how they learn and how they respect others who are learning. They will talk about respecting space and respecting everyone's right to learn.

Children learn that arrival to school on time is an important attribute that allows them to be prepared for the day. Morning meetings commence at 8.30am for integrated programs and 9am for sessional programs. As late arrival impacts on others who are learning, children who miss the commencement of the meeting are asked to respect others and wait until this has concluded. Afternoon meetings commence at 2.30pm and provide a formal conclusion to the end of the learning day. Integrated programs that run past 3pm are of a more relaxed nature to support children in a relaxed environment.

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, behaviour and safety.

Excursions are regularly conducted for the children across the whole Centre, including our youngest children 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.



Camp Experience

During Term 4, all children in the 5-year-old programs have the opportunity to attend Camp. Children depart from the College in the morning for a day of experiential learning and are then joined by one parent on this evening. The camp involves a two-night experience in bunk style accommodation and three days at camp.

During this time, the children and attending parents participate in a range of experiences, including Indigenous Culture experiences, a nature walk and other camp-based activities. Beaconhills College's outdoor education program is run by our Beacon Explorers team.

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 capital 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 capital and lower case, as well as the formation of Sassoon Font 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 Sassoon Script. This form of script 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.

This form of handwriting was introduced to the College in 2015. This approach has now been adopted by approximately 40 per cent of Victorian schools as well as 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 to families to download a copy of the Script.



Technology

At Little Beacons children use cameras, iPads and interactive Smart Boards. The provision of these is monitored by educators at all times. Screen time is only provided under strict guidelines. This involves viewing of electronic portfolios, educational resources that support the extension of project-based work, interactive programs, research and to support teaching and learning within the program.

The children in the 5-year-old program are involved in an app-based program to support learning Japanese, this program is provided through the Department of Education. The children use timers to support their understanding in appropriate use of the device and this provides a visual reminder.

Children and families are supported to understand the responsibility that comes with engagement of online learning experiences as well as the benefits of being able to navigate technology to enhance opportunities for learning.

All children and parents in the Discovery programs are required to sign the Technology user agreements, agreeing to the safe use of technology.

Attendance iPads

Little Beacons uses iPads to provide electronic sign in. Parents are provided with their own personal pin, which should not be provided to others. Parents are supported by staff in the provision of basic training in the use of this

system and quickly develop an understanding. Other authorised persons collecting will have staff sign the child out after appropriate permissions are confirmed.

iPads

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.

On our iPads are the daily overview of routines for children in Seedling and the program development for both Seedling and Discovery.

Interactive Smart Boards

The Discovery program environments have electronic white boards to support children's development and experience with technology. This technology is the same used throughout the College. The children have the opportunity to explore the electronic white boards and the tablet technology in a relaxed and supportive setting.

Documenting the program

Observations are documented through our College systems, observations provide key information to support the development of an individualised learning plan for each child, while also considering the learning and development of the class. At Little Beacons, we have developed a way to record the emergent curriculum as it occurs, including the voice of the child, intentional teaching opportunities and spontaneous learning, through a documented system we refer to as program flow. This is recorded daily on the iPad and parents can view when at the centre. Observations link to the program, to individual and group learning objectives, to individual and group goals.

Documentation supports our planning process and allows us to evaluate the program and the individual child's learning plan. It also provides us with a tool for reflection. Parents are encouraged to speak with parents regarding documentation and how this supports learning.

Transition to Junior School

The overall expectation is that transition for the children in the five-year-old programs 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 College 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 Heads of Junior School and Junior School teachers, who will support their future education.

Our Discovery program is provided across a two-year journey and 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.

Supporting Individual Learning Needs - Individual Programs



Little Beacons values all children's contribution to the program. All children are considered to have a right to high-quality care and education. Children with learning needs bring valuable contributions to the program. The 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/Deputy Head, 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 supports children with individual learning needs across the College. The team includes the Head of Individual Programs and Individual Learning Coordinator, who are responsible for coordinating individual learning plans for children identified by the Little Beacons educational team or during the interview process where further information may need to be collected. This involves developing inclusive individualised learning outcomes for children requiring support and developing targeted programs to ensure successful learning for children with additional needs.

The Individual Learning Coordinator is involved in general observations of learning within the child's learning environment. If your child is identified as requiring further support within the learning environment, your child's Educational Leader's may consult with the Individual Learning Coordinator, where observations or further developmental screening may be conducted to determine any additional supports or inclusive adjustments within the learning environment. Outcomes will be directed to your child's Educational Leaders and feedback provided, with regards to any further investigations required by external therapy services. Should your child have accessed any therapy services prior to entering Little Beacons, we request a copy of all previous reports at interview. Where families have accessed support services you will be sent a consent form, the Individual Learning Coordinator may make contact with the relevant person to gain more information and learn how to best support your child. Little Beacons can also facilitate therapy sessions onsite, during session time. Please discuss with your Centre Coordinator if interested.

By understanding the unique learning qualities of children, we can ensure that they are individually catered for through their early years education, and provide appropriate intervention before they transition into their Junior School education. Prior to commencing in their Preparatory year, Early Learning teachers will provide a Transitional Statement, providing a clear understanding of each child's individual learning journey. Preparatory class teachers will complete specific learning assessment screening at the commencement of children's Preparatory year. This information will support children in achieving their full learning potential. This extensive process is to enhance an effective transition from Little Beacons to Junior School.

Looking Glass Learning - Discovery programs

Little Beacons is committed to the development and wellbeing of the whole child. To support the development of the whole child, Early Learning Teachers focus on children's key strengths, as well as identify areas requiring further scaffolding. We have identified that language, motor, social and cognitive skills are the key areas to developing the whole child. To further enhance these key areas, different initiatives are offered to support children's development on a determined needs basis. These short-term interventions are provided by Individual Programs under the banner of "Looking Glass Learning". Looking Glass Learning programs are offered to children as a short-term intervention to improve outcomes in key focus areas. They are usually offered to small groups and are delivered by the Individual Learning Coordinator, usually from different spaces around the College. This may include the nest, Little Beacons library or at times, Junior School Activity Centre, multi-purpose room or Junior School Individual Programs classrooms.

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 area. Strong social skills are essential to how well a child adapts to school. Looking Glass Learning's Social Skills Program will support the teaching of social skills in a thorough and systematic way. For young children, the skills that will help them in social interactions include:

- Initiating and sustaining interaction with others
- Listening and waiting for a turn to speak
- Learning to share, take turns and conflict resolution.
- Recognising and expressing emotions
- Dealing with frustration and calming down
- Skills for conversation and initiating play with others
- Emotional regulation
- Winning and losing
- Mistakes are an important part of learning
- Being assertive and knowing when and how to ask for help

The 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 taking part in this program will participate in storytelling, songs, games, role-play and activities to foster their skills.

The program runs for approximately 6 weeks and each session lasts for 30 minutes. Session times will vary depending on the activity. Each session has a key focus and documented outcomes. Educators take elements from the program to use in their classroom.

Motor Skills Program

Children need to engage with the environment in a physical and tactile manner to ensure positive and enriching learning can occur. Research has shown that motor development in young children has declined in recent years, due to a more sedentary lifestyle and the increase of "screen" technology. Therefore, the development of competent motor skills is a key focus area. Looking Glass Learning's Motor Skills Program will support the intention that 'to move is to learn'. A healthy sense of body and movement awareness supports confident, happy and resilient children engaging within their environment. The skills that will be focused on include:

- Regulating body movements
- Developing attention and focus on learning tasks
- Independently and confidently engage in movement tasks
- Communicate with their body through the awareness they have in relation to movement
- Consolidating hand-eye coordination
- Developing eye tracking
- Increasing upper body strength
- Awareness of body and kinaesthetic feedback (Proprioceptive awareness)
- Developing fundamental movement skills
- Exploring mindfulness and relaxation techniques

The program runs for approximately 6 weeks and each session lasts for 30 minutes. Sessions are conducted in small groups and will have a focused outcome that can be incorporated into play experiences within the learning environment. Early Learning Teachers support the development of children's motor skills by inclusively incorporating many of the activities into the learning environment on a regular basis.

