



Bright Start
Preschool Bateau Bay

Student and Volunteer
Handbook
2026

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Introduction

Service Details

Bright Start operates 50 weeks of each year between the hours of 8.00am and 4.00pm, Monday to Friday. Bright Start Preschool is privately owned and was established in 2010. The owner's name is: ValdaEna Pty Ltd

ValdaEna Pty Ltd APPROVED PROVIDER
Ashleigh Waugh Micha Patterson NOMINATED SUPERVISOR
Micah Patterson EDUCATIONAL LEADER

Licensing Details

We are licensed for the following number of children per session of care:

2-3 Years	3-4 Years	4-5 Years
39		

Ratios are maintained at all times across Bright Start as per the Education and Care Services National Regulations

Many influences dictate rosters; one important consideration is the arrival and departure times of children. While we always roster responsibly ensuring that we always cover ratios, there will be occasions when for reasons out of our control children are collected later than usual or later than anticipated.

Governing Bodies

Regulatory authorities administer the NQF in each state and territory, usually as part of that state or territory's education department or agency. The regulatory authority in each state/territory has day-to-day contact with Services and ensure compliance with the NQF.

Our sectors national body that ensures high quality early childhood education and care is ACECQA Australian Children's Education and Care Quality Authority (ACECQA). ACECQA facilitates the National Quality Framework that is underpinned by the National Quality Standard, Education and Care Services National Law, Education and Care Services National Regulations, and *Belonging, Being and Becoming* the Early Years Learning Framework for Australia (EYLF). V2.0, 2022.

To contact our regulatory authority, please refer to the contact details below:



NSW EARLY LEARNING COMMISSION

www.education.nsw.gov.au/early-childhood-education/regulation-and-compliance
1800 619 113, information@earlylearningcommission.nsw.gov.au Locked Bag 5107 PARRAMATTA NSW 2124

Education and Care Services National Regulations

Legislation under the NQF guides our practices when considering and developing our policies, practices and procedures. It is vital that you are aware of relevant legislation and your responsibilities under these requirements. There are copies of the National Quality Standard, National Law, National Regulations and Family Assistance Law available in our office or online, via [ACECQA](#).

There are copies available in our office or online:

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<https://legislation.nsw.gov.au/view/html/inforce/current/act-2010-104a> (Amended 2025)

<https://legislation.nsw.gov.au/view/whole/pdf/inforce/2025-11-20/sl-2011-0653> (Amended 2025)

National Quality Standard

The National Quality Standard was informed by research about best practice and the way in which high quality education and care contributes to positive outcomes for children. It comprises quality areas, standards and concepts. The seven quality areas in the National Quality Standard are:

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



Within these quality areas sit Standards and Concepts that guide our practice. We will be assessed against each of the quality areas and rated by the regulatory authority with one of the following:

- Significant improvement required
- Working towards National Quality Standard
- Meeting National Quality Standard
- Exceeding National Quality Standard

If we are rated at 'Exceeds National Quality Standard' we are then able to apply to receive the rating of 'Excellent'. The quality rating we receive must be displayed at Bright Start and is published on the national registers on the ACECQA website.

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To achieve our expected level of quality in Bright Start, you must be aware of the National Quality Framework and Standards. There is a copy of the Guide to the National Quality Framework available in our office or online: <https://www.acecqa.gov.au/nqf/about/guide>

All members of management, staff, students and volunteers are expected to follow and implement all directions or orders issued by the regulatory authority or Minister of Education. Bright Start will participate in the assessment and rating process against the NQS in accordance with ACECQA's Guide to the NQF. Bright Start will strive to achieve an 'Exceeding' rating across all seven quality areas of the NQS. Staff and educators are required to adhere to all Service policies and procedures, and all requirements outlined in this handbook at all times.

The backbone of any Service is the Philosophy; this document guides educators on practices, families, our goals and standards, and the greater community that makes Bright Start unique.

Bright Start Preschool Philosophy

Aligned with EYLF V2.0, National Quality Standard (NQS;), and the Child Safe Standards

At Bright Start, we believe our philosophy is a living document that grows with our learning community. It shapes our daily interactions, curriculum decisions, and community relationships and reflects our commitment to delivering early childhood education and care that is safe, inclusive, empowering and exceptional.

Reviewed with families, educators, children, and leadership, it reflects our shared commitment to quality, inclusion, and continuous improvement under the National Quality Framework, incorporating the Early Years Learning Framework Version 2.0 (EYLF V2.0), the National Quality Standard (NQS;), and the Child Safe Standards.

We Treasure Play and Childhood

We value early childhood as a unique and precious time of life. We support each child to experience joy, curiosity, and wonder - unrushed and celebrated for who they are. We see education as a holistic journey of becoming, not merely a path of acquiring skills.

Our play-based curriculum supports children's agency, expression, and identity, allowing time for deep engagement and real-life learning. Children are encouraged to explore, get messy, take risks, and express themselves authentically. This supports EYLF practices of play-based learning and responsive teaching (NQS; QA1).

Guided by Vygotsky and Malaguzzi, we support the social construction of knowledge, mixed-age learning, and the hundred languages children use to express their thinking and identity.

Our Environment is the Third Teacher

Our natural, beautiful environments invite exploration, creativity, and connection. They reflect children's interests, cultural backgrounds, and contributions. We encourage children to care for their spaces, developing responsibility and belonging. We embed sustainable practices into daily life and help children build a lasting relationship with nature (NQS; QA3, EYLF Outcome 2).

We Are Deeply Connected to Community

Children thrive when they feel a sense of belonging beyond the preschool gate. We build strong connections with local places, people, and services through excursions, visitors, and community involvement, supporting a rich sense of place, identity, and citizenship (NQS; QA6, EYLF Outcome 2).

We actively support inclusive practices, collaborate with families, and honour their knowledge and stories as essential to children's wellbeing and learning.

Our Image of the Child

We see children as competent, capable, and full of potential. Our curriculum is strength-based, guided by high expectations and a deep respect for each child's unique identity, culture, learning style, and pace (EYLF Outcome 1, NQS; QA5).

Guided by the United Nations Convention on the Rights of the Child and the Child Safe Standards, we create safe, respectful spaces for children to learn self-regulation, manage risks, build resilience, and express their emotions. We advocate for every child's right to be heard, protected, and empowered.

We Embrace Diversity and Inclusion

We celebrate and value diversity in all its forms - cultural, linguistic, religious, gender, ability, and family structure. We are committed to anti-bias practices, cultural responsiveness, and creating a culture of equity, inclusion and respect (NQS; QA6, EYLF Practice: Equity and Inclusion).

We value Aboriginal and Torres Strait Islander perspectives and recognise Country, culture, and community as central to Australian identity. Children are encouraged to build empathy, fairness, and social awareness.

