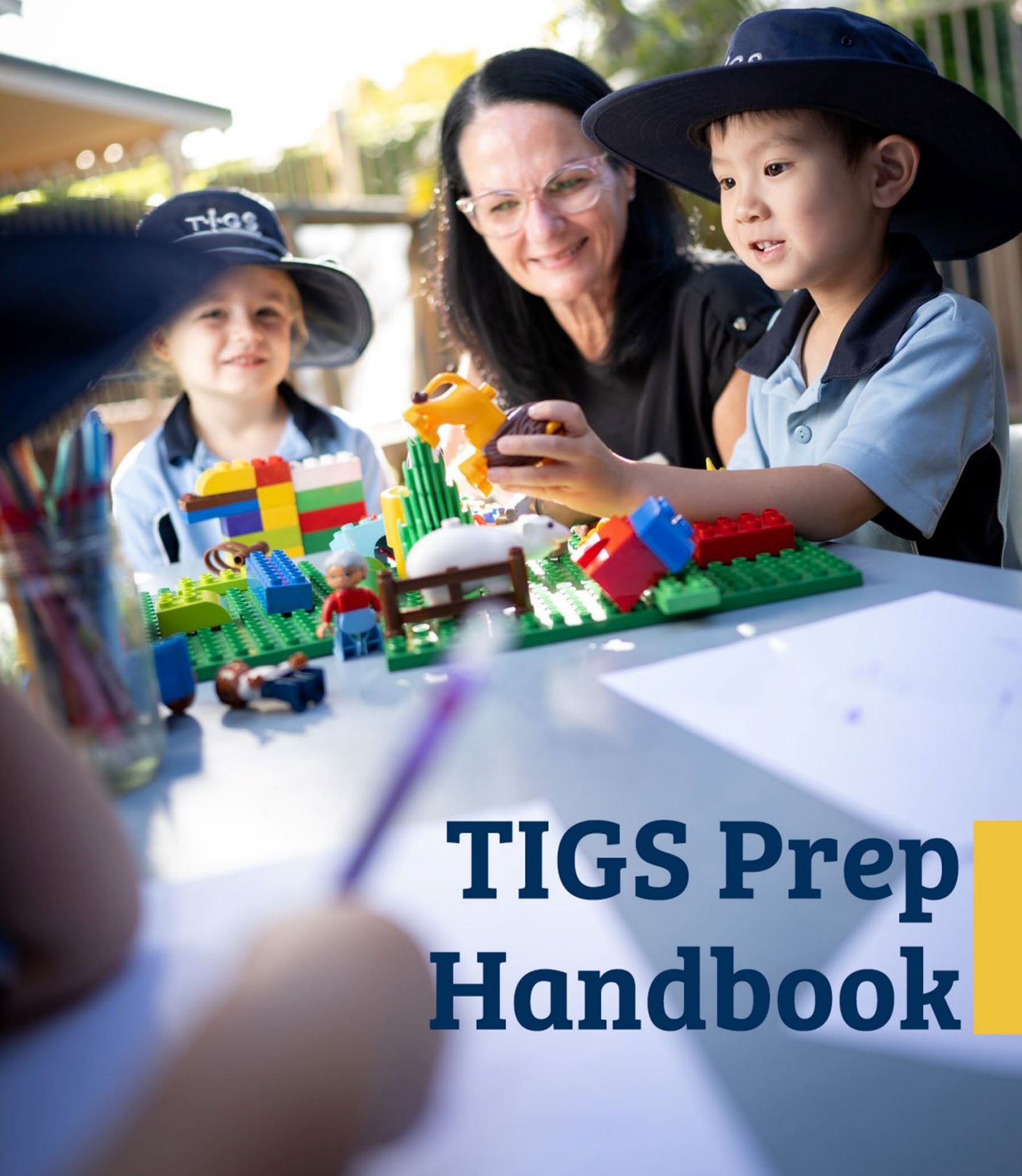




TIGS

The Illawarra Grammar School



TIGS Prep Handbook

Table of Contents

Welcome to TIGS Prep.....	3
TIGS Prep Philosophy.....	4
TIGS Prep Program.....	7
Belonging, Being and Becoming	10
Our Learning Spaces	11
The First Week.....	12
When you arrive	12
Easing In	12
Saying Goodbye	12
Independent Toileting	12
Mealtimes	13
Rest Time - Pre-Prep	13
Rest Time - Prep.....	13
What to Bring.....	13
Leadership and Service Management	14
Arrivals and Departures	14
Signing in and out procedure.....	14
Dismissal Routine.....	15
Child Care Subsidy (CCS)	15
Enrolment Bookings.....	16
HubWorks	18
Regulatory Authorities.....	18
Children’s Nutrition, Wellbeing, Health and Safety.....	19
Authorised persons.....	19
Celebrations	19
Child protection	19
Communicating a medical condition and/or a diagnosed disability	19
Confidentiality and privacy	19
Family law and access.....	19
Health and medical exclusion.....	20
If your child is hurt while at TIGS Prep.....	20

Immunisation	20
What if my child requires medication while at TIGS Prep	21
What to do if your child is unwell	21
General Information	22
Canteen	22
Evacuation procedure	22
Incursions and visitors	22
Library (Goodhew Research Centre)	22
Newsletter	22
Rest/quiet time	22
Sunblock	22
Technology	22
Toys and treasures	23
Uniform information	23
Relationships with Children	24
Respect for children and their rights	24
Educator interactions and relationships with children	24
Collaborative Partnerships with Family	25
Parent involvement/family participation	25
Communication files/folders	25
Educator's reflections and online documentation	25
Kinderloop	25
Transition to School Program	26
Transition To School Statement	26
School Map	27
TIGS Prep Contact Details	29
Key Staff Members	29
Contact Details	29

Welcome to TIGS Prep

It is our pleasure to welcome you to TIGS Prep at The Piper Centre. Early childhood is an exciting time of growth and learning for your child as they explore a wide range of interests and develop new skills.

We want you to know that we value your decision to place your child with us and understand the responsibility this brings.

We are committed to working with families to ensure that TIGS Prep is a positive experience for all, whilst enriching all aspects of your child's learning journey.

With a great sense of excitement, we welcome you to TIGS Prep.

The Illawarra Grammar School

The Illawarra Grammar School (TIGS) provides students with an outstanding education founded on Christian principles, which challenges and extends their intellectual potential. TIGS caters to students from Preparatory to Year 12 on a single picturesque campus.

Junior School is located at the western end of the grounds, near the Princes Highway entrance. The Preparatory Program, for children aged 3 - 5 years, is based in The Piper Centre. The adjacent grounds provide a welcoming learning environment for children in Kindergarten to Year 6. Senior School is located at the eastern end of the campus and caters to students from Year 7 to Year 12.

The extensive academic, sport, artistic and community Programs on offer set TIGS apart as a school where students can achieve their best. Alumni flourish in many fields, becoming doctors, lawyers, pilots, Olympic gold medallists, missionaries and even film producers.

Mission Statement

"The achievement of academic excellence in a caring environment that is founded on Christian belief and behaviour, so that students are equipped to act with wisdom, compassion and justice as faithful stewards of our world."

The Preparatory Program is an important foundation to the entire education provided at TIGS.

TIGS Prep Philosophy

TIGS Prep is committed to developing and implementing a curriculum that reflects a Christian worldview. This is achieved through the public celebration of the Christian faith and through the embedding of a Christian worldview in all that we do.