Zones of regulation

At Little Beacons we use The Zones of Regulation, a cognitive behaviour approach, to help children consciously regulate their emotions and actions. Children learn to recognise their emotions by identifying which 'zone' they are in, represented by four different colours. This helps them to understand how they, or their peers, may be feeling and explore calming techniques, sensory supports and thinking strategies to move between zones.

The Zones of Regulation curriculum is aimed at 3-4 years and older, however it is introduced to younger children so they already have a good understanding of the approach when they move to the older rooms.

The Zones of Regulation is a simple way to explain emotions and support children to regulate their actions.

We encourage families to be familiar with the Zones of Regulation and for children to use them at home, too.

Please view our video for an overview <https://youtu.be/Lu0J1Q7GTvo>



Key word sign

Key Word Sign uses natural gestures, facial expression and body language to communicate a core vocabulary of words. Key Word Sign supports understanding and effective communication using both signing and language together, which can support all learners - visual learners, learners who have English as a second language, learners who need more time to process what has been communicated and during times of high emotions. At Little Beacons we use Key Word Signing in everyday interactions with the children.

In Australia, we use signs from Auslan, the Australian deaf community's language. Key Word Sign may be used with both children and adults. It can benefit all communicators. When using Key Word Sign, we speak in full sentences but only sign the key words. For some, signs are easier to produce than speech and Key Word Sign provides a visual support to the spoken language, allowing children to express their needs when communication may otherwise be affected by level of learning, speech difficulties or emotional regulation at the time. This increases opportunities for clearer communication, successful interactions, can reduce frustration by providing multiple ways to communicate and understand messages. Key Word Sign has also been proven to boost and support the communication development of children without communication difficulties.

Please view our video to see an overview
<https://www.youtube.com/watch?v=WItO9YAF13o>.

Positive Behaviour Guidance

It is important that children have 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. Children are supported by the Educational team through emotional coaching.

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 in their 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 Coordinator may provide support or referral to educators and parents.

Working in partnership with families is key to providing consistency in expectations. A modified timetable may support children with particular needs. Parents will be required to attend meetings with key staff, which may include the Individual Programs Coordinator, the Deputy Head or the Head of Campus to establish a plan for their child. The agreed strategies will be documented and regular review will occur.

Curriculum opportunities

Our all-inclusive fees include the following opportunities for children.

	Seedling	Discovery 3/4 years	Discovery 4/5 years
Program opportunities	Pebble Lane/ Ornamental Path/Oriental Arch/Circuit Boardwalk/Water Ways	Earth Elements/ Bushland View	River Bend/Bamboo Rainforest
Indoor/outdoor curriculum	✓	✓	✓
Library visits	✓	✓	✓
Early Explorers On campus opportunities	✓	✓	✓
Early Explorers Opposite campus		Term 4	✓
Assembly program		Term 2	✓
RAVE class		✓	✓
Chapel Service			✓
Looking Glass Learning - Motor skills program including Yoga			✓
Looking Glass Learning - Social skills program (inclusion by referral)			✓
Japanese - Early Years Language Program - Department of Education			✓
Indigenous Language Program - Woi Wurrung			✓
Incursion - Kids Roar		✓	✓
Off-site excursion May include; across campus, Gilwell Park, Phillip Island - each year the opportunities vary		✓	✓
Camp*			✓

* The cost of camp for children is included in the fees, there is a charge for parents to cover accommodation and catering. There is no alternate program offer for children who do not attend the camp.

Early Years Key Information

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

Victorian Early Years Learning and Developmental Frameworks

The Victorian Early Years Learning and Developmental Framework was released in 2009 and updated in 2016. These provide 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 Frameworks for Australia (2009) are:

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

National Quality Framework (NQF)

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, worked together and made important changes to early childhood education and care in Australia.

On the 1 January 2012 the National Quality Standards came into effect, *the Education and Care Services National Regulations 2011*. In 2023 this was updated with the new version coming into full effect in 2024. 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. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and Leadership

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

For further information <https://www.acecqa.gov.au/>

Beaconhills College Ratings


Overall Rating - Pakenham Campus

The College has been recognised as delivering Exceeding programs through the Quality Assessment and Rating process since the National Quality Standards were introduced.

Pakenham Campus		
Year	National Quality Standard	
2013	Exceeding the National Quality Standard	
2014	Exceeding the National Quality Standard in all seven quality areas	
2015	Excellent	
2018	Exceeding the National Quality Standard in all seven quality areas	
2023	Exceeding the National Quality Standard in all seven quality areas	

Overall Rating - Berwick Campus

The College has been recognised as delivering Exceeding programs through the Quality Assessment and Rating process at our Berwick Campus in June 2021.

Berwick Campus		
Year	National Quality Standard	
2021	Exceeding the National Quality Standard in all seven quality areas	
2024	Assessment and Rating will be undertaken in 2023	

Assessment and Rating Summary - Pakenham Campus

Summary comments from the National Quality Standard Assessment and Rating Report

*“Little Beacons Learning Centre is rated **Exceeding** National Quality Standard. The service demonstrated a strong commitment to continuous improvement across the seven quality areas. Critical reflection was a continuous process and included reflection on each individual child and their interactions with families, educators, peers, specialist and the indoor outdoor environments. Little Beacons also demonstrated meaningful engagements with their families, Beaconhills College, local and global communities.”*

In 2015 Little Beacons - Pakenham was recognised for its commitment to children and high quality educational programs and was awarded an Excellent Rating. This was awarded for three years and expired in September 2018. 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.

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 Murrundindi, 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.

<https://www.acecqa.gov.au/media-release/little-beacons-learning-centre-receives-excellent-rating>

In 2018 and 2023 Little Beacons - Pakenham once again achieved the highest government rating possible - assessed as ‘exceeding’ in all seven quality areas of the National Quality Standard

The Centre is one of just a handful in Victoria to have achieved such a high standard and can now apply again to continue its overall rating of ‘excellent’.

The outstanding achievement was the culmination of months of work for Little Beacons staff and a rigorous assessment process by the Department of Education and Training.

In its summary comments, the Department said the Centre demonstrated a strong commitment to continuous improvement across all seven quality areas.

“Critical reflection was a continuous process and included reflection on each individual child and their interactions with families, educators, peers, specialists and the indoor outdoor environments,” the report stated.

“Little Beacons also demonstrated meaningful engagement with their families, Beaconhills College, local and global communities.”

For further information please visit <https://www.acecqa.gov.au/>.

Assessment and Rating Summary - Berwick Campus

Summary comments from the National Quality Standard Assessment and Rating Report

Little Beacons Learning Centre - Berwick has been rated as **Exceeding National Quality Standard**.

High quality embedded practice was evident throughout the service, creating a strong sense of continuity, predictability, and security for each child. The service demonstrated particular strengths in educators pedagogical practices, their commitment to social justice and equity and their drive to provide environmental education to children, families and the community. Children had opportunities to experience learning that was engaging and encompassed all interactions, experiences, and routines, both planned and unplanned, in an environment that allowed for curiosity and creative expression. Educators viewed children as active participants in their learning and included them in decision making, respecting each child's unique qualities and abilities. The service demonstrated a clear commitment to cultural competence, providing the children and families with various opportunities to build and extend their knowledge and understanding of First Peoples culture and perspectives, including engaging in music, movement, and storytelling.

The service engaged in ongoing critical reflection which supported well-informed decisions and plans for ongoing continuous improvement. There was a passion for ongoing learning and development which was evident, with educators and the leadership team striving for improvement in all aspects of the service at all times. Access to ongoing professional development opportunities, team building and being involved in various networks and partnerships supported educators ongoing learning and supported their positive growth. The service demonstrated a strong commitment to environmental sustainability and environmental awareness, which was observed throughout the educational program. The services passion for protecting the local environment had been incorporated in not only the daily practices, but also through projects and the Early Explorers program, supporting children to connect to nature. Purposeful play spaces were provided for all age groups to explore, and the design of the facilities contributed to the outcomes of the program, as well as the overall engaging aesthetics of the service. Careful consideration was given to every detail of the indoor and outdoor environments, ensuring that they supported relationships, inclusion, learning and development.