We Care for the Earth

We believe children must build a love for nature before they can protect it. Through daily engagement with natural environments, we foster children's sense of environmental stewardship. Sustainable practices are embedded in our routines, decision-making, and curriculum. Children are actively involved in recycling, gardening, conserving resources, and caring for living things (NQS; QA3, EYLF Outcome 2).

We Prioritise Wellbeing, Safety and Security

Children's physical, emotional, and psychological wellbeing is foundational to their learning and development (NQS; QA2, EYLF Outcome 3). We prioritise secure attachments, consistency, and emotional safety, providing a calm, nurturing environment where children feel seen, valued, and supported.

Our educators actively promote protective behaviours, support children's rights to safety and bodily autonomy, and foster respectful relationships. We uphold our obligations under the Child Safe Standards, ensuring our service maintains robust policies and practices to protect children from harm and empower them to speak up.

As Educators, We Grow Together

We are a learning community of educators, children, and families - co-researchers, co-creators and collaborators. We are committed to ongoing critical reflection, professional learning, and ethical practice, constantly striving for innovation and improvement (NQS; QA7, EYLF Practice: Ongoing Learning and Reflective Practice).

We respect the complexity of our work and maintain strong professional standards. Through thoughtful documentation, we make children's learning visible and support continuity, growth, and shared understanding.

We prioritise open communication, maintain confidentiality, and build meaningful relationships as the heart of our practice.

Bright Start Statement of Commitment to Child Safety

Bright Start, educators and staff are committed to ensuring the safety and wellbeing of all children and young people. We understand our responsibilities and statutory duty of care to implement the National Child Safe Principles and embed the Child Safe Standards to prevent and respond to allegations of child abuse.

We are committed to implementing our Child Safe Environment Policy incorporating the Child Safe Standards. This policy accentuates our zero tolerance for child abuse and raises awareness about the importance of child safety and protecting children who have experienced or are at risk of significant harm, abuse or neglect within Bright Start and the broader community.

We ensure all staff, volunteers and students engaged at Bright Start are suitable to work with children and young people through rigorous employment procedures and Working with Children Checks.

We are committed to adhering to the Child Protection Policy by fulfilling mandatory reporting requirements and complying with the Reportable Conduct Scheme to protect children from physical, sexual, emotional, and psychological harm, as well as neglect. Everyone working with or engaged by Bright Start—including staff, educators, volunteers, and students—must complete both mandatory Child Protection Training and National Child Safety Training. This ensures that we fully comply with the Children and Young Persons (Care and Protection Act 1998) (NSW) and other relevant legislation.

We are dedicated to promoting cultural safety and providing an inclusive environment for all children and young people, including First Nations Peoples, children with culturally and/or linguistically diverse backgrounds, disabilities, gender identity and/or diversity.

We believe all children are unique and have the right to be protected against discrimination, harm and abuse. We support ongoing professional development for employees to maintain clear boundaries between appropriate and inappropriate behaviour and their ability to distinguish and respond to situations of abuse and neglect.

We aim to ensure Bright Start is a tobacco, vape, drugs and alcohol-free environment at all times in accordance with legislative requirements. Smoking or vaping is not permitted in or on surrounding areas of Bright Start by educators, staff, parents or visitors.

Bright Start adopts and aligns with legislative requirements for taking images or videos of children, as outlined in our Safe Use of Digital Technologies and Online Environments Policy and Photographs/social media/promotion Policy

We work in collaboration with the United Nations Convention on the Rights of the Child and educate children on their right to be safe, empowering them to voice any concerns they may have. We encourage children to express their views and opinions on matters that affect them and provide them with guidance on what to do if they feel unsafe. Bright Start policies and procedures are developed with the children's voice to help keep all children safe from harm and abuse.

We are committed to maintaining regular communication with families, carers, and the wider community to encourage constructive input into the review of our policies and procedures. This collaborative approach supports the ongoing enhancement of our child safe practices. In alignment with our dedication to transparency and regulatory compliance, Bright Start is pleased to display our NQS quality rating, compliance history, and subsequent actions, enabling families to remain fully informed about our regulatory status.

Child Safe Organisation



Bright Start aims to support the active participation of children in Bright Start. We support and respect our children, their families and our staff. We promote a child safe environment that is inclusive, transparent and promotes children's participation. Children's safety is paramount, and we aim to take all practical steps to protect children from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to comply with both the National Principles for Child Safe

Organisations and the Reportable Conduct Scheme in New South Wales to build our capacity as an organisation to prevent and respond to allegations of child abuse.

All staff, students and volunteers carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons NSW (Care and Protection Act 1998) and maintain up to date with knowledge of child protection law and the Child Safe Standards. This includes an obligation to report concerns about a child, as well as any allegation of reportable conduct involving an employee or volunteer, in line with the NSW Reportable Conduct Scheme

All staff, educators, volunteers and students employed or engaged with Bright Start must complete mandatory Child Protection Training and National Child Safety Training.

Our staff are recruited through a rigorous and consistent screening and selection process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to children. All staff are advised of the existence and application of the current child protection law in the relevant state or territory and understand any obligations held under that law, including a maintaining a current Working with Children Check clearance.

Staff and educators are advised of relevant legislation, regulations and standards relating to mandatory reporting obligations during induction and orientation. These obligations may require matters to be reported to the approved provider or the regulatory authority (as required) within prescribed timeframes, see *Notification and Reporting Guide* and *Regulatory Authority Notification Procedure* for more information. Reporting obligations may include, but are not limited to:

- circumstances posing a risk to the health, safety or wellbeing of children
- child protection, including child abuse, physical assault or sexual assault
- reportable conduct schemes
- incidents, injuries, trauma or illnesses of a child or adult
- allegations (observed or suspected or disclosures) of inappropriate discipline or inappropriate conduct by a staff member or volunteer to a child attending Bright Start
- complaints alleging a serious breach of the Education and Care Services National Law or Education and Care Services Regulations
- changes to WWCC or any relevant risk information related to child safety, including changes to a person's teacher registration or fit and proper status (including show cause notice, suspension notice, supervision notice, disciplinary notices/orders or prohibition notices).

Bright Start will ensure all staff, educators, students and volunteers are aware of procedures for responding to and reporting obligations relating to child safety. The [NSW Early Learning Commission Reporting Guide](#) is accessible to all staff and educators, available online and located in the staff room.

Paramount Consideration

We believe that children's safety, rights, and best interests are the paramount consideration for all Bright Start operations, decisions and functions. Bright Start ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

Early Childhood Australia Code of Ethics

Informed by the United Nations Convention on the Rights of the Child (1989), the ECA Code of Ethics supports early childhood professionals by outlining ethical responsibilities when working with children and families. The following are commitments to action that all staff and educators will follow.