TIGS Prep at The Piper Centre acknowledges the original custodians of this land, the Dharawal people, their language and all Aboriginal and Torres Strait Islander people in the community. We embrace The Illawarra Grammar School's Mission and Value Statement which highlights "Academic, Christian and Caring" as its core value framework.

"The achievement of academic excellence in a caring environment that is founded on Christian belief and behaviour, so that students are equipped to act on wisdom, compassion and justice as faithful stewards of our world".

Reflecting a holistic approach, TIGS Prep adopts and implement ideals, elements, principles and practices of the Early Years Learning Framework, National Quality Standards, United Nations Convention on the Rights of the Child, ECA Code of Ethics and the Reggio Emilia Approach.

Our Statement of Philosophy describes our values, beliefs and understandings and informs our day to day practice. It is based on the belief that children are capable of thinking deeply and creatively.

We recognise the rights of children to explore, question, reflect, problem solve, theorise and communicate their thoughts and findings through a range of expressive languages.

Children

We believe:

- through play-based learning children actively construct meaning from their interactions and engagement with their physical and social worlds.
- in focusing on the development of the whole child where children can become active, caring, lifelong learners demonstrating respect for themselves and others and the world around them.

Therefore we:

- implement a child-centred Program based upon the principles outlined in the National Early Years Learning Framework (EYLF) – 'Belonging, Being & Becoming', and the Reggio Emilia Educational Philosophy.
- strive to empower children, by valuing their thoughts, ideas and voices to develop the Program.
- promote each child's confidence to build resilience, self-regulation and self-identity through providing play-based learning experiences and opportunities that frame children's understanding, skills, values, agency and sensitivities to advocate for lifelong learning success.
- promote an inclusive environment where educators work collaboratively with families, children and other professionals to ensure that every child has opportunities to belong, be and become.
- acknowledge and respect each child's individuality.

Families

We believe:

- a child's first experience of a sense of belonging is at home with their family, acknowledging the uniqueness of their culture and diversity.
- in building partnerships with our families, where families are viewed as partners, collaborators and advocates for their children.
- the interrelationships we form with our children and their families creates a caring community with lifelong partnerships.

Therefore we:

- build on the foundations of family relationships fostering the importance of family through our TIGS community.
- are committed to open and reflective communication with families where families have the opportunity to express and share their ideas and concerns.
- strive to display empathy and be responsive to family needs, respecting and supporting the role of families.
- promote and embrace cultural difference, embracing equity, inclusion and diversity as best practice.
- value the significance of relationships as being a fundamental part of the early years where important skills, attributes and dispositions are developed and where trust, agency and belonging are fostered.
- encourage nurturing positive relationships between home, family and TIGS Prep to form a strong basis for learning, self-identity, health and wellbeing.

Community

We believe:

- through the process of learning and education, the community, teachers, parents and children are viewed as collaborators who together celebrate humanity to build a better and more peaceful world.
- the community is an essential resource to the child's learning where an exchange of ideas is vital in creating a more positive, responsive and productive learning environment.
- in supporting young children as caring and responsible citizens who are curious about their world and have the powerful potential to learn from all that surrounds them through exploring their identity, relationships, well-being and what it means to be part of a community.
- in being advocates for early childhood education where knowledge is shared, and expertise and excellence are strived for.
- in making connections and establishing relationships with community organisations, services and agencies that nurture and support children and families.
- in promoting fairness, equity and inclusion for all persons and children through respectful relationships and interactions.

Therefore we:

- use strategies such as providing children with a wide variety of educational opportunities that encourage self-expression, communication, logical thinking, and problem-solving.
- value our whole school learning community as a warm, dynamic and welcoming community where life long partnerships and relationships are the foundations of learning success.
- learn about the communities in our local area and respond to, access and participate in local community events and initiatives.

Program

We believe:

- in laying the foundation for learning through play and holistic experiences during the early years, setting young children on a journey for all future learning success.
- play is a primary driver for inquiry through which young children develop approaches to learning and connection with their world.
- play involves choice, promotes agency and provides opportunities to inquire into important concepts and personal interests.
- in the role of the environment as the third teacher through adopting the Reggio Emilia philosophy and placing emphasis on the learning environment to stimulate children's imagination, creativity, exploration, discovery, engagement, expression and sense of wonder.
- in the foundations of the 'Early Years Learning Framework' recognising that children start learning from birth and continue to learn throughout life through connections with family, community, culture and place.
- in creating a sense of Belonging, Being and Becoming through respectful and responsive relationships with children and their families.

Therefore we:

- create safe, stimulating, aesthetically pleasing, and inviting learning spaces both in the indoor and outdoor play spaces allowing children to explore, play, create, learn and grow.
- implement an inclusive and flexible Program that is responsive to the evolving landscape of the early childhood environment, embracing a holistic approach to teaching and learning.
- provide responsive play spaces where children can be natural inquirers to learn about, interact with and interpret the world around them.
- through a flexible lens, plan, facilitate and scaffold as well as reflect on children's learning
- plan and document the learning and progress of individual children and respond to their individual learning development.
- make observations of children and document their work to form the basis of the Program
- ensure every child's learning is respectfully documented reflecting the importance of making learning visible for children and families.

Educators

We believe:

- in providing a high-quality learning environment, recognising the diversity, skills and commitment of educators when working respectfully and ethically towards a shared vision.
- in the foundations of educational leadership and supporting educators in developing future thinkers, innovators, creators and leaders.
- in creating an atmosphere that promotes a professional learning community and increases professional confidence and competence.

Therefore we:

- provide opportunities for educators to take an active and collaborative role in the decision-making process with opportunities of providing feedback.
- value a safe, comfortable and respectful working environment.
- aim to critically reflect our current practices through a strong collaborative culture of professional inquiry
- acknowledge our roles as learners through a process of continuous self-improvement and reflection.

TIGS Prep Program

TIGS Prep is a preschool Program for children aged 3 - 5 years located at The Illawarra Grammar School campus in Mangerton. Our dedicated early learning space has four age-grouped classrooms and operates year round from 7.30am - 5.30pm, with a break over Christmas.

Conveniently situated within 10 minutes of the Wollongong CBD, hospitals and University of Wollongong, TIGS Prep is highly sought after by families seeking a strong foundation for Kindergarten. The Program is run by full-time university qualified teachers, supported by early childhood qualified assistants.

Each day is structured around a core learning time from 9.00am - 2.30pm during which all specialist lessons and intentional teaching occurs. This is supplemented by learning and discovery time outside these core hours. On arrival, children can engage in various learning experiences set-up by educators in our indoor or outdoor learning environments. This learning and discovery time allows parents to settle their children and engage with educators.

All children are expected to attend during the core learning hours of 9.00am - 2.30pm. Families can decide on arrival and departure times that best suit their needs within the operating hours of 7.30am - 5.30pm.

Our service places an emphasis upon building meaningful relationships with each child in a responsive and nurturing environment. These relationships form the foundation in making children feel respected, safe, secure and supported.

Having one educator develop a strong relationship with your child when they begin to attend our service, provides a strong foundation for the child to build subsequent relationships. Minimising the number of different educators who work with children supports relationship building.

It takes time to build relationships, so having at least a core of educators who are with the children over a long period of time acknowledges the importance of relationships. Strong and positive educator-child relationships contribute to a child's sense of identity, helping them feel secure, which frees them to explore, play and learn.