Educators, families, and community services worked collaboratively, creating a community where all contributions were valued and respected. Educators practices were informed by meaningful engagement with children, families, and the community. The service viewed responsive, reciprocal, and ongoing relationships as crucial to gaining a greater understanding of children, families, and the community. Throughout the curriculum and educators' practices there was a strong commitment to developing positive attitudes towards differences and promoting social justice. Educators made use of every opportunity to extend children's understanding and acceptance of the people and world around them. This was particularly evident in their commitment to the College values of Compassion, Respect, and Integrity.

The effective and strong leadership team at the service built and maintained a positive work culture that was focussed on quality, continuous improvement, and innovation. This encouraged the whole staffing team to strive for the best possible outcomes for all children and families utilising the service. The educators demonstrated a deep understanding of early childhood education and care and had a broad skill set that maximised learning and development opportunities for all children.

Little Beacons Learning Centre - Berwick is encouraged to continue to reflect and strengthen ongoing high-quality practice, with a focus on innovation, creativity and ongoing involvement. The leadership team should continue to promote and embed quality in all aspects of the services practices, maintaining high quality education and care to the children within their community, and ensuring that there is a process of ongoing reflection and continuous improvement.



Before commencing

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 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 or Deputy Head. Upon acceptance of the place, parents /guardians and children agree to embrace the rules and policies of the College.

Please note that to support consistency and continuity for children and to enhance learning outcomes it is Little Beacon's policy that children do not attend other forms of formal care, including childcare, early learning or kindergarten.

Tour

Tours of Little Beacons are conducted on a fortnightly basis, on each alternate Tuesday at Pakenham and Berwick campuses, by the Head of Campus or Deputy Head and the Centre Manager. 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 highly recommended.

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 or Deputy Head. The Educational Leader who will provide the curriculum to the child is also provided with the information and families are able to view the classroom at interview. 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.

It is essential that parents provide all information regarding their child's needs, this would include any reports or contacts of other health practitioners involved with the child. The College may require permission to contact other professionals to best support the child's needs.

Where children are currently attending another centre, parents are encouraged to request a report of the child's learning program and provide this at interview.

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 the interview process.

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

Families are encouraged to spend time settling their child at the beginning of each day. This activity only takes a moment; however it will calm the child and help set the scene for their day. If families are unable to spend time with their child on a particular day or if there are any concerns, please make the educators aware of this upon arrival and they will support the family and the child in this important transition process.

No matter how upset the 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 children and may increase their anxiety and present challenges in the future.

For children who become upset on separation, it is important to consider the goodbye being brief, to help reduce stress for both the family and the child. If children are distressed when families leave, the Educational Leader will make contact with the family during the day 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.

Seedling Program	for current year	as places become available
Seedling Program	for following year	made in the September of the year prior to commencement
<i>Current families are provided with preference forms in August and offers made in writing in September</i>		
Discovery Program	for current year	as places become available
Discovery Program	for following year	made in the June of the year prior to commencement
<i>Current families are provided with preference forms in April and offers made in writing in May/June</i>		

All children who have started at Little Beacons before 1 June in any given year will be guaranteed a position at Little Beacons the following year. Every effort will be made to give current families their first preference, however this is not guaranteed.

Condition of entry

It is a condition of entry at Little Beacons that:

1. Prior to enrolment, parents are required to read all financial, fee and enrolment information contained in the document 'Welcome to Beaconhills' which is available under the link below:
<https://www.beaconhills.vic.edu.au/enrolment/enrolment-process/>
2. Participate in a tour
3. Children only access one location for their care and education
4. Children's immunisation is fully up to date as per the Government Schedule
5. Fees are paid by Direct Debit via the College Direct Debit facility

Accepting a place

If a position is available, families will be contacted to discuss their preferences and availability. A letter of offer with the terms and conditions will be emailed to the family. To accept the place an acceptance must be signed and an Enrolment Confirmation Deposit (ECD) paid, payment holds the place for the child.

An offer is made based on the configuration of days available. The configuration is inclusive of the number of days offered. If requesting a reduced number of days, an alternate place with that configuration will need to be available, otherwise the request will be placed on a waiting list.

If entering the College in the Seedling program the ECD is \$500.

If entering the College in the Discovery Program the ECD is \$1000.

For families who continue from Seedling to Discovery, a second ECD payment of \$500 is required in the June prior to commencing in the Discovery program.

Seedling

Enrolment Confirmation Deposit - Seedling

An Enrolment Confirmation Deposit (ECD) of \$500 must be paid to accept an offer of place. This amount will be credited to your tuition fees when your child starts Prep.

If a family declines an offer of place in the Discovery Program, the ECD of \$500 will be credited to their final account at Little Beacons.

Forfeiture - Seedling

If after paying the ECD, a family withdraws from an accepted place in Seedling, the ECD of \$500 will be forfeited in full. Withdrawals prior to commencement in the Seedling program are to be emailed to the Head of Admissions at enrol@beaconhills.vic.edu.au

Withdrawal of Current Students - Seedling

To withdraw a current student from the Seedling program, three weeks' notice must be given in writing to the Head of Admissions at enrol@beaconhills.vic.edu.au

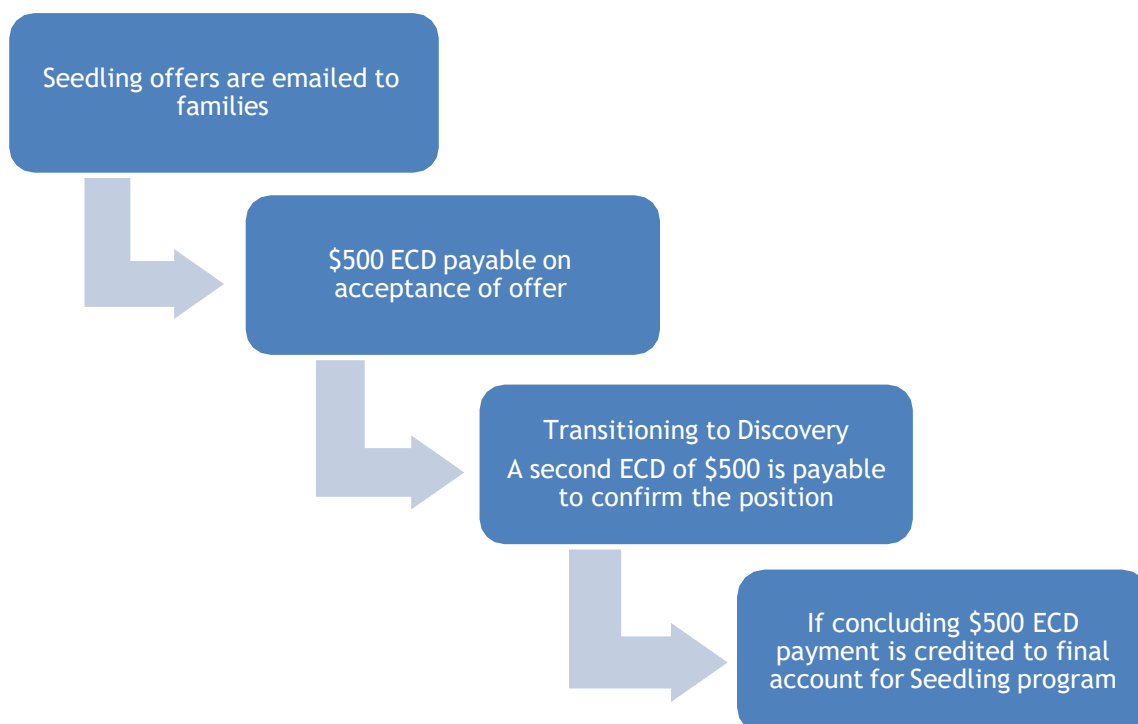
Failure to provide such notice will require payment of three weeks' fees in lieu of notice (the Child Care Subsidy is not claimable for fees charged in lieu of notice).

If the required notice period is provided the ECD payment of \$500 is refundable and will be credited against outstanding fees.

Deferral of Enrolment - Seedling

If a family withdraws from an accepted place in the Seedling program and wishes to defer to a future enrolment year, the full amount of the ECD may be rolled over to a nominated future year level application. The roll-over to a future year does not guarantee a place will be available in the nominated future year level. If another offer is made in the nominated future year and that offer is declined, or the family withdraws from an accepted place in a future year, forfeitures will apply as outlined above.