I. In relation to children, I will:



**Early Childhood
Australia**
A voice for young children

- Act in the best interests of all children.
- Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1991) and commit to advocating for these rights.
- Recognise children as active citizens participating in different communities such as family, children's services and schools.
- Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
- Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
- Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
- Work to ensure children and families with additional needs can exercise their rights.
- Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
- Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
- Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
- Acknowledge children as competent learners and build active communities of engagement and inquiry.
- Honour children's right to play, as both a process and context for learning.

II. In relation to families, I will:

- Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies and support them in their role of nurturing children.
- Assist each family to develop a sense of belonging and inclusion.
- Develop positive relationships based on mutual trust and open communication.
- Develop partnerships with families and engage in shared decision making where appropriate.
- Acknowledge the rights of families to make decisions about their children.
- Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
- Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
- Acknowledge that each family is affected by the community contexts in which they engage.
- Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
- Maintain confidentiality and respect the right of the family to privacy.

III. In relation to colleagues, I will:

- Encourage my colleagues to adopt and act in accordance with this Code and take action in the presence of unethical behaviours.
- Build collaborative relationships based on trust, respect and honesty.
- Acknowledge and support the personal strengths, professional experience and diversity, which my colleagues bring to their work.
- Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
- Share and build knowledge, experiences and resources with my colleagues.
- Collaborate with my colleagues to generate a culture of continual reflection and renewal of high-quality practices in early childhood.

IV. In relation to communities, I will:

- Learn about the communities that I work within and enact curriculum programs, which are responsive to those contexts and community priorities.
- Connect with people, services and agencies within the communities that support children and families.
- Promote shared aspirations amongst communities in order to enhance children's health and wellbeing.
- Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing.
- Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
- Work to promote community understanding of how children learn in order that appropriate systems of assessment and reporting are used to benefit children.

V. In relation to students, I will:

- Afford professional opportunities and resources for students to demonstrate their competencies.
- Acknowledge and support the personal strengths, professional knowledge, diversity and experience that students bring to the learning environment.
- Model high-quality professional practices.
- Know the requirements of the students' individual institutions and communicate openly with the representatives of that institution.
- Provide ongoing constructive feedback and assessment that is fair and equitable.
- Implement strategies that will empower students to make positive contributions to the workplace.
- Maintain confidentiality in relation to students.

VI. In relation to my service, I will:

- Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interest of children and families.
- Promote and support ongoing professional development within my work team.
- Adhere to lawful policies and procedures and when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

VII. In relation to myself as a professional, I will:

- Base my work on contemporary perspectives on research, theory, content knowledge, high quality early childhood practices and my understandings of the children and families with whom I work.
- Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
- Seek and build collaborative professional relationships.
- Acknowledge the power dimensions within professional relationships.
- Act in ways that advance the interests and standing of my profession.
- Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
- Mentor other early childhood professionals and students.
- Advocate in relation to issues that impact on my profession and on young children and their families.
- Encourage qualities and practices of leadership within the early childhood profession.

VIII. In relation to the conduct of research, I will:

- Recognises that research includes my routine documentation and investigations of children's learning and development, as well as more formal research projects undertaken with and by external bodies.
- Be responsive to children's participation in research, negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest.
- Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
- Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of colleagues, children, families, communities and myself.
- Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
- Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
- Represent the findings of all research accurately.

Our Program

The Early Years Learning Framework (EYLF)

The Early Years Learning Framework (EYLF) V2.0 is the first National learning framework to recognise that children learn from birth. In all our interactions, we must be mindful of Belonging, Being and Becoming, including the principles, practices and learning outcomes. All of our programming, observations, planning, and reflection is based on this framework. There is a copy in each room, staff room, and office. It is also available online; <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf> V2.0 (2022)

Through the framework's five learning outcomes educators will assist children in developing:

- A strong sense of identity
- Connections with their world
- A strong sense of wellbeing
- Confidence and involvement in their learning
- Effective communication skills

This holistic approach in our learning environment allows Educators and families to work together in planning and reflecting on each child and seeing their development as an ongoing journey that ebbs and flows naturally, supported by intentional teaching practices that is documented, scaffolded upon and nurtured to cultivate the best potential outcomes.

We share this information with families in a number of ways, including observations, daybook entries, project workbooks, verbally, in newsletters, information sheets and formal family meetings. Bright Start also utilises OWNA to enhance communication with families and streamline our documentation. We view information sharing as one of the most critical strengths of Bright Start supported by a professional approach and strict confidentiality. The use of digital devices and taking and storing images of children within Bright Start is strictly regulated and must comply with legislative requirements



Programming

Bright Start aims to enhance children's learning and development through intentional pedagogical practices, a positive learning environment and a program based on an approved learning framework (EYLF V2.0). This approach supports each child's sense of identity and wellbeing and aligns with the principles and practices outlined in our *Educational Program Policy*.

An educational leader will be appointed and supported by the approved provider to lead the development and implementation of the educational program and assessment and planning cycle.

- The program is guided by the *Early Years Learning Framework V2.0 (EYLF)* and curriculum decision making are a continuous cycle of planning, assessment and critical reflection.
- Qualified educators program for a variety of experiences in both the indoor and outdoor environment, giving children the opportunity to practice and challenge their development, whilst catering for individual interests, strengths, and developmental needs.
- Information is gathered from families upon enrolment and updated at regular intervals, regarding the child's needs, interest and family background. This information is treated confidentially and allows educators to provide experiences that interest and extends children's current development.
- The program has an emphasis on play-based learning and the intentional role played by both educators and children is critical to extend and enrich children's learning.
- Aboriginal and Torres Strait Islander perspectives are embedded in the planning and implementation of the curriculum.
- Observations are carried out by the educators on the children, documenting their learning. This information is used to program suitable experiences that scaffold on previous observations. The programs are displayed within Bright Start for parents and visitors to view.
- The learning environments are set up with designated areas for different types of play and learning experiences. Children are provided with a large range of choices of activities and are responsible for packing away these activities when they are finished, supported by educators. Some areas may remain available for children and only change to support children's interests and ideas. We wish to instil in children care and respect for their equipment.

Daily Routine



We embrace the full intent of the EYLF (V2.0) that recognises that children's learning is dynamic, complex and holistic. We have a '*routine*' guideline displayed in each room to ensure consistency and ensuring the children's needs are being met however, the children and their needs and interests always take priority. We do not withhold food for a child who is hungry or insist that a child separates from an activity that they are engaged in simply because the routine says so. Likewise, we may spend more time outdoors in fine weather if the children are engaged in the experiences. While following the order of the daily routine is beneficial to children,

time slots stated on the guideline are to be used as indicators dependent upon children's interests and needs throughout the day. Our day, like our approach, is open ended; there are no predetermined outcomes, expectations or limitations other than considerations to safety and active supervision at all times.

Induction and Orientation

A comprehensive induction and orientation will occur prior to your placement. This includes an explanation about Bright Start, policies, philosophy, familiarisation with programming and documentation, and an introduction to the staff and children. Continuity and security in Bright Start environment for the children is always protected.