Belonging

We understand the importance of feeling a strong sense of belonging to family, our setting, our School and our local community. Creating an environment that enables us to achieve these outcomes is very important. Building strong relationships with our children and their families and incorporating family life and values is embedded into our daily Program.

Learning Through Play

At TIGS Prep we believe that all children have a right to play. Children are competent, capable learners who play at all ages and places and in all circumstances regardless of ability, social or cultural groups or community settings. We embrace Early childhood Australia's Statement on Play

<https://www.earlychildhoodaustralia.org.au/wp-content/uploads/2023/10/ECA-Statement-on-Play-Oct2023.pdf> and draw on the principles of play to uphold children's right to learn through play.

Through play, children can explore and reflect on interests and issues relevant and meaningful in their lives. Play encourages exploration, risk taking, socialisation and engagement in learning. At TIGS Prep we believe that skilled and responsive teachers and educators with a theoretical framework for understanding play; whatever the lens may be, is best placed to influence, promote and protect play in the life of every child.

National Quality Standard

The National Quality Standard (NQS) sets a national benchmark for the quality of children's education and care services across Australia.

Services are assessed against the NQS by the state or territory regulatory authority and receive a rating for each of the seven quality areas of the NQS, as well as an overall rating. TIGS Prep currently holds an Exceeding Rating received in October 2019 and continue to hold this rating.

Child Safe Standards

As of 1 February 2023, the Office of the Children's Guardian (OCG) has the power to take action to ensure any organisation that works with children legally complies with the 10-child safe standards.

Under the new Child Safe Scheme, we must demonstrate our commitment to child safety by having child safe systems, policies and procedures based on the NSW Child Safe Standards.

The standards are based on the work of the Royal Commission and provide us with a framework to drive cultural change in our organisation so we can improve our child safe practices and prevent abuse from happening.

TIGS Prep at The Piper Centre is committed to implementing the NSW Child Safe Standards and to making our Centre safer for children. We understand that this requires strong leadership, collaboration with families and communities and sustained, collective effort and action. We strive to provide children with a safe environment and education and quality care they deserve reflecting the NSW Child Safe Standards

https://ocg.nsw.gov.au/sites/default/files/2021-12/g_CSS_GuidetotheStandards.pdf

Specialist Programs

TIGS Prep offers an exciting range of specialist Programs. Children will be taught foundation skills which foster their interest, imagination and confidence at an age where rich learning experiences are vital for brain development. These include:

- Music
- Movement
- Languages
- Art
- Library
- Science, Technology, Engineering, Art and Mathematics (STEAM)
- Munch and Move
- Units of Inquiry
- Devotions

The Reggio Emilia Approach

Our learning environment is influenced strongly by the Reggio Emilia approach to education. This philosophy is inspired by the system of early years education in Reggio Emilia, a town in northern Italy.

Reggio Emilia has become renowned for offering a system of education which respects children and their rights to be citizens. This system is recognised by many as the 'world's best practice' in early childhood education.

The concepts emphasised in the Reggio Emilia approach to teaching and learning are:

- The image of the child as competent, powerful, and full of potential
- The importance of the physical learning environment to stimulate enquiry
- The importance of photographs, children's work samples, and teachers', children's and parents' words to document, communicate and enhance the process of learning
- The importance of teacher-teacher and parent-teacher collaboration, and the link between home and school
- The importance of giving children the freedom to follow their own curiosity as they solve problems and research ideas

the 100 Languages

No Way.
The Hundred is there.
The Child
Is made of one hundred.
The child has
A hundred languages
A hundred hands
A hundred thoughts
A hundred ways of thinking
Of playing, of speaking.
A hundred always a hundred
Ways of listening
Of marveling, of loving
A hundred joys
For singing and understanding
A hundred worlds
To discover
A hundred worlds
To invent
A hundred worlds
To dream.
The child has
A hundred languages
(and a hundred hundred
hundred more)
But they steal ninety-nine.
The school and the culture
Separate the head from the
body.
They tell the child:
To think without hands

To do without head
To listen and not to speak
To understand without joy
To love and to marvel.
They tell the child:
To discover the world already
there
And of the hundred
They steal ninety-nine.
They tell the child:
That work and play
Reality and fantasy
Science and imagination
Sky and earth
Reason and dream
Are things
That do not belong together.
And thus they tell the child
That the hundred is not there.
The child says:
No way. The hundred is there.

*Loris Malaguzzi, Founder
of the Reggio Emilia
Approach*



Belonging, Being and Becoming

The Early Years Learning Framework for Australia

Belonging, Being and Becoming is Australia's first National Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school. Early childhood is a vital period in children's learning and development. The Framework forms the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning. It has specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. The Framework aims to ensure that all young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

Belonging

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

Being

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

Becoming

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society. The Framework conveys the highest expectations for all children's learning from birth to five years and through to the transition to school. It communicates these expectations through the following Five Learning Outcomes:

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

Our Learning Spaces

Our learning spaces offer rich and varied environments that support children's learning and development. Our learning spaces give children confidence to explore and learn in a secure, safe and challenging environments.

Our playspaces are named using the Dharawal Indigenous community language.

Amaroo - *A beautiful place*

Cooinda - *The happy place*

Marana - *The stars*

Elanora - *Home by the sea*

TIGS Prep offers endless possibilities for each child to play, explore, develop relationships and engage with life's joys and complexities.

TIGS Prep employs Early Childhood Teachers and Early Childhood Qualified Educators. Each playroom group has a full time Early Childhood Teacher and an Early Childhood Qualified Educator. All our Early Childhood Teachers hold teacher accreditation with New South Wales Education Standards Authority (NESA).

Our philosophy is intent on embracing a range of experiences and various ways of constructing knowledge. Our specialist Programs are run through term time and offer inspiration and opportunities for children and educators to learn and collaborate as they express themselves through their 100 languages.

TIGS Prep educators will ensure the environment is safe, clean and well maintained for children, families, educators and visitors. Children's awareness of the environment and sustainable practice are supported through daily practices, resources and interactions. The physical environment will support children's learning, safety, levels of engagement and access to positive experiences and inclusive relationships.

The First Week

The first week of TIGS Prep is a big step for you and your child. A few nerves and jitters, some goodbye tears and tired eyes are to be expected. This is normal.

We empathise with the excitement and nervousness that the first week can bring. It is a big step for a little learner and their families. Our friendly teachers are there to guide you through your journey.

When you arrive

When you arrive for your first day our teachers will take you through the sign in and sign out process. You will also be given a code to our front door for Piper Centre access. For the safety and security of your child and all the others that attend the service, codes must not be shared with any unauthorised nominee.

Easing In

We find that most children are not yet used to big days. That's why your enrolment will begin with a transition Program of shorter hours - 9.30am-12.30pm for your child's first week.

If you feel that your child needs a longer transition Program, please speak with your child's teacher.

Please don't be alarmed if your child experiences some separation anxiety, we assure you that this is normal. It is something that many children go through as they adjust to time away from their parents in a centre environment for the first time.

Often the nature of separation anxiety is that it gets worse before it gets better. This may mean that your child transitions into the Centre smoothly for the first few days, but they start to become upset in the days that follow.

All our staff are very familiar with the nature of separation anxiety and are skilled at working with both children and families through these separation phases. We encourage you to trust the guidance and advice of experienced staff.