Flow Chart of ECD - Seedling



Transitioning from Seedling to Discovery Program

A second ECD of \$500 is payable to confirm the position

Discovery

Enrolment Confirmation Deposit - Discovery

An Enrolment Confirmation Deposit (ECD) of \$1,000 must be paid to accept an offer of place. This amount will be credited to your tuition fees when your child starts Prep.

If a family declines an offer of place in Prep at Beaconhills, within the specified notice period, the ECD of \$1,000 will be credited to their final account at Little Beacons.

Forfeiture - Discovery

If after paying the ECD, a family withdraws from an accepted place in the Discovery program, \$500 (50%) of the Enrolment Confirmation Deposit is refundable and the balance of \$500 is forfeited. Withdrawals prior to commencement in the Discovery program are to be emailed to enrol@beaconhills.vic.edu.au

If a family attending Discovery decides not to proceed with an accepted place in Prep and withdraws before 31 March in the year prior to commencement of Prep, \$500 (50%) of the Enrolment Confirmation Deposit is refundable. After this date, no refund will be given and the full amount of \$1,000 is forfeited.

Withdrawal of Current Students - Discovery

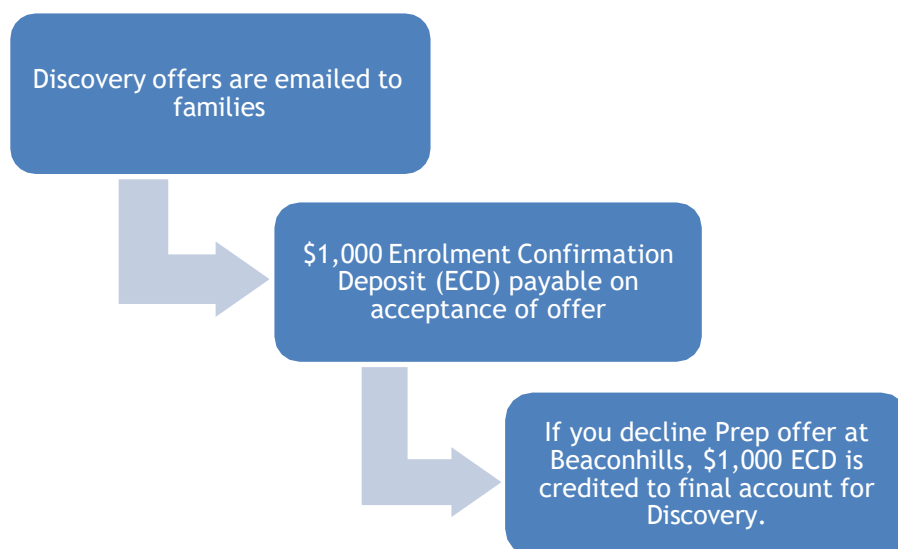
To withdraw a current student from the Discovery program, one complete term's notice must be given in writing to the Executive Principal at enrol@beaconhills.vic.edu.au

Failure to provide such notice will require payment of a terms fees in lieu of notice (the Child Care Subsidy is not claimable for fees charged in lieu of notice).

Deferral of Enrolment - Discovery

If a family withdraws from an accepted place in the Discovery program and wishes to defer to a future enrolment year, the full amount of the ECD may be rolled-over to a nominated future year level application. The roll-over to a future year does not guarantee a place will be available in the nominated future year level. If another offer is made in the nominated future year and that offer is declined, or the family withdraws from an accepted place in a future year, forfeitures will apply as outlined above.

Flow chart of ECD - Discovery



Enrolment for Prep at Beaconhills College

Children who join the five-year old Discovery program at the start of the academic year will receive automatic entry to Prep the following year. Children starting the five-year old program during the academic year, will be offered a place in Prep if a place is available at that time.

Campus tours are run regularly throughout school terms. Please contact the College on 1300 002 225 and we would be delighted to organise a tour.

For information on enrolling, please visit the How to Enrol section of our website www.beaconhills.vic.edu.au.

Our Enrolments team can be contacted on 1300 002 225 or email enrol@beaconhills.vic.edu.au

Operational Information

Enrolment Information

The College Enrolment Departments supports families with enrolment into the College. Once an offer is complete the College uses Operoo to collect information. Information is stored through our College systems. Families have access to the Beaconhills portal, BeaconNet once commencing with the College.

Seedling

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. Selection of days must be inclusive of two days of attendance; this supports a positive experience for children and enhances learning outcomes.

Discovery

Our Discovery 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.

Beacon eXtra - Outside School Hours Care

Please refer to the Beacon eXtra Family Handbook.

Hours of Operation

Little Beacons hours are 7am-6pm. The Centre operates for approximately 47.5 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 four professional learning days. Dates of closure are advised at the commencement of each year and are provided on the College website and reminders are listed in the weekly bulletin.

Seedling Programs Hours of Operation

Our Seedling programs cater for children aged from 6 months through to 3 years and operate from 7am - 6pm.

Discovery Programs Hours of Operation

Our Discovery programs cater for children aged from 3 to 5 years and operate different configurations of programs.

The Sessional Discovery programs operate from 9am-3pm during school terms only.

The integrated Discovery programs combines long days and operates from 7am-6pm for 47.5 weeks of the year. In these programs the Early Learning program runs from 8.30am-3pm during school terms.

Children in the 3/4-year-old Discovery programs are expected to arrive at the latest at 9am.

Children in the 4/5-year-old Discovery programs are expected to arrive at the start of their program 8.30am/9.00am - dependent on the program.

Families and children may need to wait until the morning meeting has concluded to enter the class, arrival after the commencement of class is a disruption to the learning program and the child may have difficulty settling when coming into a program that has already started.

Please refer to the Program Preference Form for further information.

Centre Dates for 2024

The 2024 calendar is available on the website. This outlines all dates for this year, including special events, school holidays and closure dates. Date reminders are also posted through the Bulletin.

Room Names

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

Pakenham Campus

30-34 Toomuc Valley Road, Pakenham, 3810

Seedling

Pebble Lane Babies	From 6 months of age and turning one in the year of attendance	Minimum 2 days
Ornamental Path 1-2 years	Children turning 2 in the second part of the year	
Oriental Arch 1-2 years	Children turning 2 in the first part of the year	
Circuit Boardwalk 2-3 years	Children turning 3 in the second part of the year	
Water Ways 2-3 years	Children turning 3 in the first part of the year	

Discovery

Earth Elements 3-4 years (children turn 4 in their year of attendance)	Sessional Program	3 days: Monday, Tuesday & Wednesday 9am - 3pm School terms only
	Integrated Program	3 days: Monday, Tuesday & Wednesday 7am - 6pm Includes School Holidays Core hours in School terms 9am - 3pm
Bushland View 3-4 years (children turn 4 in their year of attendance)	Integrated Program	4 days: Monday, Tuesday, Wednesday & Thursday OR 5 days: Monday - Friday 7am - 6pm Includes School Holidays Core hours in School terms 8.30am - 3pm
Bamboo Rainforest 4-5 years (children turn 5 in their year of attendance)	Sessional Program	3 days: Monday, Tuesday & Wednesday 9am - 3pm School terms only
	Integrated Program	3 days: Monday, Tuesday & Wednesday 7am - 6pm Includes School Holidays Core hours in School terms 9am - 3pm
River Bend 4-5 years (children turn 5 in their year of attendance)	Integrated Program	4 days: Monday, Tuesday, Wednesday & Thursday OR 5 days: Monday - Friday 7am - 6pm Includes School Holidays Core hours in School terms 8.30am - 3pm

Berwick Campus

92 Kangan Drive, Berwick, 3806

Seedling

Pebble Lane Babies	From 6 months of age and turning one in the year of attendance	Minimum 2 days
Oriental Arch 1-2 years	Children turning 2 in the year of attendance	
Circuit Boardwalk 2-3 years	Children turning 3 in the second part of the year	
Water Ways 2-3 years	Children turning 3 in the first part of the year	