Your induction will also include information on child safety and child protection, WH&S, and emergency and evacuation procedures. An *Induction Checklist* will be completed to document the induction process.

Student/Volunteer Records

All students and volunteers are required to obtain a Working with Children Check (WWCC). A *Student/Volunteer Application* form must include the following information in relation to each student or volunteer who participates in Bright Start:

- full name
- address
- date of birth of the student or volunteer
- a record of the identifying number of the student's or volunteer's WWCC
- expiry date of the WWCC
- in the case of a current teacher registration in New South Wales; student/ volunteer has provided proof of their current teacher registration and the expiry date of that registration.
- Evidence of completion of the Child Safety Training prior to engaging with the children

This information will be collected and maintained digitally within the [National Educator Register](#). Bright Start will ensure the records are kept in accordance with regulation requirements and our *Record Keeping and Retention Policy*.

Mentor / Service Supervisor

Each student/volunteer will be allocated a mentor/Service supervisor who will guide and provide information required. If the student or volunteer requires assistance they are to first go to their mentor/Service supervisor before going to management.

Confidentiality

Students and Volunteers are to use discretion and to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct and termination of engagement. However, confidentiality cannot be guaranteed in the following situations: where there are concerns relating to child safety or wellbeing, if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved.

All staff members, including volunteers and students have an obligation to report relevant allegations of a child protection nature as part of the Reportable Conduct Scheme and Mandatory Reporter obligations.

No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond. See *Protected Disclosure (Whistleblower) Policy* for more information.

Ongoing suitability

Bright Start will ensure students and volunteers remain fit and proper to work with children at all times. Any concerns, allegations or suspicions regarding child safety are to be reported to management and will be responded to in accordance with the *Child Protection Policy*, *Child Safe Environment Policy* and *Management of Inappropriate Conduct Procedure*. All students and volunteers engaged at Bright Start must inform the approved provider of any changes to their fit and proper status within 24 hours, including any prohibition or disciplinary notices/orders (including show cause notice, suspension notice, supervision notice or enforceable undertaking). The approved provider will conduct regular WWCC and complete NQA ITS prohibition checks with any negative findings reported and investigated.

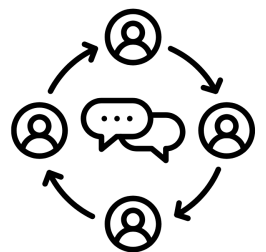
Professional Growth and Development

Bright Start Preschool has a responsibility to our stakeholders to ensure that all of our students and volunteers are kept up to date with changes and advancements in the early childhood industry. Our responsibility is to ensure you are properly trained to embrace the role you are expected to undertake once your education has been completed. Bright Start Preschool's Educational Leader will work with you to outline work requirements.

Your responsibility is to take the opportunity to extend your knowledge, reflect on your pedagogy and look for ways to improve your practice. Additionally, it is expected that you will ask questions when unsure and remain up to date with all required tasks.

Respectful and Authentic Relationships with Families and Colleagues

Bright Start is renowned for its warm, friendly and professional approach by our employees. Bright Start strives for a happy working environment among all colleagues. Please treat our educators, children and families with the respect and courtesy you would like to receive yourself. Please do not use obscene or offensive language within the workplace. Obscene or offensive language within the workplace is not tolerated. Bright Start offers an equal opportunity workplace free from discrimination or harassment. Those found using obscene or offensive language, practicing discrimination, harassment, or vilification based on gender, race or religion will have their placement terminated.



Bright Start is committed to zero tolerance of racism. We are committed to creating a workplace with vision and meaningful direction, adhering to our code of conduct and practicing ethical behaviour to ensure a productive work environment free from bullying, discrimination, and/or harassment. Sexual harassment has no place in Bright Start. We aim to identify, reduce and manage psychological and psychosocial hazards and risks within the work environment through risk assessments in line with WH&S legislation.

Duty Responsibilities

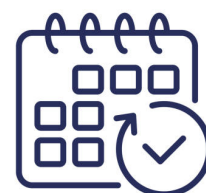
You have general responsibilities that relate to the administration obligations of Bright Start.. You must:

- promote a culture of child safety and wellbeing in all aspects of Bright Start's operations
- sign in on arrival and out on departure on the visitor register

- report any hazards promptly to your supervisor or the nominated supervisor or responsible person
- report an accident or near miss accident you are involved in (the forms are available in the office). It must be completed on the day unless there is a medical reason preventing you to do so plus it must be co-signed by another staff member who witnessed the accident. This is to be provided to the nominated supervisor who will be directed by Work Cover legislation on what action needs to follow
- follow our Sun Safety requirements
- be actively supervising children at all times
- observe and implement Bright Start's policies and procedures.

Attendance

You will be expected to work according to the provided roster, based on the requirements and hours expected from your training organisation and specific learning/course requirements.



Being on the job, ready and on time is very important. Students are expected to arrive at the centre prior to their shift to ensure there is ample time to organise themselves and be on the floor at the commencement of the shift. Late arrivals or early departure will affect the outcome of your placement and completion of required hours.

Calling in Sick



If you are sick, or unable to attend your arranged shift, you must contact the nominated supervisor or assigned responsible person as soon as possible, preferably the day prior or at least four (4) hours before the commencement of your shift. Under no circumstances are messages to be left with other staff members. If you do not notify Management and do not attend for your shift, it will be considered that you have abandoned your responsibilities, and your placement may be withdrawn.

You must also follow your RTO's procedures and notify the nominated person of your absence. If your RTO requires you to 'make up' absent days, it is your responsibility to negotiate dates and times with Management.

Immunisations

It is a condition of placement that we have a full record of your immunisation history and that we are kept updated throughout your placement. You will find an Immunisation Schedule located in online and we suggest that you discuss recommended vaccinations with your doctor.

Equal Employment Opportunity

Bright Start is an equal opportunity employer, and as such does not tolerate discrimination towards members of staff, children, or families under any circumstances. Any discrimination observed, witnessed or suffered will be required to be reported to Bright Start supervisor or the nominated supervisor.

Termination of Work Placement

All students and volunteers of Bright Start are made fully aware that the following breaches of the Code of Conduct and role responsibilities may result in disciplinary action which may lead to performance management or termination of engagement:

- reporting to Bright Start under the influence of alcohol or drugs
- possessing or selling drugs at Bright Start
- immoral, immature, or indecent conduct while at Bright Start
- inappropriate use of company equipment and/or resources
- refusing to complete required tasks as directed
- possessing a dangerous weapon whilst at Bright Start
- bringing disrepute to Bright Start
- bringing disrepute to the relationship between a family and Bright Start
- disclosure of confidential information
- providing false or misleading information, including information relating to prohibition notices
- falsifying documentation
- fraternising with families
- taking, abusing or destroying company property
- interfering with work schedules, falsification of reports, documents or wages information
- failure to report for your placement without notice or unauthorised absence, repeated tardiness
- walking away from your shift/responsibilities
- failure to follow policies and procedures, requirements of this handbook, and/or the Code of Conduct
- vulgarity, disrespectful conduct to families, management or colleagues
- making or publishing false, vicious, or malicious statements about any client, employee, supervisor, the company, or its services
- failure to hand in lost property is regarded as stealing and dismissal will follow. Lost property is to be handed to the nominated supervisor
- unable to maintain or hold a current Working with Children Check/Clearance
- using a personal mobile phone or device to take images or videos of children

Please note that some of the above breaches may also result in Bright Start Preschool referring your details to the police or relevant authority.

