

2024

FAMILY HANDBOOK



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EPOSHC Acknowledgement to Country

Everton Park OSHC would like to acknowledge the traditional owners and custodians of the land. EPOSHC is located on Turrbal and Yagura lands and we recognize Indigenous cultures as amongst the oldest living in history.

We would like to pay respects to Elder's past, present and emerging, and extend this to all Indigenous and Torres Strait Islanders in our service, school, and community. We acknowledge the continuation of cultural, spiritual and educational practices of Indigenous and Torres Strait Islander peoples, and continue to look for ways to implement them in our practices, operations and development.

EPOSHC recognizes that the land we inhabit is, was and will always be Indigenous Land.

EPOSHC has a commitment to education, acknowledgment and reconciliation, through the strengthening of our program and practice and the incorporation of first nations perspectives, knowledge and culture.



WELCOME MESSAGE



Isabella Lynch Service Manager

Dear Families,

We are thrilled to extend a warm welcome to you and your children to the EPOSHC (Extraordinary Out of School Hours Care) program! At EPOSHC, we are committed to providing a nurturing, safe, and engaging environment for your children outside of school hours.

As parents ourselves, we understand the importance of finding a reliable and enriching care option for your children when school is out. That's why we've designed our program with your child's needs and interests in mind, ensuring they have a fun and fulfilling experience every day.

Here at EPOSHC, your child will have the opportunity to:

- Engage in exciting and age-appropriate activities, from arts and crafts to sports and games.
- Build meaningful friendships in a supportive and inclusive community.
- Receive homework assistance and academic support, fostering their growth and development.
- Explore their interests and talents through a variety of enrichment opportunities.

Our dedicated team of experienced educators and staff are passionate about creating a positive and welcoming atmosphere where every child feels valued and empowered to reach their full potential.

We encourage you to get involved in our program and stay connected with us. Whether you have questions, feedback, or simply want to know how your child's day went, we're here to support you every step of the way.

Thank you for choosing EPOSHC as your partner in providing exceptional care for your children. We look forward to getting to know your family and embarking on this exciting journey together!

Kind Regards,

Isabella Lynch
Service Manager

Welcome

Welcome to EPOSHC! Thank you for enrolling your child with us. We appreciate the opportunity you have given us to share in your child's journey at Everton Park State School OSHC. We look forward to having a long and rewarding relationship with you and your child as you both embark on this adventure.

Our service is an Approved Service under the Education and Care Services National Law and Regulations. Our Regulatory Authority is *Early Childhood Education and Care*. Our service is committed to providing quality play-based education and care for our children and families. We use the approved learning framework, *My Time, Our Place* (MTOPE) as the basis for our program and practice.

Our Family Handbook has been developed to support families to understand our service, the expectations and requirements for enrolment and participation. We trust all the information contained is helpful and informative. Should you have any questions or concerns, please always feel welcome to get in contact to discuss any matters further.

As part of your family's induction and enrolment into EPOHSC, you will receive the following:

- ✓ An enrolment form (Online Via Xplor)
- ✓ A family handbook (this document)
- ✓ An invitation to meet with the Service Manager (or other service representative) to discuss your child's enrolment and care needs.
- ✓ If your child has a relevant medication condition, please ensure you read the *Children with Medical Conditions Policy*.

Parents will be required to:

- ✓ Provide copies of relevant parenting plans or court orders (regarding a child custody), where these apply.
- ✓ Where a child has a relevant medical or health need:
 - Provide a copy of a management plan
 - Collaborate in a medical risk-minimisation and communication plan
- ✓ It is the responsibility as parent/guardian to apply for Child Care Subsidy and to provide the service with the Customer Reference Number (CRN), the dates of birth of your children who will be attending and information about the primary caregiver. CCS cannot be applied to fees until this process has been completed.
- ✓ Provide details (ongoing) of any changes to information contained within the enrolment form.

The information contained within the Family Handbook is a summary of relevant policies. Please be aware that parents have the opportunity to access and read the full policy and procedure manual at any time. A copy is located in the OSHC administration area. You will also be issued with a digital copy.