Saying Goodbye

Saying goodbye to your child when it is time to leave is often the hardest part of the day. Some families choose to stay at the Centre for a little while after drop off to see their child settle in by participating in an activity with them. When the time does come to say goodbye, we strongly encourage you to say goodbye once and leave. Returning multiple times because your child is upset often confuses them and leads to distress. Rest assured our staff will always contact you if your child has trouble settling. If you want to check to see how your child is doing throughout the day please call the Centre and our staff will be happy to provide an update.

Independent Toileting

It is the policy of The Illawarra Grammar School Preparatory School (TIGS Prep) to enrol children who are toilet trained. TIGS Prep's definition of "toilet trained" is:

- Children who can recognise when they need to go to the toilet.
- Children who can communicate to teachers the need to go to the bathroom.
- Children who can wipe their bottom independently and have independence in self-care (ie. pull pants down and up, flush the toilet, wash hands).
- Children who do not have toileting "accidents" (an occasional accident - maximum twice a term - can be accommodated).

Mealtimes

Mealtimes are social occasions, and our learners are encouraged to sit in small social groups. Children need to bring their own morning tea, lunch, afternoon tea and drink bottles with water.

We request that;

- all meals packed for the day remain healthy and nutritious ensuring your child receives a variety of foods from the five food groups
- meals are packed separately and clearly labelled with your child's name
- your child's meals be separated onto the trolley in your child's classroom on your arrival.

We are a "nut aware and egg aware" service and prohibit any nut products within TIGS Prep. Please ensure that no nut or egg products are included in your child's meals for the day. This includes the exclusion of peanut butter, Nutella, muesli bars with nuts, or other nut products.

Rest Time - Pre-Prep

Rest time is an important part of our day for our Pre-Prep learners. It can also be the most intimidating time of day for some children who are not yet familiar with the noises, sounds and smells around them. As a result, your child may not follow the same sleep patterns as they have at home, initially. Our educators will gather the details of your child's routine and work to maintain this. However, in those first few weeks please be prepared for a few tired days as your child settles in to a new and unfamiliar space.

Rest Time - Prep

Our Prep learners are also recharging their batteries for the afternoon by being involved in relaxation and calming activities. All children will have down time and if your child requests to sleep, an area will be provided. We believe a child who is tired should have the opportunity to sleep as they request. We believe whilst resting and sleeping our youngest learners' brains are recharging to re-engage. Further information is available on our Sleep, Rest, Relaxation and Clothing Policy and Procedure accessible through TIGS Prep administration.

What to Bring

- Healthy lunch and morning tea, afternoon tea and a drink – e.g. fruit, cheese, carrot/celery sticks, muffins, sultanas, yoghurt, custard. Note – No Peanut Butter or nut products, or egg products
- A labelled water bottle (no cordial or juice please) for your child to access throughout the day
- Spare undergarments and a change of clothing in case of accidents and a bag for wet clothing
- A school hat
- A raincoat
- A sheet, small pillow and small blanket
- A family photo, which will stay in the playroom for the school year

Everything should be clearly labelled with your child's name.

Leadership and Service Management

Arrivals and Departures

Arrival and departure times encourage families to interact in the environment, build relationships, open communication networks and ensure the safety of children when being delivered and collected from the service. To ensure that all children are accounted for and have a safe and secure arrival and departure, the following will apply:

Arrival Management:

- On arrival, children must be signed in on the electronic sign in/sign out system
- Children attending TIGS Prep must be handed over from the parent/guardian to a staff member.

Departure Management:

- Children must be collected by the closing time of 5:30pm and signed out on the electronic sign in/out system
- The responsible person is to ensure that all belongings are collected.
- The responsible person must ensure that an educator is aware that they are taking the child from the service.
- Please ensure you call the service if you are expected to arrive later than 5.30pm (late fees apply).
- If the service has not been notified and someone other than the parent or authorised person comes to collect the child, educators will contact the parent seeking his or her authorisation be provided via email. The child will not be released from the service until proper authorisation has been received.

Late Collection of Children Fee:

If a child remains at TIGS Prep after closing time, the following will be applied:

The child will remain under the care of Piper Centre staff.

An Administration Fee of \$50 and a Penalty Fee of \$3.00 per minute, per child will be charged.

Parents will be asked to sign the **Late Collection Form**, to acknowledge the late pick-up and fees incurred.

If it has not been possible to arrange for the child to be collected thirty (30) minutes after service closure, the following procedures will be adhered to by our educators:

- Inform the Nominated Supervisor/Responsible Person of the situation.
- Follow Department of Education and Communities Abandoned Child Procedure, i.e. contact Child Protection Helpline 24 hours service on 132 11

Please Note: Under NO circumstances are educators permitted to take a child home or release them into the custody of an adult without the appropriate authorisation.

Signing in and out procedure

For licensing, regulatory, safety, security and insurance reasons all children must be signed in on arrival and signed out on departure. Our service uses an electronic sign in/out system with the iPads being located next to the Administration Office. Please ask for assistance if you are having trouble logging on or accessing your details.

Dismissal Routine

Parents are welcome to collect their child from TIGS Prep anytime, however we recommend if needing to pick up your child early this occur prior to 2.30pm to avoid Junior School Carline and congestion.

Junior School (Kindergarten-Year 6) carline commences at 3:00pm and concludes at 3:40pm. If needing to pick your child up during this time please use one of the 3, 5 minute parking spots available in the Junior School Carpark. Once carline concludes further parking is available along the walkway.

The stacked car parking outside TIGS Prep is reserved at all times for Piper Centre Staff only.

We thank you for not parking in these allocated spots.

The Piper Centre concludes each day at 5.30pm. Remaining children will be supervised by Piper Centre staff and a late fee will apply after 5.30pm. Please notify The Piper Centre if you are unable to collect your child by 5.30pm.

Child Care Subsidy (CCS)

The Childcare Subsidy is a payment made directly to the service. Three things will determine a family's level of Child Care Subsidy:

- A family's income will determine the percentage of subsidy they are eligible for
- An activity test hours will determine how many hours of subsidised care families can access, up to a maximum of 100 hours per fortnight, and
- The type of childcare service will determine the hourly rate cap.

Families are required to contact Centrelink for more information. **Some basic requirements must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child** and obtain a Child Reference Number (CRN) for both the child and parent/s.

These include:

- the age of the child (must be 13 or under and not attending secondary school)
- the child meeting immunisation requirements
- The individual, or their partner, meeting the residency requirements.

Step 1. Sign in to your myGov account.

If you do not have one, you will need to create a myGov account.

Step 2. Link myGov to Centrelink. You can do this under Services.

Step 3. Select Centrelink and complete the Child Care Subsidy Assessment.

For more information on Child Care Subsidy eligibility and entitlements please visit Services Australia Child Care Subsidy or <https://www.startingblocks.gov.au/child-care-subsidy-calculator>

Allowable absences

- Families can get CCS when their child is absent from a session of care they would normally attend for up to 42 days per child, per financial year.
- Families can use their absence days for any reason. They don't need to provide evidence.
- Families can use their 42 allowable absences for short term travel overseas. However, families will stop being eligible for CCS after 6 weeks overseas. Learn more about [payments to families overseas](#).
- In shared care arrangements, the allowable absences count is allocated to the child, not to each individual parent.
- If a child is enrolled in more than 1 session of care on the same day (such as before and after school care) and is absent for 1 of those sessions, it is counted as 1 absence day.