Discovery

Earth Elements 3-4 years (children turn 4 in their year of attendance)	Sessional Program	3 days: Monday, Tuesday & Wednesday 9am - 3pm School terms only
	Integrated Program	3 days: Monday, Tuesday & Wednesday 7am - 6pm Includes School Holidays Core hours in School terms 9am - 3pm
Bushland View 3-4 years (children turn 4 in their year of attendance)	Integrated Program	4 days: Monday, Tuesday, Wednesday & Thursday OR 5 days: Monday - Friday 7am - 6pm Includes School Holidays Core hours in School terms 8.30am - 3pm
Bamboo Rainforest 4-5 years (children turn 5 in their year of attendance)	Sessional Program	3 days: Monday, Tuesday & Wednesday 9am - 3pm School terms only
	Integrated Program	3 days: Monday, Tuesday & Wednesday 7am - 6pm Includes School Holidays Core hours in School terms 9am - 3pm
River Bend 4-5 years (children turn 5 in their year of attendance)	Integrated Program	4 days: Monday, Tuesday, Wednesday & Thursday OR 5 days: Monday - Friday 7am - 6pm Includes School Holidays Core hours in School terms 8.30am - 3pm

Little Beacons Team of Educators



The team of educators at Little Beacons Centre have been selected based on their demonstrated commitment to high quality programs, their forward thinking in early year's philosophy and their undertaking to uphold the Beaconhills principles and ethics. Educators in the Seedling Programs (6 months-3 years) are called by their first name, in the Discovery programs (3-5-year-olds) the children address the educators by their surnames.

Seedling Programs (6 months-3 years)

Our Seedling Programs are delivered by our team of Leading Co-ordinators. Our Leading Co-ordinators have extensive experience and all hold a minimum of two years qualification by an approved provider. The Seedlings Program consists of Leading Co-ordinators 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 Co-ordinators.

Educational Leaders

Our Teachers and Leading Coordinators are 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. This includes expanding their early years' knowledge, keeping abreast of current issues and research, and liaising with relevant services and organisations in 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 is committed to high quality care and education of young children, this is why commonly across the Centre you will find extra staff than recommended in the regulations.

Child Protection and Child Safe Policy

Beaconhills College is committed to the effective implementation of our Child Protection Program and Child Safe policy, ensuring that it is appropriately reviewed and updated. We adopt a risk management approach by identifying key risk indicators and assessing child safety risks based on a range of factors including the nature of our College's activities, physical and online environments and the characteristics of the student body.

Beaconhills College has developed a Child Protection and Child Safe Policy. This policy is an overarching document that provides key elements of our approach to protecting children from abuse. It is designed to be communicated through our public website as well as through other mediums such as newsletters, our annual report and in induction and welcome packs for Board of Directors, staff and volunteers. A copy of the policies can be found on our website.

<https://www.beaconhills.vic.edu.au/policies/child-safe-policy/>

Partnerships

Partnerships with families

It is through our partnership with families that we achieve high outcomes for our children. Partnering together supports children in a strong sense of connectedness and supports consistency of expectations both at Little Beacons and at home. Open and honest communication and mutual respect form the basis of our relationships.

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, BeaconNet, bulletins, surveys, email and telephone communication. In line with our commitment to reducing our footprint on the environment, all communication is electronic. Please ensure your email details are kept up to date.

Communication provided to families in the following methods;

<i>Bulletins</i>	- issued weekly on a Wednesday (excluding school holidays)
<i>College Board Update</i>	- issued bi-annually
<i>The Beacon</i>	- issued annually
<i>Annual Report</i>	- issued annually
<i>Lux Luceat</i>	- issued three times a year

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

Appointments

Educational Leaders are available to discuss children, however to ensure that you have the right amount of time, privacy and to allow educators to focus on the children during program contact time, we request you make an appointment.

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 change directly in Operoo. The Centre Manager will received a notification of any changes and records will be amended accordingly.

External Partnerships

Individual Programs provides the expertise on supporting the fundamental development of children within the learning environment. However external agencies and other professionals may be called upon to better enable families and educators in providing inclusive intervention practices to enable children to reach their fullest potential.

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

Individual Learning Support is achieved by:

- Observing and assisting in the development of individual programs that meet specific needs
- Providing information and support about therapeutic options and children's support services
- Providing resource information and support about parenting
- Sharing information on child development and referrals to relevant therapeutic agencies.

Inclusion Support Facilitator

The Inclusion Support Program assists Commonwealth funded children's services to support the inclusion of children with additional needs. In Cardinia Shire, the Inclusion Support Professional (ISP) assists to include children with additional needs by providing tailored inclusion advice and support from contracted inclusion specialists, as well as funding to support more challenging inclusion barriers. The Inclusion Support Professional is an Early Childhood Professional, experienced in working with children from Culturally and Linguistically Diverse backgrounds and children with Additional Needs.

The ISP 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 ISP provides 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.

Therapeutic Services

Children with individual learning needs often require the support of private therapeutic services to best support their educational journey. Little Beacons has established close connections with many therapeutic service providers within the Cardinia/Casey area. If children are consulting with external Therapeutic Services, we ask that parental permission be gained for Little Beacons to directly consult with the therapist to ensure strategies and skills being focused on in therapy are translated into the educational environment. This supports the integration of developmental skills for the child and improves the outcomes of therapy.

Some therapy services that have direct engagement with Little Beacons includes:

- Speech Pathologists
- Occupational Therapists
- Early Intervention Key Workers
- Paediatricians
- Child Psychologists
- Dieticians/Nutritionists
- Audiologists
- Behavioural Optometrists

Maternal Child Health Visits

The Maternal and Child Health (MCH) Service is a free service available to all families with children from birth to six years of age. Maternal and Child Health Nurses are registered nurses, and midwives as well as holding a post graduate qualification in Child and Family Health.

Families are encouraged to visit the MCH Service for the recommended key age and stage visits, as per the schedule below.

At our Berwick Campus the City of Casey will be providing Maternal Child Health programs on site. Please contact the Council to make your appointment at Little Beacons - Berwick.

Recommended schedule for key age visits

2 weeks	1 year
4 weeks	2 years
8 weeks	18 months
4 months	3 1/2 years
8 months	

Everyday information

Arrival and Departure

On arrival to Little Beacons, children must be signed into the electronic attendance record, with the parent code and signature. The expected time of collection and the person who will be collecting the child is required. If this changes during the day, either the time or the person collecting, the Centre must be notified, this will help staff support the child in a later collection and assist with the staffing arrangements. The name of the person must be recorded, for example Mum or Dad should not be entered but the actual name.

On departure, the attendance record must be completed with the name and signature. Staff must be aware if someone different will be collecting the child. This person must be authorised on Operoo. If this person is not known to the staff, they will be asked to provide photo identification prior to collection. The staff will sign the child out if the person collecting does not have a code, their full name will be recorded.

If the person collecting 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.

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

Parents are asked to contact the centre if children will be arriving late, particularly where excursions may be taking place, Centre Managers will support families in ascertaining the best option if on site excursions have already departed. Educators are unable to accept children once the excursion is in process and parents may be asked to wait until the excursion returns.

Absences

Student absences should be notified to littlebeacons@beaconhills.vic.edu.au If we are not notified of your child's absence you will receive a SMS from the College. Please notify absences by 8am to support our planning for the day.

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, these concludes at 3pm promptly. For children enrolled in an integrated program, Little Beacons closes at 6pm. Parents are required to collect their child before this time.

Please be aware that Little Beacons is unable to support late collection in the sessional programs, Early Learning 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.

What to bring

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

- Little Beacons Sharing Journal
- Little Beacons Drink Bottle
- Little Beacons 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
- A Little Beacons wet bag for soiled or wet and dirty clothes
- For children wearing Little Beacons uniform please refer to the uniform table.
- Please ensure all items are clearly labelled

Please note that due to health and safety requirements Little Beacons is unable to provide spare hats. Children are encouraged to have spare clothes in their bag to support any required changes.

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 three 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 co-operation is actively sought in helping us maintain high standards of appearance.

The College has a partnership with school uniform specialist Noone to manage the supply and sale of Beaconhills uniforms.