It is a requirement for parents and stakeholders to abide by the policies and procedures of EPOSHC in order to maintain their ability to utilise the service for their children.



ABOUT COMPANY

EPOSHC is operated by the Everton Park P&C Association, and this entity is the Approved Provider under which the service was opened and operated. The Approved Provider representative for the P&C is the President or Executive. The Approved Provider appoints a Nominated Supervisor to operate the service.

Our service is an Approved Service under the Education and Care Services National Law and Regulations. Our Regulatory Authority is Early Childhood Education and Care. Our Service is committed to providing quality play-based education and care for our children and families. We use the approved learning framework, My Time Our Place (MTO) as the basis for our program and practice.

EPOSHC is currently licensed to 200 children and operates Before School Care, After School Care & Vacation Care Programs. Our operating hours are as follows:

Before School Care: 6:30AM – 8:45AM

After School Care: 3:00PM – 6:00PM

Vacation Care: 6:30AM – 6:00PM

OUR PHILOSOPHY

Children thrive in an environment where they are cared for, and their individuality is nurtured – this is our core belief. In providing quality care for the children and families, Everton Park Outside School Hours Care (EPOSHC) will ensure all of the children in our care experience a rich play-based educational program to support their development, wellbeing, and learning. We recognise the value of play in promoting a child's sense of wellbeing, enhancing social skills, and supporting development.

As professionals, we know the experiences children are engaged with at Everton Park SS provide an opportunity for life-long learning. Therefore, the implementation of the educational program is based on My Time, Our Place. We develop our program using ongoing critical reflection to ensure we uphold quality school age care practices. We believe children should be active agents in their time at OSHC. When supported by a safe and secure environment where the child's rights and ideas are valued, children are able to flourish into confident, caring, and effective learners. Promoting and supporting children's learning and development is our passion. Our practices are built upon the relationship we establish with children and families. Security and trust are the foundations of a strong relationship. We develop these through consistency, inclusion, and transparency.



At all times, we uphold the rights of the child. We value the belonging and contribution they bring to our service and their community. We ensure our practices support their participation and involvement in their world. The environment of our service is loving, safe and home-like. We seek to have a welcoming, warm, and inclusive presence for families when they enter our service. Inclusiveness is essential to our practices. We celebrate the diversity of our local community, inviting everyone to share aspects of their cultures and identities. Our program reflects this value through intentionality and collaboration with stakeholders. We offer experiences to children that invite a range of perspectives and diverse elements.

We value care and respect for the natural environment. The EPSS OSHC team promotes a shared responsibility to act sustainably and ethically. We role model good citizenship behaviours for our families. The service recognises the unique contribution Aboriginal and Torres Strait Islander people make to our Australian communities. We are committed to acknowledging and respecting the rich history of our First Nations people give to our country. We especially acknowledge our gratitude to the Turrbal people for the sharing of the land from which we care for children. We pay our respects to their Elders past, present and emerging.

MEET THE TEAM



Isabella Lynch

Service Manager

Isabella is the P&C Service Manager and oversees the P&C's business organization's, including the Outside School Hours' Care. With a background in Education, Childcare & Operations she is passionate about delivery high-quality care to the community.



Sara Damroudi

Operations Coordinator

With an extensive background in OSHC Operations, Sara has over 7 years' experience in childcare management. Her expertise in compliance, WH&S and Inclusion Support provide ongoing support to our service, families and staff



Emily Smith

Educational Leader

Emily has been an integral member of EPOSHC for nearly two years', turning her passion as an educator into practice as one of our Educational Leaders. Her passion for inclusive programming and children's interest help create our engaging program



Gabi Bott-Banas

Educational Leader

Gabi has worked in the OSHC sector for several years', with extensive management and pedagogy experience. Her role as Educational Leader allows her to develop our services reflective practices, and she shared her passion for Loose Parts and Play based learning.



Harriet Bolland

Administration Officer

Harriet joined EPOSHC nearly two years' ago and her passion, innovation and energy allowed her to excel as an educator and Responsible Person. Harriet now uses her extensive knowledge and problem solving to provide additional administrative support to the service.