Absences at the start and end of an enrolment

- Generally, absences should occur between a child's first and last physical attendance at your service.

There are some circumstances where families can get CCS if an absence occurs in the 7 days:

- before a child's first attendance at your service (inclusive of their first day), or
- after their last physical attendance at your service (inclusive of their last day).

These circumstances are:

- any of the additional absence reasons listed above
- the service has changed ownership
- the child's usual service is closed and the child attends a different service under the same provider
- a family tragedy has occurred
- the enrolment ceased incorrectly
- following a period of emergency.

For further information please contact TIGS Prep administration.

Enrolment Bookings

Booking Types:

All Year Round (AYR)

- Children are booked in for the same day each week for a period of 50 weeks of the year.
- Fees are payable for 50 weeks of the year.
- Fees are not charged for public holidays and Professional Development days as prescribed by the TIGS Calendar.
- All Year Round bookings are for a calendar year only.

Term Time (TT)

- This type of booking is specifically designed to provide Child Care for families that are committed to the TIGS entity being TIGS Staff and TIGS School families.
- Children are booked in for the same day each week for each school term of the year.
- Fees are payable for each School Term as prescribed by the TIGS Calendar.
- Fees are not charged for public holidays and Professional Development days as prescribed by the TIGS Calendar.
- All Term Time bookings are for a calendar year only.

Occasional Care (OC) Bookings

- Occasional Care is available across the year depending upon availability. All occasional care must be booked through TIGS Prep at the Piper Centre Administration Office in order to ensure licensing and room numbers are maintained and billing can be done within legal requirements.
- Occasional Care can be offered on a full day basis only. It is a requirement that children attend the service during the intentional teaching educational Program period (9.00am – 2.30pm).
- Occasional Care will only be offered if a position is available in the child's normal room. All Occasional Care bookings are charged regardless of non-attendance.

Change to Enrolment Bookings**

Reduction in Days:

A term's notice* in writing must be received prior to completion of the previous term. In lieu of notice, a term's fees will be charged. Notifications can be emailed to enrolments@tigs.nsw.edu.au

Increase in Days:

Request for increase or change of days can only be considered when there is a place in an appropriate group.

This means that the group where your child is placed at the change of day cannot transgress the maximum number of children per educator to maintain our educator to child ratios.

We will do our best to accommodate your childcare needs. All requests must be received in writing and can be emailed to enrolments@tigs.nsw.edu.au

Changes to Enrolment Type***

A term's notice* in writing must be received prior to completion of the previous term. In lieu of notice, a term's fees will be charged. Notifications can be emailed to enrolments@tigs.nsw.edu.au

Withdrawal of Enrolment

A term's notice* in writing must be received prior to completion of the previous term. In lieu of notice, a term's fees will be charged. Notifications should be emailed to principal@tigs.nsw.edu.au

General Fees

The following outlines how fees can be paid:

- To confirm an enrolment, families pay a non-refundable Enrolment Fee.
A P&F Association Subscription is charged per family per year and will appear on your first Piper Centre Invoice.
- Fees are to be maintained two weeks in advance at all times.
The first iPay direct debit payment will be deducted from the parent's nominated account to ensure fees are two weeks in advance upon commencement at the service. Subsequent fortnightly deductions will be made from your nominated account for all fees
- Fees are payable in advance for every day that a child is enrolled at the service. Excluding public holidays, Professional Development days and service closure days where the service chooses to close such as during the Christmas/New Year period.
- Fees are charged at full day rates only regardless of hours of attendance.
- All Occasional Care bookings are charged regardless of non-attendance

Starting Date for Enrolment Bookings

Children can only commence their enrolment at TIGS Prep at The Piper Centre once they have turned three (3) years of age and are fully independent in their toileting.

Children must be enrolled at TIGS Prep for two (2) or more days. Single days of care will not be offered. TIGS Prep recommends consecutive days of attendance to capture the learning momentum.

Children are to commence their enrolment during term, up to Week 8.

*** A term's notice period is 1 term (10 weeks)**

****Enrolment Bookings refers to days of the week the child is booked into the service**

*****Enrolment Type refers to All Year Round (AYR) or Term Time (TT) Booking**

HubWorks

HubWorks is a government-approved software that links us, the childcare provider, to the Department of Human Services (DHS). In order to establish enrolment to the DHS, we will require you to provide the following details in your HubWorks profile:

- The child's Customer Reference Number (CRN)
- The parent's Customer Reference Number (CRN) – i.e. the CRN of the parent which is linked to the child on the Centrelink's database) and
- both parents' date of birth

The system allows for automatic update between the service and Centrelink. This includes any changes to benefits you may receive and your elected method of these payments. If you have not done so already, please contact the DHS on 13 61 50 and ask to be assessed for Child Care Subsidy (CCS).

Regulatory Authorities

Our service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework (EYLF) (or other Approved Framework) and the National Regulations (Education and Care Services National Regulations). Our service is regulated by the national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state licensing department in the relevant State/Territory.

Children's Nutrition, Wellbeing, Health and Safety

Authorised persons

No child will be released into the care of any person(s) not known to TIGS Prep staff. If TIGS Prep staff do not know the person by appearance, the person must be able to produce photo identification stating their name and address.

Parents must nominate any authorised person collecting their children from TIGS Prep on their child's enrolment form (via HubWorks). Any variation of this can be completed by contacting TIGS Prep Administration Office.

No child will be released into the care of a person under the age of eighteen (18) years of age.

Celebrations

Birthdays and other significant celebrations are a very important part of a young child's life. We would love to recognise and celebrate special occasions with your child here at TIGS Prep. Please contact TIGS Prep Administration Office to discuss the options available.

Child protection

TIGS Prep supports each child's right to live and learn in a safe and secure environment. As mandatory reporters, employees are required to report and act in accordance with the procedures for recognising, responding to and reporting child abuse and neglect to the NSW Department of Communities and Justice.

Communicating a medical condition and/or a diagnosed disability

The Piper Centre is committed to ensuring that any child with a permanent medical condition is accommodated by ensuring that measures are taken to provide a caring, nurturing, inclusive environment where available. The service is committed to effectively respond to all medical conditions. Each enrolment will be carefully assessed on case-by-case basis to ensure that the physical environment and educators training are adequate to ensure the health, safety and wellbeing of the child can be guaranteed at all times.

The service's Enrolment Form provides an opportunity for parents to help the service effectively meet their child's needs relating to any medical condition. This information must be completed on the Enrolment Form. The Centre is required to keep up to date medical records on each child; parents must inform the Centre and update their enrolment form if such conditions change, or a diagnosis is made.

Any child enrolled at the Centre with anaphylaxis allergies, diagnosed asthma or required medication prescribed will not be able to attend the service without medication and current action plans supplied to the centre.

Confidentiality and privacy

In order to provide a high-quality early childhood service, it is mandatory to collect personal information from families. Privacy of your personal information is important to us and you can be assured that TIGS Prep manages your personal information with respect and integrity. We are committed to protecting your privacy and we abide by the principles contained within the Privacy Act 1988. Please refer to the School's [Privacy Policy](#).

Family law and access

TIGS Prep will uphold any responsibilities or obligations in relation to Family Law and access to the service. We require certified copies of any court orders, parenting orders or parenting plans, relating to your child and request that if situations change, a copy of the said order is provided. Children will only be released into the care of the parents/guardians or emergency contacts as nominated on the Enrolment Application or HubWorks. Please ensure any additional authorised persons are notified in writing to TIGS Prep.