Locations are;

- Pakenham Campus - enter via Gate B
- Berwick Campus - enter via Gate B
- Noone shop - 4/52-62 Old Princes Hwy, Beaconsfield
- Noone shop - 6/45 Siding Avenue, Officer

Online:

<https://www.noone.com.au/school/beaconhills-college/shop>

A full listing of the Little Beacons Uniform costing is available on Noone website. Families are provided with the convenience of purchasing any item for children 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 trading day and sent directly to Little Beacons or available at the shop for collection.

Please note the individual requirements of each program.

Uniform Requirements	6 months - 2 years	2-3 years	3-4 years	4-5 years
Item	Pebble Lane/ Ornamental Path/ Oriental Arch	Circuit Boardwalk/ Water Ways	Earth Elements/ Bushland View	River Bend/ Bamboo Rainforest
Little Beacons Bedsheets and Blanket	✓	✓	If children are sleeping	<input checked="" type="checkbox"/>
Little Beacons Sharing Journal	✓	✓	✓	✓
Little Beacons Drink Bottle	Optional choice	✓	✓	✓

Little Beacons Sunhat	Encouraged	✓	✓	✓
Little Beacons Wet Bags	ü X2	✓ X2	✓ X1	✓
Little Beacons Backpack	Optional	✓	✓	✓
Little Beacons puddle pants	Highly recommended	Highly recommended		
Little Beacons Library Bag (used for Early Explorers as well)	☒	☒	ü	✓
Little Beacons Art Smock	☒	☒	Optional	✓
Little Beacons Umbrella	Optional	Optional	Optional	Optional
Early Explorers Uniform Overalls, Black or Navy Gumboots	☒	☒	ü	✓
Little Beacons Spray Jacket	Optional	✓	✓	✓
Little Beacons Beanie	Optional	✓	✓	✓
Little Beacons Socks	Optional	✓	✓	✓
Nude Food lunch box			Required Term 4	✓

<https://www.beaconhills.vic.edu.au/enrolment/new-parent-resources/>

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 required 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 sunscreen. Our Sun Protection Policy is implemented from September to April. Please refer to the Sun Protection Policy for further information. The UV rating is recorded on the electronic screen in Reception area 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 three, 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/navy. Shoes may be school shoes or sneakers. Parents should follow the recommendation of their child's podiatrist.

Nappies

Nappies are provided in the Seedling program for the 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 are required to provide pull ups. Parents wanting to use cloth nappies are welcome to provide these.

Pull ups in Discovery

It is important to note that we do not have nappy change facilities in the Discovery environments. Toilet training will be discussed with families during interview to support a seamless transition to Little Beacons. Pull ups may be recommended at the commencement of the year while the child is becoming familiar and settling in. Pull ups ensure children's independence can be supported while also maintaining their privacy in the bathroom. As the children leave the centre regularly during the program and for extended periods of time, parents need to be aware of the requirements in this program.

During Term 3 and 4 in Circuit Boardwalk and Water Ways the Educational Leader will discuss a clear plan to support your child.

If for any reason parents are concerned about their child's development and readiness to toilet train, a referral to the Individual Programs Coordinator or an external health practitioner may be recommended.

Sheets and blanket

Families purchase a sheet set and blanket through our College Shop. This is required to be labelled with the child's first name 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 are not required to have these as children will be provided with a rest time.

Drink bottles

Our drink bottles are designed for small hands. They are clear to assist with monitoring fluid intake and are light weight to support children carrying them when on Early Explorers.

Lunch boxes

Children in the Discovery program are required to have the Little Beacons lunch box. The lunch box is provided prior to Early Explorers and is packed by the kitchen. Dietary requirements are met. The lunch box supports our sustainability focus with nude food while also supporting children in preparation for school. The 3/4 year old classes require this in Term 4 for their extended Early Explorers days and the 4/5 year old classes throughout the whole year. Children are encouraged to continue to use this lunch box in Junior School.

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. We also encourage families to consider items that may later become land fill and look at more natural items that are environmentally friendly.

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 through BeaconNet.



Health and Wellbeing

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.

Please notify 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.

For further information please visit the Starting Blocks website, this is a resource for families.

Student absences should be notified to littlebeacons@beaconhills.vic.edu.au If we are not notified of your child's absence you will receive an sms from the College. Please notify absences by 8am to support our planning for the day.

http://www.startingblocks.gov.au/media/1130/startingblocks_factsheet_illness-in-child-care-services.pdf

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 per cent 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 let us know your child's sleep routine at home and provide any special blanket or toy. 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 prefer the sleep space while others 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 doing some quiet activities. This could include lying under a tree to listen to a story, or passive play 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 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.

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 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 Food Services 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, while 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 both in written format and visually for children to connect to and there is a rotating cycle. A health and wellbeing component is also available on BeaconNet and in Bulletin's 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. Please discuss any questions you have regarding your child's dietary intake with your child's educator. All other questions can be assisted by your Centre Manager.

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 and uploaded through Operoo.

Fruit and vegetables are provided in a staggered meal time to support the individual needs of children. The environment encourages children to participate in an enjoyable and social meal experience. Children in Discovery move to 'the nest' to have lunch while children in Seedling have their meals delivered in the familiarity of their learning environment. Children in Circuit Boardwalk and Water Ways make the transition into 'the nest' for staggered lunch during term 4.

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.

Where age appropriate, children are involved in the food preparation, under educator's 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 bottle storage shelves are located within each room and are accessible for the children to consume at all times, whether inside or outside.

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/Deputy Head or with the Centre Manager when concerns arise.

It is essential that should there be any changes to your child's circumstances that this is communicated immediately, updated on Operoo and that updated medical information be provided by your doctor.

Food

Where the child's food requirements are detailed an extra 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 (a colour copy) is required to be completed and uploaded prior to Operoo.

DISCLAIMER: Whilst Beaconhills Food 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. This will be on the official ASCIA Action Plan forms, a color copy must be uploaded to Operoo. A risk minimization plan may also be required, your Educational Leader will discuss this with you.

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, extra assistance or funding may be required to support your child's needs being met. Please advise the Head of Campus/Deputy Head of your child's particular needs during your interview, or your Centre Manager if these present once you have commenced.

It is essential the College be made aware of any allergies or sensitivities your child has through Operoo. A risk minimisation plan will be formulated by the Educational Leader and will be discussed with you. This will be revised annually as your child commences in a new learning environment. Medical advice will be sought where appropriate.

Please ensure that all supporting documents from a Medical Practitioner are uploaded to Operoo and if any details change regarding your child's health, that you update Operoo.

Medical procedures or significant injuries

Children may require medical procedures or may have a significant injury that occurs, it is important that the Centre Manager is made aware of this before the child returns to the centre. A clearance may be required to return and modifications may need to be made to the environment, the program or to procedures. Information from the treating medical practitioner will be required and a risk minimisation will be completed. Parents will sign the risk minimisation, our aim is to work closely with families to support a safe environment for the child and for staff.

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. It is a requirement that for each child attending, an immunization schedule from Medicare is provided each six months. This will need to be uploaded to Operoo.

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.

Action plans; Anaphylaxis - Allergic Reactions - Eczema - Hay Fever - Asthma- Diabetes

Little Beacons is committed to recognising the importance of providing a safe environment for children with specific medical and health care requirements through implementing and maintaining effective practices. We are committed to raising awareness about anaphylaxis, allergic reactions, eczema, hay fever, asthma and diabetes,

providing a safe and healthy environment for all children and providing an environment in which all children can participate in order to realise their full potential. All children enrolled at the centre receive appropriate attention as required.

It is essential parents inform Little Beacons of any needs their child may have in relation to their medical condition. Parents are required to upload a COLOUR COPY of the Medical Action Plan, signed by a medical practitioner, either on enrolment or immediately upon diagnosis of an ongoing medical condition. This medical management plan must be a colour copy, include a current photo of the child and must clearly outline procedures to be followed by educators/staff in the event of an incident relating to the child's specific health care needs. This is required to be uploaded to Operoo. Parents will then be required to develop a risk minimisation plan with the Educational Leader to consider the risks and ways to minimise while the child is at Little Beacons.