CHAIN OF OPERATIONS



EPOSHC – Service Details

Contact Details:

Email: eposhc@evertonparksspand.com

Phone: 0498 954 882

Service Manager Email : eposhcmanager@evertonparksspandc.com

P&C Association Email: pandc@evertonparkss.eq.eud.au

Operational hours:

The hours of operation of the Centre currently are:

- Before School Care: 6.30AM to 8:45AM
- After School Care: 3.00PM to 6.00PM
- Vacation Care: 6.30AM to 6.00PM

The Service is closed on public holidays and open all pupil free days. In Term 3 we communicate our Christmas/New Year closure periods as they vary from year to year. It is generally around a two-week period.

OSHC Management Team (Day to Day Management Control of EPSS OSHC)

- Service Manager – Nominated Supervisor: Isabella Lynch
- Operations Coordinator – Sara Damroudi
- Educational Leaders: Emily Smith & Gabi Bott-Banas
- Administration Officer: Harriet Bolland

Approved Provider - P&C Executive (Full Management Control of EPSS OSHC)

Everton Park State School Parents and Citizens Association

- President: Rebecca Dixon (Licensee)
- Vice-President:
- Treasurer:
- Secretary:

Department of Education, Training and Employment. School Aged Education and Care.

A poster will be on display in the Service sign-in/out area identifying the Regional Office to contact for further enquiries.

Regulation, Assessment and Service Quality Early Childhood and Community Engagement

Dept of Education and Training Address: Early Childhood Education and Care Department of Education and Training
PO Box 15033 CITY EAST QLD 4002

Section 1: About EPOSHC

1.1 Our Philosophy

OUR PHILOSOPHY

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EPOSHC VISION

Our service creates an eagerly anticipated, engaging, and inclusive experience for children. Within a nurturing environment, children develop their social, emotional, and physical well-being through play, learning emotional regulation. Our unique approach combines education with enjoyment, fostering values of honesty and respect, ensuring equal opportunities. We prioritize safety, support, and unity among participants, enabling students to thrive as learners while having fun.

MANAGEMENT OF THE SERVICE

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LEADERSHIP APPROVED PROVIDERS

Regulatory Authority
Metro Region North – Nundah Office
Metronorth.ecec@qed.qld.gov.au
3634 0532

P&C Management
Rebeccah Dixon
Approved Provider
pandc@evertonparkss.eq.edu.au
0405 393 862

EPOSHC Management
Service Manager (Nominated Supervisor)
Isabella Lynch
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0498 954 882

Operations Coordinator
Sara Damroudi
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Educational Leaders
Emily Smith & Gabi Bott-Banas
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0498 954 882

Administration Officer
Harriet Bolland
eposhc@evertonparksspandc.com
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1.2 Our Vision

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1.3 Our Goals

Everton Park SS OSHC has a number of goals on which our service is based. These goals are based on the outcomes for children as outlined in the “My Time, Our Place” Framework for School Age Care. Our goals are to encourage children to:

- Have a strong sense of identity – we aim to teach children to demonstrate a capacity for self-regulation, negotiating and sharing behaviours by motivating and encouraging children to succeed when they are faced with challenges.
- Be connected with and contribute to their world - we demonstrate awareness of connections, similarities, and differences between people and how to react in positive ways by encouraging children to listen to others and to respect diverse perspectives.
- Have a strong sense of wellbeing - we aim to teach children to show self-regulation and manage their emotions in ways that reflect the feeling and needs of others by showing care, understanding and respect for all children.
- Be confident and involved learners - we aim to teach children to use reflective thinking to consider why things happen and what can be learnt from these experiences by encouraging children to communicate and make visible their ideas, theories, collaborate with children and model reasoning, predicting, and reflecting processes and language.
- Be effective communicators - we aim to teach children to convey and construct messages with purpose and confidence, including conflict resolution and following directions by modelling language and encouraging children to express themselves through language in a range of contexts and for a range of purposes including leading and following directions.

These goals will be underpinned **XXX**

1.3 Approved Provider

EPOHSC is located inside the Everton Park State School premise and is operated by the Everton Park State School Parents and Citizens Association. EPOHSC has access to several facilities and buildings within the school grounds and, where possible, runs activities in conjunction with the school.