Health and medical exclusion

The safety, wellbeing and care of your child is our highest priority. We are committed to creating a healthy environment through proper care and attention in the case of an incident, injury or illness. TIGS Prep follows the requirements set out by the Education and Care Service National Regulations. For more information or to view our policies please contact the [Compliance Manager](#).

Regular attendance is important for all children however children who are unwell recover best at home. Please also be considerate of the other children and staff at TIGS Prep.

If your child is hurt while at TIGS Prep

At TIGS Prep, our staff are trained to minimise the likelihood of accidents and injury. Whilst every measure is taken to ensure the safety of all children, it is impossible to completely safeguard children from all accidents and injuries. Through the exploration of play and inquiry, children do at times hurt themselves. Please know that this concerns us as much as it concerns you but at TIGS Prep we aim to be prepared.

Minor

Where a minor injury does happen, our staff will apply first aid and complete a record of the incident. You will be notified on the collection of your child, and we will ask you to sign an injury form.

Major

Where a child has hurt their head, our staff will give you a courtesy call to advise of the injury and then continue to keep a close eye on your child throughout the day. If an injury or incident is serious and our staff believe that urgent medical attention is needed, we will contact you as soon as possible following the incident.

If it is determined the injury requires urgent medical attention you will be requested to collect your child/or an ambulance called. If an ambulance is called one of our staff will accompany your child in the ambulance. While at the hospital or doctor's we ask that you obtain a letter outlining the diagnosis and treatment. This needs to be given to the Centre before your child's next attendance.

Centres are regulated by the Education and Care Services National Law and Regulations which requires all serious injuries and incidents to be reported to the Regulatory Authority. We will inform you of this when a serious injury or incident occurs. In these circumstances you will be contacted by an authorised TIGS Prep staff member, and you may also be contacted by the Early Childhood Education and Care Directorate.

Immunisation

The Public Health Act 2010 requires all families to provide an AIR Immunisation History Statement upon enrolment, to demonstrate that your child is up to date for their age with their scheduled vaccinations. TIGS Prep cannot enrol a child unless the parent/guardian has provided an approved immunisation form that shows that the child:

- is fully immunised for their age
- or has a medical reason not to be vaccinated
- or is on a recognised catch-up schedule if the child has fallen behind with their immunisations.

It is the responsibility of TIGS Prep to inform you of any outbreak of a vaccine preventable disease. Where a case of a vaccine preventable disease is detected and/or reported at the Centre, TIGS Prep is required by law to inform NSW Health. As a result, NSW Health may advise that your child may be excluded from the service for a period of time if your child is not currently immunised. Fees are payable during these periods away from the Centre.

Similarly, if you have discovered an infectious disease of this nature in your family or another Centre that your child attends on alternate days, you must advise TIGS Prep immediately.

What if my child requires medication while at TIGS Prep

If your child requires medication during the day, please notify TIGS Prep Administration staff upon arrival. You will be required to complete the appropriate Administration of Medication form. The following procedures will be adhered to:

- The medication and completed form are to be handed to an Administration staff member who will verify your child's name, dosage, and the time for administering the medication.
- No medication will be administered to a child unless the medication is prescribed by a doctor and presented to the service in the container in which it was dispensed. Staff will not administer unlabelled medication. When you provide the medication in its container, it must display your child's name, the dosage to be given and the use by/expiry date of the medication.
- Staff will only administer that medication in accordance with the information and instructions on the container.

TIGS Prep does not provide paracetamol for children unless your child develops a high temperature of 37.8 degrees or over. Please consider whether your child will be comfortable at the Centre and can participate in the service's normal routine if they do require medication for illness.

If children require Ventolin to be given on a regular basis, then an Asthma Medication Plan must be completed and handed into TIGS Prep Administration staff.

What to do if your child is unwell

TIGS Prep acknowledges that children who are sick are best cared for at home. This also minimises spread of infection to other children, families and educators. Parents are asked to keep their child at home if they have the following conditions:

- A high temperature of 37.8 degrees or over, within 48 hours prior to your child attending
- Vomiting – within 48 hours prior to the child attending
- Diarrhoea – watery/greenish bowel movements within the last 48 hours
- Rashes – any skin irritation you cannot identify and has not been diagnosed by the doctor. A doctor's letter of clearance will need to be submitted on arrival
- Severe cold – sneezing, coughing or runny nose
- Not well – the child feels unwell without any obvious symptoms such as unusually tired, pale, irritable, or lethargic.
- A doctor diagnosed infection, eg. ear, eye, throat, and has prescribed the child antibiotics. The child should not be brought to the Centre until he/she has been on the medication for at least 48 hours
- Discharge from eyes or ears
- Any contagious disease or condition that is still infectious eg. Conjunctivitis, Head Lice

In the case of a child falling ill at school, every attempt will be made to contact the parents/ guardians to arrange for the child to go home. If there is a serious sickness or injury and we are unable to contact the parents or nominated emergency contacts, then the school will seek medical advice for the child on behalf of his/her parents.

Please ensure that all contact numbers are relevant and current, so we can make quick contact with you or your nominee if necessary. These personal particulars should be notified to TIGS Prep office as soon as there is any change.

General Information

Canteen

The School uses www.flexischools.com for our online lunch ordering service. Lunches prepared at the School's Canteen are delivered to The Piper Centre. We ask that you consider healthy choice options and water to drink. For more information, and to register with Flexischools, please refer to [OLLE](#).

Evacuation procedure

Due to the age group of the children the importance of routine is essential in managing serious issues such as an evacuation or emergency. With this in mind, quarterly evacuation, lockdown and fire drills take place in the service with an evaluation process identifying areas of improvement. Located throughout the Centre at all exits is an evacuation procedure that is followed by educators at all times. Parents will be informed via a Kinderloop post when a planned evacuation has occurred.

Incursions and visitors

From time to time we will be inviting visitors/entertainers into TIGS Prep to support children's learning and development. We will inform parents when this is happening.

Library (Goodhew Research Centre)

An appreciation and love of books will be developed during library lessons. The children will be able to borrow a book on a weekly basis. To keep our books protected and in good condition your child will need a school library bag which can be purchased from TIGS uniform shop.

Newsletter

This is produced for our school community on a weekly basis and includes news and general notices and information. The newsletter is emailed to all parents and can also be accessed [here](#).

Rest/quiet time

The Pre-Prep children have a rest/quiet time during their day. They may sleep or rest quietly on their rest mats. Each child needs a sheet, small pillow and a small blanket / top sheet. Each of these items need to be clearly labelled with your child's name. Please collect and launder these items regularly. Children in Prep also have a rest period.

Sunblock

We supply sunblock, which is rated SPF 30+ broad spectrum and water-resistant. Please apply sunblock to your child each morning. Staff will re-apply the sunblock during the day.

Technology

TIGS Prep have implemented an Acceptable Use of Technologies policy and procedure to safeguard children. This policy is also a welfare requirement with regard to Child Protection. Technology has many uses in early childhood settings. On any given day, educators may use technology to support children's learning, to record and document children's development, expand their own knowledge in different areas, maintain ongoing communication with families, and to link homes with school. Educators are intentional in selecting appropriate technology and interactive media they offer children in TIGS Prep. Educators make decisions that are informed by appropriate teaching practices, by considering the age, developmental level, needs, interests, linguistic backgrounds, and abilities of individual children in the group.