Anaphylaxis - Allergic Reactions - Eczema - Hay Fever - Asthma - Diabetes

Please ensure that the action plan is completed by your Doctor and uploaded to Operoo. All medication is required to be provided to the Centre Manager and a Risk Minimisation completed and signed by the parents, prior to the child attending. This is essential to ensure we are able to minimise the risk while the child attends Little Beacons.

Refer to the Medical Management Policy

The Action Plan approved for use and to be provided in COLOUR are below.

This form is titled 'ACTION PLAN FOR Anaphylaxis' and is for use with Epinephrine (adrenaline) subcutaneous. It includes sections for 'SIGNS OF MILD TO MODERATE ALLERGIC REACTION', 'ACTION FOR MILD TO MODERATE ALLERGIC REACTION', 'WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)', and 'ACTION FOR ANAPHYLAXIS'. It also features a 'How to give EpiPen®' diagram and a 'How to give Anapen®' diagram. The form includes fields for Name, Date of birth, and various medical details.

This form is titled 'ACTION PLAN FOR Anaphylaxis' and is for use with Adrenaline (epinephrine) subcutaneous. It includes sections for 'SIGNS OF MILD TO MODERATE ALLERGIC REACTION', 'ACTION FOR MILD TO MODERATE ALLERGIC REACTION', 'WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)', and 'ACTION FOR ANAPHYLAXIS'. It also features a 'How to give Anapen®' diagram. The form includes fields for Name, Date of birth, and various medical details.

This form is titled 'ACTION PLAN FOR Anaphylaxis' and is for use with EpiPen® adrenaline subcutaneous. It includes sections for 'SIGNS OF MILD TO MODERATE ALLERGIC REACTION', 'ACTION FOR MILD TO MODERATE ALLERGIC REACTION', 'WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)', and 'ACTION FOR ANAPHYLAXIS'. It also features a 'How to give EpiPen®' diagram. The form includes fields for Name, Date of birth, and various medical details.

This form is titled 'FIRST AID PLAN FOR Anaphylaxis' and is for use with Adrenaline (epinephrine) subcutaneous. It includes sections for 'SIGNS OF MILD TO MODERATE ALLERGIC REACTION', 'ACTION FOR MILD TO MODERATE ALLERGIC REACTION', 'WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)', and 'ACTION FOR ANAPHYLAXIS'. It also features a 'How to give Anapen®' diagram. The form includes fields for Name, Date of birth, and various medical details.

This form is titled 'ACTION PLAN FOR Allergic Reactions' and is for use with Adrenaline (epinephrine) subcutaneous. It includes sections for 'SIGNS OF MILD TO MODERATE ALLERGIC REACTION', 'ACTION FOR MILD TO MODERATE ALLERGIC REACTION', 'WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)', and 'ACTION FOR ANAPHYLAXIS'. It also features a 'How to give EpiPen®' diagram and a 'How to give Anapen®' diagram. The form includes fields for Name, Date of birth, and various medical details.

This form is titled 'ACTION PLAN FOR Eczema (Atopic Dermatitis)'. It includes sections for 'ACTION: MAINTAIN AND PROTECT SKIN', 'ACTION: TREAT FLARE AND SEVERE ECZEMA', 'ACTION: CONTROL FLARE', 'ACTION: CONTROL AND PREVENT INFECTION', and 'ACTION: AVOID TRIGGERS AND IRRITANTS'. It includes fields for Patient Name, Date of birth, and various medical details.

This form is titled 'TREATMENT PLAN FOR Allergic Rhinitis (Hay Fever)'. It includes sections for 'ALLERGY MINIMISATION', 'IMMUNOTHERAPY', 'MEDICATIONS', and 'ALLERGY AVOIDANCE'. It includes fields for Patient Name, Date of birth, and various medical details.

This form is titled 'Asthma Action Plan' and is for use with a Puffer and Spacer. It includes sections for 'MILD TO MODERATE SIGNS', 'ACTION FOR MILD TO MODERATE ASTHMA FLARE UP', 'SEVERE SIGNS', 'LIFE-THREATENING SIGNS', and 'ACTION FOR SEVERE LIFE-THREATENING SIGNS'. It includes fields for Name, Date of birth, and various medical details.



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 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 uploaded to Operoo, and an epi-pen (within expiry date) is provided. 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.

Parent Participation

Participation in programs, excursions and on camps

As part of the Beaconhills College's Child Protection program - and in line with the Victorian Government's Child Safe Standards - all volunteers and visiting contractors are required to complete steps to be able to work within the classroom, participate in excursions and attend camp.

Further information can be found on our website <https://www.beaconhills.vic.edu.au/child-safe/>

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. 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 \$240 and 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, this 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 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 \$240
- 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 your Centre Manager.

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, (except Working Bees), contact 1300 002 225, extension #4300 (Pakenham) or #4580 (Berwick)

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, contact 1300 002 225

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 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 your Centre Manager. 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 in 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

Fee Information

2024 Fee Structure

Fee information can be accessed on the College website.
https://www.beaconhills.vic.edu.au/enrolment/#enrolment_fees

Fee Payment

Queries regarding payment of fees 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 Subsidy is applied to all eligible children at the Little Beacons.

All invoices are sent electronically to families from our service provider's email address "no_reply@smartcentral.com with Little Beacons appearing in the subject line. 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. For Vacation Care and Student Free Days, no cancellation is accepted once a booking is made.

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 Executive Principal 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 the College and are jointly and severally responsible for all fees of whatsoever nature and kind payable as a result of enrolling their child at Little Beacons, 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 in advance informing them of the amount to be deducted. This amount is variable and subject to change due to account activity - e.g. CCS fluctuations and changes in care.

The Direct Debit Authority will remain in place for the duration of the family's association with Little Beacons. 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: #2207), or email erin.oldfield@beaconhills.vic.edu.au

Allow for five 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 (6 months - 3 years)

Three weeks written notice is required

For the Seedling programs this must be completed in writing to the Head of Admissions at enrol@beaconhills.vic.edu.au. The notice period must be provided within operation time of the program.

A reduction of days in the Seedlings Program requires three weeks written notice. A reduction of days is only possible where an alternate combination is available. Please discuss this request with the Centre Manager to ascertain what configurations are possible.

Discovery Program (3-5 years)

A terms written notice is required

For the Discovery programs this must be completed in writing to the Head of Admissions at enrol@beaconhills.vic.edu.au. The notice period must be provided within operation time of the program.

Reduction of days in the Discovery Programs is only possible where a configuration of an alternate program is available.

Policy Information

Policies

Parents are advised all policies are available on BeaconNet. Policies are regularly updated and your feedback is encouraged. Please email your feedback to littlebeacons@beaconhills.vic.edu.au

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.

Particular care is taken between 10am and 2pm (11am and 3pm 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 practices 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.

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 Reception 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 21 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

Feedback, concerns or complaints

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:

Pakenham Campus	Berwick Campus
Ruth King Centre Manager - Little Beacons Pakenham	Larissa Macchetta Centre Manager - Little Beacons Berwick
1300 002 225 EXT #4300	1300 002 225 EXT #4580

If after discussions, you have further concerns, please contact:

Deputy Head - Little Beacons
1300 002 225 Ext 4300

OR

Mrs Vicki Reid
Head of Campus - Little Beacons
1300 002 225 Ext 4300

You may also contact the Department of Education and Training 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 number for each Campus is;

Pakenham Campus	Berwick Campus
Gippsland DEET	Central DEET
5194 4101	8765 5787

Contact Details

Little Beacons Learning Centre

Executive Principal	Mr. Stephen McGinley
Head of Little Beacons	Mrs. Vicki Reid/ Ms. Vasie Govender
Deputy Head	Mrs. Moni Salonia
Head of Teaching and Learning	Mrs. Donna Eyles

Little Beacons Learning Centre - Pakenham

A: 30-34 Toomuc Valley Road Pakenham VIC 3810
E: p-little.beacons@beaconhills.vic.edu.au
P: 1300 002 225 Ext. 4300

Centre Manager	Mrs. Ruth King
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Little Beacons Learning Centre - Berwick

A: 92 Kangan Drive Berwick VIC 3806
E: b-little.beacons@beaconhills.vic.edu.au
P: 1300 002 225 Ext. 4580

Centre Manager	Ms. Larissa Macchetta
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Little Beacons Learning Centre - Multi Campus

Operations Coordinator	Mrs. Stephanie Smith
Individual Programs Coordinator	Ms. Deepti Barri
Administration Assistant	Mrs. Carol Clark
Curriculum Coordinator	Mrs. Purva Ghaisas

eXtra - Outside School Hours Programs

Located at each campus
E: eXtra@beaconhills.vic.edu.au

Little Beacons Learning Centre - Educational Leaders

To email the Educational Leader please follow the layout above or alternatively staff can be looked up on BeaconNet

Seedling and Discovery Program
Educational Leaders

Firstname.lastname@beaconhills.vic.edu.au

Key Contacts

Student absence

1300 002 225 - follow the prompts
littlebeacons@beaconhills.vic.edu.au

Please notify absences by 8am

Beaconhills College Enrolments

Ext. 6404
enrol@beaconhills.vic.edu.au

Beaconhills College Accounts

Ext. 2207
littlebeaconsfinance@beaconhills.vic.edu.au

Family Assistance Office

13 6150
www.familyassist.gov.au



Little Beacons at Beaconhills College
Setting the standard for quality early education.