General Guidelines

We operate and maintain a high-quality service and we expect you will conduct yourself in a professional manner at all times. Failure to do so may result in your placement being terminated.

Clothing and Appearance

It is your responsibility to ensure that you look professional when presenting yourself at work. Please adhere to the following standards:

- You will be expected to wear black tailored pants and a polo shirt which is clean and in good condition.
- Active wear, jeans, tights or torn clothing will not be accepted
- Offensive language/slogans on clothing will not be tolerated or accepted
- T-Shirts/Tops should not be midribs, and preferably waist length with shoulders
- Shoes must be enclosed with flat soles for safety (no high heels or wedges)

- Clothes must be suitable for movement, active play and messy play
- Skirts and dresses and shorts must not be any shorter than knee length

Grooming Standards

In addition to the Uniform and Dress Code; it is your responsibility to ensure that you maintain a clean, well presented and professional standard when presenting yourself at work. Please adhere to the following standards:

- Jewellery – no large earrings for safety
- Long hair is to be clean and neatly tied back. Ensure hair does not hang in your eyes
- Makeup is to be light and natural
- Fingernails are to be clean and well groomed
- Good Personal hygiene, daily showering and deodorant is essential
- Good oral hygiene and grooming is essential

Visitors

Friends or family are not permitted to visit you at Bright Start Preschool whilst you are in attendance, unless Management has given prior permission. Your attention to the children and the required work tasks should not be compromised.

Personal Telephone Calls/Mail

Students/volunteers are not authorised to use Bright Start's phones for personal reasons unless in the case of an emergency. No personal mobile phones are to be used or carried during working hours. No personal mail or deliveries should be directed to Bright Start.

Bright Start adopts and aligns with legislative requirements for taking images or videos of children. (See *Safe Use of Digital Technologies and Online Environments Policy*.) Mobile phones and personal electronic devices are to be kept in a locked staff locker and can only be accessed during lunch within the staff room or outside of the premises. The student/volunteer's family is to be issued with Bright Start's phone number for contact in case of an emergency.

Students and volunteers are strictly prohibited from using personal electronic devices to take photos, record audio or capture video of children who are being educated and cared for at Bright Start. This includes items such as tablets, phones, digital cameras, smart watches, META sunglasses and personal storage and file transfer media (such as SD cards, USB drives, hard drives and cloud storage) and other new and emerging technologies.

Students and volunteers are not permitted to take any electronic devices belonging to Bright Start out of Bright Start that may contain personal details of staff, educators or children, including photos or videos (unless used for operational activities, example transportation or excursions).

Using The Internet and Other External On-Line Services

Access to External On-line Services, including the Internet as provided by Bright Start Preschool, is for authorised company use only.

Users of External On-line Services are expected to maintain the highest ethical and professional standards in all communication transmitted or downloaded over each such service and will require permission from management.

Social Media Responsibility

Bright Start offers a Facebook page to its current families and staff as a communication tool. The administrator of the account is Bright Start's nominated supervisor. Students and volunteers are to refer to Bright Start *Social Media Policy* for guidelines and expectations to ensure child safe practices.

Students and volunteers who have a personal Facebook account are not permitted to post any negative comments relating to Bright Start, children, colleagues or families.

Students and volunteers are encouraged to refrain from accepting friend requests or initiating friendship requests with families from Bright Start on any form of social media, unless this friendship was previously formed. Under no circumstances are students or volunteers permitted to post photos of Bright Start or any staff, children, or families of Bright Start on their own social media pages.

Smoking and Vaping

Bright Start provides a tobacco, vaping devices, vaping substances, drugs and alcohol-free environment at all times for children in accordance with National Law and National Regulations and safety legislation.



Smoking or Vaping is NOT permitted in or on surrounding areas of Bright Start. It is expected that at all times your clothes will be smoke free. If, after adequate warning a student/volunteer is found smoking, their placement at Bright Start may be withdrawn. Bright Start supports the Smoke Free Act 2000. The company and its employees will follow all conditions outlined in this act. Educators, staff, visitors and volunteers must not carry or use vaping substances or vaping devices on Bright Start premises while education and care is provided to children.

Alcohol and Drugs

Bright Start is bound by the Education and Care National Regulations. Accordingly, alcohol, drugs, or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. To ensure a safe, compliant workplace, All students/volunteers must not:

- consume alcohol or be under the influence of alcohol while working
- use or possess illegal drugs at any workplace
- drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
- bring alcohol or any illegal drugs onto the premises

If an educator suspects a student or volunteer to be affected by drugs or alcohol, they will inform the nominated supervisor immediately, who will notify the student's RTO. No student/volunteer will be allowed to attend Bright Start under the influence of drugs or alcohol.

Students and volunteers undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the nominated supervisor. All issues pertaining to these matters shall be kept strictly confidential. A breach of this policy may initiate appropriate action including the cancellation of placement or employment. (refer to ***Tobacco, Drug and Alcohol-Free Policy***).

Meals and Snacks

If bringing your own food to Bright Start, employees must be considerate of children's allergies and Bright Start's *Nutrition Food Safety Policy*. Unless eating with the children, all food should be consumed on breaks in the designated lunchroom (rather than in front of the children). Before

bringing food, please check with your supervisor or the nominated supervisor regarding prohibited food due to children's allergies.

General Expectations

Interactions with Children

All educators, staff members, students and volunteers are expected to interact with children positively and respectfully at all times. Interactions with children are guided by Bright Start policies, including *Interactions with Children, Families and Staff Policy* and *Behaviour Guidance Policy*.

Whilst you are on Work Placement, our expectation is that you will spend the majority of your time interacting with the children. This means talking to children and joining them in their play and activities as appropriate. We do not expect to see you sitting away from the children just watching or having personal conversations with other students. Please use your time with us to develop relationships with the children through your consistent interactions with them.

Additionally, you may find yourself becoming quite attached to a specific child; this could most likely be a focus child. However, we ask that you treat all children equally, and do not devote excessive amounts of time to one child in particular. Each day, attempt to have at least one positive interaction with each and every child present in your room. Likewise, when joining in at group times, sit with the children, but do not allow or encourage a child to sit in your lap.

All educators, staff members, students and volunteers are expected to interact with children positively and respectfully at all times. Interactions with children are guided by Bright Start policies, including *Interactions with Children, Families and Staff Policy* and *Behaviour Guidance Policy*.