Service Approval Information

EPOHSC is currently licensed for:

- Before School Care: 200 children
- After School Care: 200 children
- Vacation Care: 200 children

The Service Approval (license) is determined by the amount of indoor space available per child as well as Educator to child ratios. We are required to provide 3.25 m² of unencumbered indoor space per child as per Education and Care Services National Law and the Education and Care Services National Regulations.

1.4 Policies and Procedures

EPOSHC has an extensive Policy and Procedure Manual developed to reflect the Philosophy, Goals, and quality practices of our service. The full manual is available for parents to access and read. Please speak with an OSHC staff member to access this document.

Please note: Policies and procedures are subject to change. Some policies and procedures require at least 14 days' notice before implementation. We will ensure sufficient notice is given, where this applies.

1.5 Enrolment and Orientation

Parents/guardians are required to complete an enrolment form before any child is to attend the service. A meeting with the Service Manager or Operations Coordinator is available on enrolment of your child. This is a fantastic opportunity for you to discuss with us what will help make your children's time with us enjoyable, particularly the initial few weeks. Each newly enrolled family will receive a copy of this Family Handbook detailing selected policies and conditions of enrolment. You will be shown around the service and be given a rundown on basic operations such as staffing and programming.

If your child has additional needs, a meeting will take place between relevant parties (e.g., Parents/guardians; Service Manager; Operations Coordinator; occupational therapist, teacher) before the child commences. Issues discussed will be:

- level of support the child requires;
- duration of support;
- necessary training of educators and volunteers;
- the safety of all children enrolled;
- environmental factors;
- sources of information and resources/support services that will ensure the best possible care of the child.

This information will help us to meet the needs of your child and where necessary, seek assistance from specialist support workers. All information obtained through the enrolment procedures will be kept in the strictest confidence and used only for the purposes for which it is obtained. It is in your child's best interest that these forms are kept up to date.

You are encouraged to ask the Service Manager and/or Management Team for information relating to:

- your child's enrolment at this service including the activities and experiences provided by the service;
- the service philosophy about learning and child development outcomes and how it is intended the outcomes will be achieved; and
- the goals about knowledge and skills to be developed through activities and experiences.

Xplor Home - Enrolment

EPOSHC uses a software program Xplor. 'Xplor Home' manages your child's enrolment, bookings, and contact details. Parents can submit their Enrolment Form online, make casual bookings, mark their child as absent, sign their child in/or and many other features are all available through the Xplor Home app.

See the Bookings and Cancellations Policy, Enrolment Policy and Fees Policy for more information

1.6 Priority of Access

Federal Government's Priority of Access Guidelines

Priority of Access will apply to all families rolling over who are working or studying. Priority is always given to these families in this category, as per the Federal Government's Priority of Access Guidelines.

Priority of Access Guidelines

When allocating places to children on our waitlist, we are bound by the Australian Government's "Priority of Access Guidelines" for childcare services.

- First Priority - a child at risk of serious abuse or neglect.
- Second Priority - a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under Section 14 of the 'A New Tax System (Family Assistance) Act 1999'.
- Third Priority - any other child.

Within these main categories' priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families.
- Children in families which include a disabled person.
- Children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$42,997 or who or whose partner are on income support.
- Children in families from a non-English speaking background.
- Children in socially isolated families.
- Children of single parents.

A childcare service may require a Priority 3 child to vacate a place to make room for a child with a higher priority.

They can only do so if you:

- Are notified when your child first entered care that your service follows this policy. and
- Are given at least 14 days' notice of the need for your child to vacate.

Please note, in instances where EPOSHC is booked out priority will also be given to Everton Park State School students.

For further information relating to priority of access to the service please refer to policy 9.1.

1.7 Communication with Families

Communication between the Service, the children and their families are extremely important to us and is a crucial part of the success of the service we offer our community. Communication between our Service and your family occurs in a variety of ways, with the Service staff recognising the importance of keeping the lines of communication open and clear.

On top of the communication which occurs through our documentation process (visual diaries, and Playground digital documentation platform), we also communicate with families through other communication tools established at the Service, as well as through verbal discussions upon drop off and collection of children.