Little Beacons - Leadership Team



Vicki Reid

Head of Little Beacons - Little Beacons

Vicki has more than 30 years' experience working in education, starting as a Kindergarten Teacher and holding roles in Local and State Government. Vicki is an Executive member of the College Leadership Team and is involved in the strategic development and implementation of the College's vision and mission, with a key role in advocacy for the importance of early education. Vicki is committed to developing high quality opportunities and outcomes for young children and families and enhancing educators' skills, passion and knowledge to promote opportunities for leadership and development. Vicki is in her 16th year with the College and is honoured to have been provided the opportunity to establish Little Beacons from conception. Vicki is passionate about growing future leaders and looks forward to partnering with the team to achieve the highest quality of programs.



Vasie Govender

Acting Head of Campus of Little Beacons - Little Beacons

Vasie Govender has over 30 years of experience in teaching which includes teaching in secondary schools, primary schools and early childhood education. Vasie has taught in schools in South Africa, UK, USA, New Zealand and Australia. Vasie's qualifications include a Bachelor of Education, Graduate Diploma in Teaching (ECE), Bachelor of Pedagogy, Master of Educational Leadership, Diploma in Montessori Teaching and currently TESOL (Teaching English to Speakers of Other Languages). Vasie is passionate about teaching values in education as this is the foundation for developing attributes in young children that will lead them towards become responsible and contributing citizens in a global world. Vasie believes that all children are unique individuals who can be capable and competent if supported with the appropriate strategies and tools during early childhood to thrive in life



Moni Salonia

Deputy Head - Little Beacons

Moni Salonia started her Beaconhills journey as the Deputy Head of Little Beacons in 2023. Moni came to Australia 20 years ago, looking for a better place to live with many more opportunities for her family. Moni has worked in early childhood education for 30 years and appreciates the new challenge of each day. Moni is passionate about transferring her knowledge, enthusiasm, passion, and experience working with young children to others; and contributing to a better, more stimulating, and dynamic educational system. Moni speaks three languages: English, Spanish and Italian. Moni holds various qualifications and is continuing to study.



Donna Eyles

Head of Teaching and Learning - Little Beacons

Donna has 30 years' experience working in the early year's profession and has held a number of leadership positions, both within the College and more broadly. Donna is now in her 14th year with the College and leads the development of curriculum to support the educational team in achieving the College goals. Donna is also a classroom teacher at the Pakenham campus and believes that to be a successful curriculum leader you must first have strong leadership in teaching.



Ruth King

Centre Manager - Little Beacons - Pakenham

Ruth has worked in Early Years profession for over twelve years and joined with the College in 2019. Ruth has experience working in the finance industry before successfully operating a family day care service where she has developed a passion for Early Years Education. Ruth prides herself in her commitment to welcoming, building relationships and nurturing families throughout the first stages of their journey at Beaconhills College.



Larissa Macchetta

Centre Manager - Little Beacons - Berwick

Larissa joined Little Beacons in 2022 and brings with her 12 years' experience in the early years profession. During this time, Larissa has undertaken a number of leadership roles and has developed a passion for mentoring teams and driving high quality education for even the littlest of learners. Larissa is looking forward to welcoming our families to the College and building strong partnerships with them throughout their journey with us.



Stephanie Smith

Operations Coordinator - Little Beacons - Multi Campus

Stephanie worked in the early years industry for nine years. She is an Alumni of the College, spending many hours on campus before graduating in 2012. Stephanie's passions are encouraging young children to learn and grow in their own way and expressing their interests in everyday play. Stephanie enjoys leading a team where she can push them to grow as well build upon her knowledge and experience as well.

Understanding the early years

National Quality Framework - NQF

The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvements for early childhood education and care and outside school hours care services across Australia.
<https://www.acecqa.gov.au/nqf/about>

The NQF introduced a new quality standard in 2012 to improve education and care across long day care, family day care, preschool/kindergarten, and outside school hours care services. In 2023 the Frameworks were updated, a new version can be found on the link below.

<https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

The NQF includes:

- National Law and National Regulations
- National Quality Standard
- assessment and quality rating process
- national learning frameworks.

<https://www.acecqa.gov.au/nqf/national-law-regulations>

Education and Care Services National Regulations

The [Education and Care Services National Regulations](#) (National Regulations) support the [National Law](#) by providing detail on a range of operational requirements for an education and care service including:

- the National Quality Standard (schedule 1)
- application processes for provider and service approval
- setting out the rating scale
- the process for the rating and assessment of services against the National Quality Standard
- minimum requirements relating to the operation of education and care services organised around each of the seven quality areas
- staffing arrangements and qualifications
- fees for a range of transactions.
- jurisdiction-specific provisions

<https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations>

National Quality Framework Snapshots

National Quality Framework (NQF) Snapshots provide an overview of the Australian children's education and care sector, including the progress and results of quality assessment and rating against the National Quality Standard (NQS).

<https://www.acecqa.gov.au/nqf/snapshots>

Assessment and Rating

Education and care services are assessed and rated by their [state and territory regulatory authority](#). Services are assessed against the 7 quality areas of the [National Quality Standard](#).

<https://www.acecqa.gov.au/assessment/assessment-and-rating-process>

Excellent	<ul style="list-style-type: none"> • Service promotes exceptional education and care, demonstrates sector leadership and is committed to continually improving. • Awarded by ACECQA. • Services rated Exceeding National Quality Standard in all quality areas may choose to apply for this rating.
Exceeding National Quality Standard	<ul style="list-style-type: none"> • Service goes beyond the requirements of the National Quality Standard in at least 4 of the 7 quality areas.
Meeting National Quality Standard	<ul style="list-style-type: none"> • Service meets the National Quality Standard. • Service provides quality education and care in all 7 quality areas.
Working Towards National Quality Standard	<ul style="list-style-type: none"> • Services provides a safe education and care program. • There are 1 or more areas identified for improvement.
Significant Improvement required	<ul style="list-style-type: none"> • Service does not meet 1 of the 7 quality areas or a section of the legislation and there is a significant risk to the safety, health and wellbeing of children. • The regulatory authority will take immediate action.

Little Beacons Rating

Little Beacons - Pakenham - Exceeding National Quality Standard
 Little Beacons - Berwick - Exceeding National Quality Standard

Quality Improvement and Innovation Plan

Every service must ensure a Quality Improvement Plan (QIP) is in place. Little Beacons has a Quality Improvement and Innovation Plan, this allows us to focus on both improvement and future innovation. The aim of a QIIP is to help the College self-assess our performance in delivering quality education and care, and to plan future improvements. The QIIP also aids the regulatory authority to assess the quality of our service. Our QIIP is updated twice a term to ensure we maintain focus on achieving our outcomes.

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, 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



BEACONHILLS COLLEGE

PAKENHAM CAMPUS

30-34 Toomuc Valley Rd,
Pakenham VIC 3810

BERWICK CAMPUS

92 Kangan Dr,
Berwick VIC 3806

(03) 5945 3001
www.beaconhills.vic.edu.au

CRICOS Provider No 03182J