Bright Start maintains a zero-tolerance approach to inappropriate discipline or inappropriate conduct towards children. All interactions must protect each child's dignity, emotional wellbeing and safety. Bright Start upholds a strong reporting culture to safeguard children in our care. All educators and staff play a vital role in protecting children from harm by responding to and reporting any incidents, disclosures or suspicions of abuse, harm, neglect or ill-treatment.

Supervision

As a student or volunteer you are not counted as part of the educator to child ratio so will never be left alone with a child or group of children. However, supervision is an important part of being an educator so we would like you to practice the skills you learnt regarding supervision. In particular:

- always place yourself where you can see the majority of the room or area. Sit or stand with your back to a wall or other boundary to ensure you see as much of the room/playground as possible.
- whilst interacting with children, still remember to frequently look up and around to scan the room. This is a skill that it is imperative to master for when you gain employment in the early childhood sector
- practice 'listening' to the children and sounds around you. For example, if a group of children go into a bathroom and then you can hear absolutely nothing, it isn't usually a good sign!

Inappropriate Language

When communicating with the children think about your choice of words. While it is unlikely that you will purposely swear, there are some words that are best not to use. Consider cultural and religious implications when choosing your words.

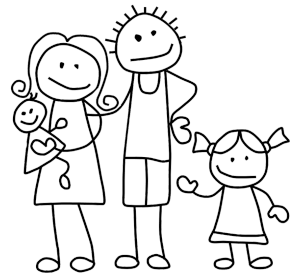
Some children will use inappropriate language. Notify the supervisor of any inappropriate language used by a child as this can be signs of a child in risk of harm. It is important that educators guide their behaviour in a positive manner by role modelling appropriate language and offering them alternate words to use to express their thoughts and emotions. If you are unsure of how to manage a situation involving children's language or use of inappropriate words, refer the situation to an educator and take note of how the situation is handled, as part of your ongoing professional development.

Communicating with Families

We expect that you will greet the families of Bright Start Preschool when they arrive and depart. However please ensure that your conversations remain professional and positive. For example you may tell the parents about positive aspects of their child's day (e.g. He/she built a fantastic sand castle today, or he/she had a lovely time playing in our pretend supermarket).

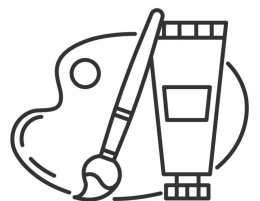
However as a student we do not expect you to:

- Tell parents about negative aspects of their child's day.
- Tell parents about the child's behavioural issues experienced during the day.
- Talk to a parent about a child that is not their own.
- Discuss the child's medical condition
- Discuss the child's development.
- Provide details of any child to another parent. For example, if they ask you for a list of their child's friends and contact details to invite to a party, refer them to your Room Leader.
- Give advice of any sort. For example, if a parent asks you if you think their child is ready for school, explain politely that you are a student and they need to speak to the Room Leader / Nominated Supervisor etc.



Behaviour Guidance

Please be familiar with our *Behaviour Guidance Policy* and procedures. While we do not expect you to take a leading role in guiding the children's behaviour there may be times when you are in a position to influence a child's behaviour. The main thing to remember is to tell children what to do, rather than what not to do. For example, "remember, we walk inside", rather than "stop running". Students/volunteers are not to use inappropriate discipline or inappropriate conduct when guiding children's behaviour under any circumstances.



Art and Craft

Each day Bright Start Preschool provides a variety of art and craft experiences for the children. Expectations of students regarding arts and crafts experiences include:

- Educators will not participate in arts and crafts experiences. These experiences are provided for the children; it is therefore expected that educators will interact appropriately with children as they are engaged in these activities.
- When writing children's names on artwork ensure that:
 - Names are spelt correctly (if unsure ask an educator). Children's names are part of their identity so incorrectly spelt names are unacceptable.
 - Ensure that the first letter of the name is written in a capital letter and all other letters are written in lower case, preferably in Foundation style handwriting.
 - Check with the child if they wish to have their name added to the paper, some children may like to write it themselves; alternatively write the name on the back of the paper.
 - Always write the child's name in the top left-hand corner of the paper: In English we read from top-to-bottom and left-to-right, so this is one of the first steps in 'training' the child's eye to start reading from the top left corner.

Initiative

At Bright Start all staff members share the responsibility of maintaining the room in a presentable fashion. We therefore ask that if you notice something that needs doing, you use initiative and perform the task. For example, tidying craft tables (perhaps rolling playdough back into balls) when children have left the table, placing a new sheet of paper on the painting easels in preparation for the next child, or picking up a stray toy from the floor if you notice it. When everyone contributes to these matters without being asked, it makes for a much more pleasant day for both children and educators.

Work Placement Expectations

Depending on the qualification and stage of qualification you are studying, you may already have knowledge of the following. However, to ensure the smooth running of the room you are placed in, it is important that the following requirements are adhered to:

Preparation

You are expected to attend each day of your placement fully prepared and organised. This entails ensuring that all notes, programs, observations, and relevant paperwork are kept tidy, systematically arranged, and readily accessible at all times, along with any required resources or equipment necessary for the day's learning experiences and activities.

Assessment Tasks

As a student it is likely that you will have many assessment tasks to complete. It is your responsibility to negotiate a time with your Bright Start supervisor to discuss your assessment requirements. As educators are very busy this may mean these discussions can only take place early in the day or during the less frantic times such as rest time. Please show consideration to the children and program when approaching your supervisor with questions.

Depending on your training organisation and its requirements, you may be given 'programming time' off the floor. This time is to enable you to complete observations, programs and other requirements. This time will be entered in your roster, so it is available and accounted for.

If planning an experience or the weekly program, your supervisor must view your documentation at least 24 hours in advance of implementation. This allows time for feedback and corrections to be made if required to ensure your ideas are appropriate for the children in your group. Likewise, if planning the program, your supervisor may require you to include their own experiences, or experiences from another student.

Please also remember that we never force a child to participate in an experience. If your focus child does not wish to participate in an activity you have specifically planned for them, reflect on why this may have happened. Were you not following their interests? Did the experience not look attractive? Was it too easy or too hard for the child? Remember that we often learn more by evaluating what *didn't* work!

Permissions

It is likely that you will have to observe one or more focus children during your Work Placement. It is your responsibility to gain the parent authorisation to observe their child/children. This may mean that you have to arrive at Bright Start earlier or depart later in order to request authorisation in person. Educators and staff will not be responsible for giving parents' authorisation forms, or 'chasing up' unreturned forms. Under no circumstances must observations be commenced without this permission. If your RTO has not provided you with an observation authorisation form, please speak to your Bright Start supervisor.