Toys and treasures

TIGS Prep has a wide range of developmentally appropriate equipment and resources for the children to play with. Parents are asked to explain to children that the toys at the school are for everyone to share and cannot be taken home. We discourage toys being brought into the Centre unless the children are invited to for a specific purpose. Toys brought in for your child's news time will be kept in their bag/locker during the day. Please also talk with your child about respect and care for TIGS Prep toys.

Uniform information

The Uniform Shop is located at 8 Western Avenue (refer School Map). The shop is open Tuesdays and Thursdays during term time between 8.30am and 4.00pm. During holiday periods, days and times will vary. Further information can be found on [OLLE](#). The Uniform Shop is the only stockist of TIGS Prep uniform. Summer and winter uniform, along with accessories such as school bags, hats, library bags and school merchandise are available.

Relationships with Children

Respect for children and their rights

The Early Years Learning Framework (EYLF) highlights educators' relationships with children as central to supporting their learning. Principle 1 in the EYLF is about secure, respectful and reciprocal relationships. Our service philosophy guides our interactions and relationships with children. We aim to ensure that all educators and staff develop positive relationships with children based on respect and fostering children's self-esteem and development.

All children have a right to feel accepted and respected. This is a principle set out in the United Nations Convention on the Rights of the Child. The Convention emphasises the importance of children developing connections to culture and community as a means of fostering a strong sense of personal identity and belonging. We aim for children to feel safe and secure, and we believe in forming strong attachments and connections with children and their families, educators and staff at the service. Educators and staff will find techniques to establish positive relationships with children and their families. By teaching respect for cultural diversity, educators and staff will assist children to:

- Learn about their cultural background and develop a strong sense of self-identity.
- Learn about and appreciate cultures and traditions other than their own.
- Learn to enjoy and respect differences and recognise universal characteristics we all share.
- Learn about racial prejudice and understand why it should be challenged

Educator interactions and relationships with children

We aim to build positive relationships with children, families and educators through collaboration and interactions, which is reflective in our service philosophy and the Early Years Learning Framework. Educators and staff will encourage positive relationships between children and their peers, as well as with educators, staff and families at the service, ensuring children feel safe and supported.

Collaborative Partnerships with Family

Parent involvement/family participation

Families take an active role in the education of every child. Constant communication between the families, educators, children and other families is fundamental to the curriculum and creates a rich social environment for everyone involved.

Making children's learning visible is paramount and ensures that parents are aware of the developmental progress of their child over time and are able to assist educators in meeting each child's needs, strengths and interests. As early childhood educators, TIGS Prep understand the pivotal role that a family plays in creating positive relationships between the child and centre. Families are viewed as 'partners' and we believe we have a shared goal in educating the children.

Parents are always welcome at TIGS Prep, to drop in and visit or become involved with the children's project work and inquiries. Each year, grandparents and special friends of the children are invited to visit TIGS Prep to spend time with the children.

Communication files/folders

Your child will be given a communication folder that will remain at the Centre. All notes, information and art work will be distributed through this folder.

Educator's reflections and online documentation

Kinderloop online reflections feature children's engagement in various activities, which may include their individual or group play. Reflections focus on children's discoveries and conversations, documented with clear links to Australia's mandated curriculum, including the Early Years Learning Framework (EYLF), centre philosophy, statement of play and The National Quality Framework (NQF), providing educators with a framework to meet and exceed expectations within the Quality Assessment areas.

Kinderloop

TIGS Prep uses [Kinderloop](#) as its digital communication tool. Kinderloop provides a secure way for our educators to share information with parents and families, through real-time updates. Parents are encouraged to provide feedback, comments and suggestions to the Program being offered to their child. Each Kinderloop is a private closed loop. Photos are only shared with invited family members or staff and cannot and should not be shared across the web with respect to privacy and confidentiality. Kinderloop is an informative way of documenting the children's learning journeys and communicating these engagements to families. This online platform provides each family with secure access to their child's involvement in the Program. An invitation will be sent to you and once accepted you will have access to your child's page. TIGS Prep aims to reduce the amount of paper we are using as part of our Environmental Sustainability Policy with the implementation of Kinderloop.

Transition to School Program

For children commencing Kindergarten the following year, our 'Transition to School Program' provides additional activities and experiences to help prepare children for a smooth transition to a primary school environment. As Early Childhood Teachers and Educators who are instrumental in influencing children's learning patterns for later life, it is our responsibility to set them on a course that will inspire investigation, exploration, problem solving, questioning, discovery and challenges.

To ensure the transition to school is a positive experience for children and families, we will implement a range of activities and experiences that may include, but is not limited to:

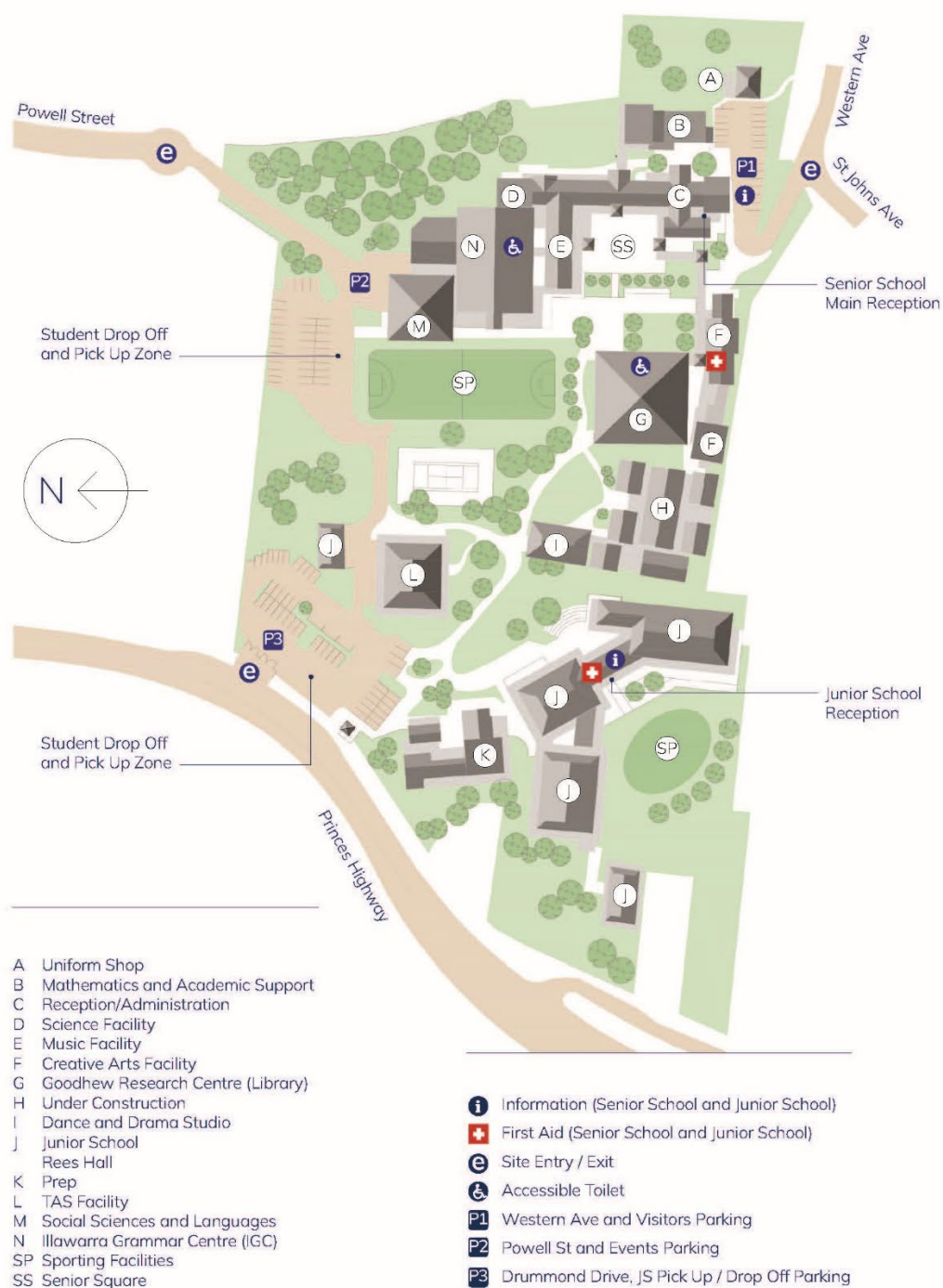
- Visits by children to our Junior School classrooms.
- Family information sessions.
- Visits from primary school teachers and/or principals.
- Exchanging information about a child's individual strengths, interests and capabilities.
- Networking with educators, primary school teachers and principals.
- Developing children's expressive and receptive language skills.
- Numeracy and literacy.
- Shapes and colour recognition.
- Social and emotional enhancement.
- Pre-writing development.
- Name recognition and writing.
- Concentrating on the task at hand.
- Determination when faced with complications.
- Responding positively to new situations.
- Taking responsibility for their own behaviour.
- Developing the communication skills necessary for group or individual play.
- Developing positive feelings about themselves and others.
- Investigating Units of Inquiry
- Experiencing a sense of self-satisfaction resulting from achievement.
- Experiencing eating from lunch boxes, as we educate children about healthy lunchbox choices