Observations

A normal part of each day in early childhood includes documenting observations of children. As you will undoubtedly have to observe children and/or focus children we remind you that this should occur subtly. As with our educators in Bright Start, we expect you to take brief reminder notes throughout the day and then write the observations up in full during breaks or of an evening at home. At no time is it acceptable to sit either with the children or removed from the children (or room) writing extensive observations.

As with everything, writing observations is something that takes time and practice to master, but this should not be at the expense of the children or program. If you have a specific type of observation to write that does require you to 'sit and write', please discuss this with your Bright Start supervisor.

We also ask that you keep your observations and notes in a safe place where parents or visitors are not able to see them. Remember that the children's and family's confidentiality is always of utmost importance.

General Responsibilities

- Do not become involved with gossiping, politics or internal disagreements and treat all you see and hear as STRICTLY CONFIDENTIAL
- All information shared with families and professionals is STRICTLY CONFIDENTIAL
- You are required to adhere to the Early Childhood Australia's Code of Ethics
- Be aware of and adhere to WHS policies and procedures. Safety is not negotiable
- Know your responsibilities as a Mandatory Reporter; immediately report any child protection concerns to your Bright Start supervisor or the nominated supervisor
- Be aware of your responsibility to report an allegation of reportable conduct of any employee or volunteer as part of the Reportable Conduct Scheme and Mandatory Reporter obligations.

- Always represent Bright Start in the manner that is reflected in this handbook
- Be involved and an active contributor to the revising of policies and procedures and the Quality Improvement Planning workbook whenever possible.

Compliance

You are required to adhere to all Service policies and procedures, and all requirements outlined in this handbook.

In particular we would like you to read and be familiar with the following Policies and Procedures:

- Code of Conduct Policy
- Dealing with Complaints Policy
- Work Health and Safety Policy
- Child Protection Policy
- Child Safe Environment Policy
- Child Safety and Wellbeing Policy
- Administration of First Aid Policy
- Anti-bias and Inclusion Policy
- Interactions with Children, Families and Staff Policy
- Hand Washing Policy
- Behaviour Guidance Policy
- Safe Use of Digital Technologies and Online Environments Policy
- Student, Volunteer and Visitor Policy
- Sun Safe Policy
- Privacy and Confidentiality Policy

We maintain a genuine 'Open Door' policy at all times. If there are any problems at work, please do not hesitate to discuss them with the nominated supervisor, especially if there is a conflict of interest.

General Safety Requirements

Always work safely by identifying and reporting hazards, following hygiene and evacuation procedures, keeping walkways clear, and reporting all accidents immediately, refer to the *Work, Health and Safety Policy* for more information. Safety also includes correct use and storage of chemicals, safe electrical practices, and preventing slips and trips through appropriate footwear, prompt spill clean-up, and maintaining a clear, hazard-free environment.



Use this information as a general guide only

- Always work with safety in mind.
- Be aware of any hazards and report them immediately.
- Hallways and doors must always be kept completely clear. If something is left there, even for a moment, there may be a need to do an emergency evacuation, and they could become a hazard.
- Walk, do not run (particularly up and down stairs).
- Do not stand on chairs or furniture – you may fall.
- Open doors slowly – someone may be on the other side.
- Do not leave your room without telling your Bright Start Supervisor / Room Leader. This is for safety and security reasons.
- Never remove a child from the group without the permission of your Supervisor / Room Leader.
- Report all accidents immediately, no matter how small they might appear.
- Practice good hand-washing techniques.
- Know the evacuation procedures for emergencies.

Cleaning Chemicals

- Improper use of Chemicals can be Dangerous. Always read the directions on the packaging.
- Always adhered to the cleaning schedule in Bright Start Preschool. Do not introduce new products to Bright Start Preschool without approval from the Nominated Supervisor.
- Never mix chemicals together.
- Never put chemicals into unmarked containers.
- Always follow manufacturer's directions (see Safety Data Sheets – they are available on site).
- Replace lids firmly on containers after use to stop accidental spills.
- Do not sniff or taste the chemical.
- Wash your hands immediately if you spill chemicals on them.
- If in doubt, speak to the Nominated Supervisor about what you are handling and its correct use. By doing this, you will help prevent accidents from happening.
- In the event of a chemical spill, isolate the area and advise the Nominated Supervisor.

Electrical

- Always check the equipment, particularly for frayed cords and plugs. If the cord is damaged do not use it and report.
- Always keep electrical leads and plugs out of water and away from dampness, to avoid an electrical accident (if you receive a minor shock, immediately stop using the equipment and have it checked).
- Keep power cords out of the way so that you do not accidentally trip on them.
- Turn the power off before removing the power lead from the socket.
- Hold the plug in your hand when disconnecting the lead. Pulling the plug out from a distance may cause damage to the equipment or the wall socket.
- Do not use faulty equipment. Report it immediately to your supervisor.
- Do not attempt to fix anything electrical.
- Do not tamper with any electrical installation.
- Replace child safety sockets in the power point as soon as you are finished with the socket.

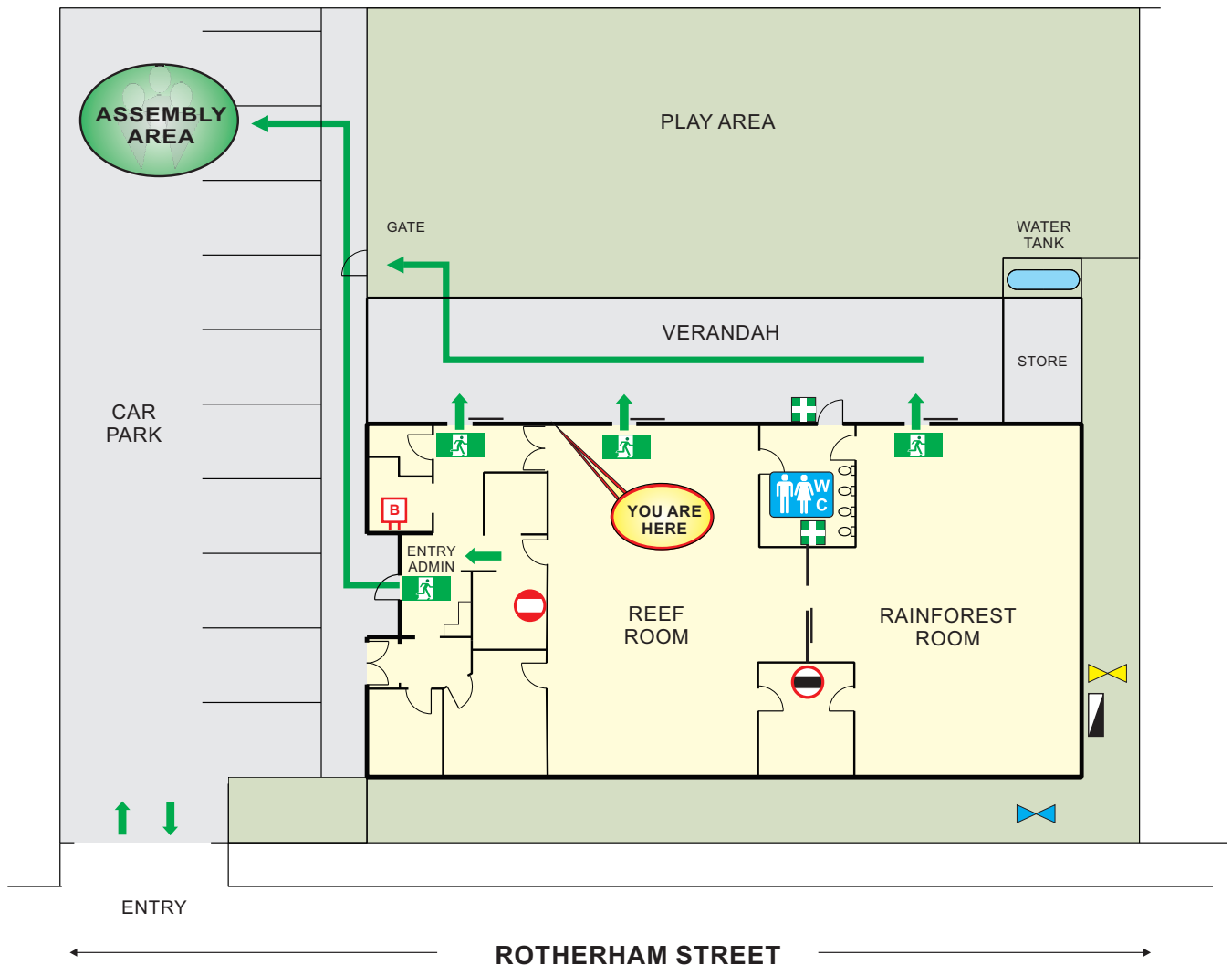
Slips and Trips

- Wear covered in shoes with slip resistant soles and heels. This will help to prevent falls and provide protection for your feet.
- Look for objects that could trip you.
- Pick up objects and cover any item sticking up from the floor so as not to cause injury.
- When using mops or brooms, leave standing in an upright position out of children's reach. If left lying down, they can be stepped on and cause injury.
- It is critical that warning signs must be displayed on wet and slippery floors, where others may walk.
- It is critical that you clean up spills immediately to avoid slips and falls. If you witness a slip and fall whilst on duty, whether it is a work colleague or visitor the appropriate paperwork must be filled out immediately.

IMPORTANT: Safety is everyone's' responsibility – that includes you. Think safety, work safely. Report all accidents no matter how small and make your workplace a safe workplace.

Evacuation Diagram

EVACUATION DIAGRAM



LEGEND - DCP/ABE FIRE EXTINGUISHER - CO2 FIRE EXTINGUISHER - FIRE BLANKET - FIRST AID KIT - M.S.B. - EGRESS ROUTE - MAIN SWITCH BOARD EXIT - DOMESTIC WATER ISO VALVE - GAS ISO VALVE DRG: 1 ISSUE: APR 2024 REVUE: APR 2028	EMERGENCY DIAL 000	FIRE/EMERGENCY PROCEDURES R REMOVE - any person/s in immediate danger (Only if safe to do so) A ALARM - raise the alarm and follow your emergency procedures C CONTAIN - the fire, close the doors, call the Fire Brigade "000" E EXTINGUISH / EVACUATE Attempt to extinguish the fire (Only if you are trained and it is safe to do so.) BRIGHT START PRESCHOOL ROTHERHAM STREET BATEAU BAY NSW Survival Solutions UNIT 3, 14 RELIANCE DRIVE TUGGERAH NSW 2259 PHONE: (02) 4351 0210 www.survivalsolutions.com.au
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Privacy Statement

Bright Start will not use personal information for any purpose that is not reasonably required for the appropriate or effective operation of Bright Start. The privacy of all information provided is paramount, which we as a Service, will protect at all times.

Personal information gathered by Bright Start may be accessed by and exchanged with staff educating and caring for a child, by administrative staff or for legal requirements. Personal information collected may include, medical information, income and financial details, contact information, children's developmental records, legal information, employment/martial information, qualifications, staff entitlements, and information required under NQF legislation.

We may disclose personal information where we are permitted or obligated to do by Australian law. This may include

- Government employees
- Authorised officers during Assessment and Rating/spot checks
- Software companies that provide computer based educational programs which use children's personal information
- Lawyers in relation to a legal claim
- Debt collection agency where fees are outstanding
- Officers carrying out an external dispute resolution process
- Protecting individuals from serious misconduct or to prevent a serious threat to a life, health or safety.

Personal information is stored in a safe and secure manner, using locked filing cabinets or password protected database and computer. Information is backed up electronically and stored securely. Hard copy information is stored securely at Bright Start and archived in accordance with regulatory requirements when no longer needed.

Bright Start will gather written authorisation prior to disclosing personal information. This may include displaying medical plans.

We are committed to safeguarding and protecting the privacy of personal information and adhere to the Australian Privacy Principles. By providing Bright Start with personal information, you consent to the collection, storage and use of personal information in the ways described in our policy and collection statement.

Student Handbook Acknowledgement Form

BY SIGNING THIS PAGE YOU ACKNOWLEDGE:

1. That you have read and will abide by the *Student and Volunteer Handbook*
2. That you have read and will abide by Bright Start's Policy Manual in its entirety
3. You adhere to the National Principles for Child Safe Organisations
4. That you have been introduced to Bright Start's WH&S procedures and reporting requirements including:
 - Room Checklist
 - Cleaning Routines
 - Storage of Hazardous Products
 - Accident Reporting
5. That you have been introduced to Bright Start's Programming Procedure and documentation
6. That you have been introduced to the families and children
7. You are aware of individual children's medical management plans for allergies, asthma, diabetes, epilepsy or other medical requirement
8. You are aware of children with additional needs or behaviour plans
9. That you will be respectful and inclusive of all children and demonstrate cultural awareness and respect for Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds
10. You are advised of the existence and application of the current child protection law in the relevant state or territory and understand any obligations held under that law
11. You are aware of child protection reporting procedures and have completed Child Protection Training.
12. That you have completed mandatory National Child Safety Training
13. You have provided evidence of current Immunisation status
14. You will ensure you have a current Working with Children Check prior to beginning a placement (note that you will not be required to pay for a Student on Professional Placement WWCC).]

I _____ hereby acknowledge having received a copy, read and understood the Casual Educator Handbook and Procedures and Policies of Bright Start Preschool and:

- I agree to abide by these requirements at all times.
- I agree to abide by the National Quality Framework including, the National Quality Standards, the Early Years Learning Framework, Education and Care Services National Regulations, and Early Childhood Australia's Code of Ethics.

Signed: _____

Date: _____

Approved Provider: _____

Date: _____

Ashleigh Waugh