Transition To School Statement

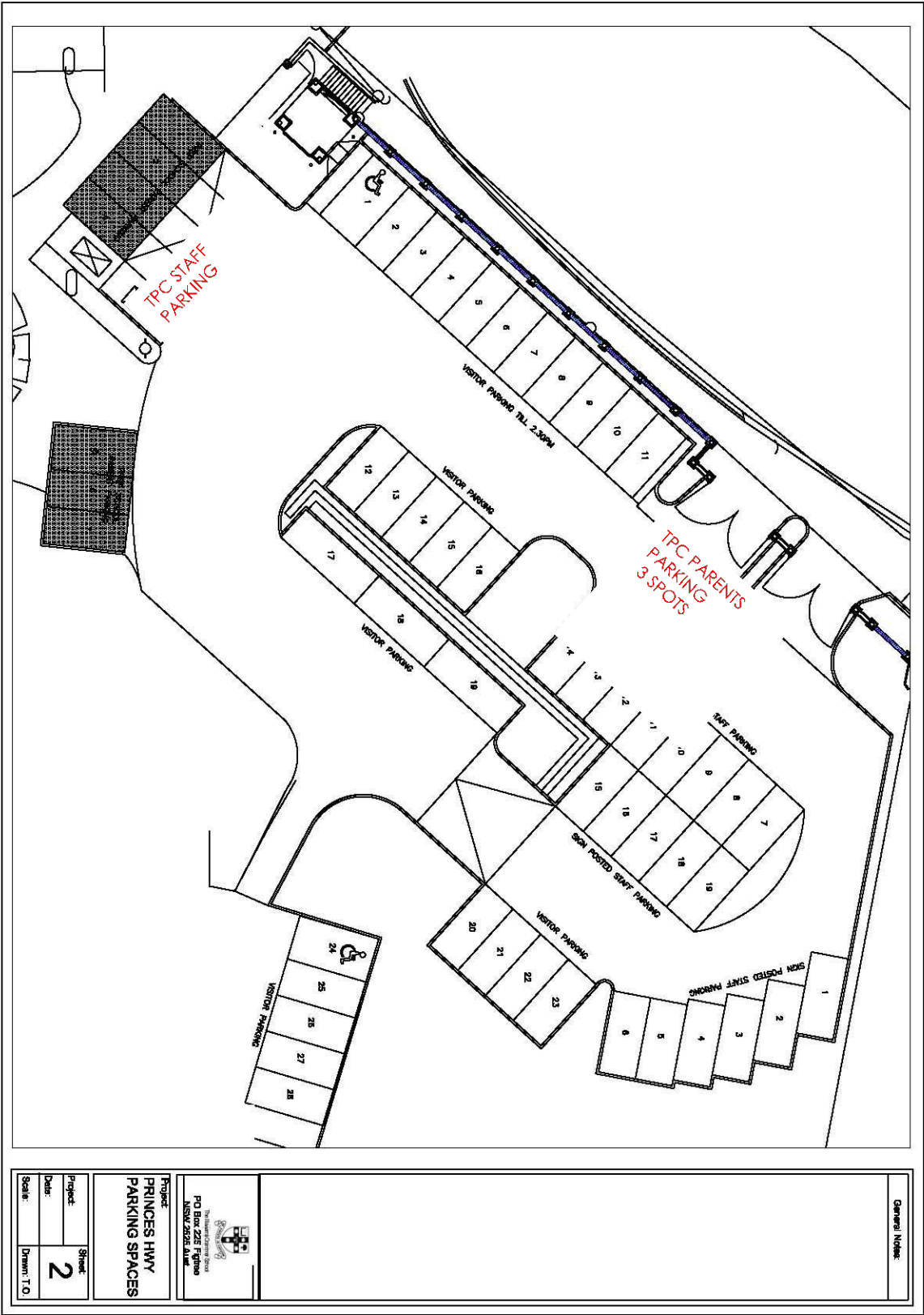
The NSW Department of Education's [Transition to School Statement](#) is a practical and simple tool designed to enable information to be shared between families, early childhood services and schools. The Statement is completed by your child's early childhood teacher in collaboration with their family. The Statement is communicated to the child's intended school where it provides the school and teachers with information they can use in planning and preparing for the child's arrival and transition into the new learning environment.

We look forward to sharing your child's learning journey whilst at TIGS Prep at The Piper Centre.

School Map



TIGS Prep Parking



TIGS Prep Contact Details

Key Staff Members

Principal Dr Julie Greenhalgh
Head of Junior School Ms Geneva Clayton
TIGS Prep Coordinator Mrs Tegan Dodge

Contact Details

The Piper Centre
Administration Hours: 8:00am - 4:00pm
Telephone: 02 4220 0251
Email: pipercentreadmin@tigs.nsw.edu.au

Junior School
Administration Hours: 8:00am – 4:00pm
Telephone: 02 4220 0250

Uniform Shop
Telephone: 02 4220 0230

Canteen
Telephone: 02 4220 0241

TIGS Prep
The Illawarra Grammar School

10-12 Western Avenue
Wollongong NSW 2500
Australia

Mailing Address: PO Box 225
Figtree NSW 2525
Australia

Email: pipercentreadmin@tigs.nsw.edu.au

Phone: 02 4220 0251

Fax: 02 4220 0201

www.tigs.nsw.edu.au



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Grammar School