Some of our communication methods are:

- Email.
- Facebook.
- P&C Website
- Communication through the Xplor app.

Your feedback is important to us. We will have a number of surveys throughout the year and provide a suggestion box and confidential grievance procedure for all service users. We also have an open-door policy so please don't hesitate to speak with the Co-ordinator if you have any concerns.

Sign-in/Out Area

This is where we display important information that families need to know about how the Service functions and operates. This information is required to be available for families to review, under the National Law and Regulations and the National Quality Framework.

We provide information on:

- The Weekly Menu.
- The Weekly Roster.
- Staff names and qualifications.
- Service Approval information.
- Approved Provider Information.
- Nominated Supervisor Information
- Information about the Service's Educational Leader.
- The Service's Fire and Evacuation Routes.
- Evacuation Procedure.
- Emergency Lockdown Procedure.
- Family Grievance Procedure.
- National Quality Standard Assessment Rating

See the Communication with Families Policy for more information

1.8 Respect for Children

Our service endeavours to provide care that respects the child's dignity and privacy at all times and that considers children as unique, valued individuals. Children are to be considered and, as far as possible, involved in the ongoing development of the program, rules of behaviour and the physical and aesthetic environment of the service.

See the Interaction and Relationship with Children Policy for more information

Section 2: Caring for Your Child

2.1 Transitioning in to our service

Transitioning a child into care can be an emotional time for both the child and their family. The Educators at our Service are well-equipped to assist your child settle into care as quickly and easily as possible. To assist in this process, we encourage families to visit the Service and introduce your child to the Educators, other children, and the Service's environment. A good time to do this is during your orientation session/s. Understanding your child's needs and providing an environment that accommodates this is important in your child's transition from home to care. Your child's educators will play a large part in this adjustment, and we ask you to communicate your child's needs and requirements so that we are best prepared to welcome your child to care. Please speak to our Management Team if you would like further assistance or have any concerns about settling your child into our Service.

2.1.1 Arrivals and Departures

Routines provide a context for learning to take place. Routines help children learn how their world is organised and what they need to do in order to interact successfully in their world. Routines will give each child a sense of continuity throughout the day as well as letting them know what to expect next.

Routines and transitions throughout the day can include but are not limited to: Arrival time, self-selected activities, meal breaks, rest time, packing away and farewell.

Sign in and out Procedures

EPSS OHSC are not able to authorise any family to sign children into the Service for the Before School Care session after 8:20am and sign children out of the Service for After School Care, before 3:20pm. The Federal Legislation outlines that the Service Operator (the Approved Provider) needs to ensure the Service provides "actual" care for the child when submitting our attendances to CCSS to approve. Once the attendances are approved and accepted by CCSS, the fee subsidy is therefore paid which offsets the full daily fee charged for that session.

Before School Care

- Children must be signed in by their parent/guardian/Hub Guest (over 18 years of age) for Before School Care before 8:20am. After this time, the children attending PESS OHSC will be in the process of getting ready to go to school and will be signed out at 8:30am (Year 1 – 6).
- If your child arrives after 8:20am, they will need to be marked as absent by our Office Administration. Please speak to the office staff if this occurs. All absences need to be marked on Xplor Home' before the session starts (before 6:00am). Parents will need to stay with their child until 8.30am when students are permitted to go to the terraces and are supervised by school staff.

After School Care

- Children will be signed in from 3pm by EPSS OHSC staff only. Under no circumstances are parents to sign children in to After School Care.
- Children will be unable to be signed out before 3:20pm. If you are picking your child up early (before 3:20pm), you will need to mark your child absent from EPOSHC before 3pm.
- Children who are not signed out will be signed out by the Responsible Person at the end of operational hours, as this is after 6:00PM this will incur a late fee.

Refer to our Arrivals and Departures of Children Policy

2.2 Program

Our daily program will be displayed at the sign-in/out area.

2.3 Daily Routine

Our daily routine is based upon My Time Our Place Framework. Children will be given a choice in each session time with multiple activities on offer. They will be able to move around to different spaces depending on the type of activity they would like to join in. In the morning session self-serve continental breakfast will be available from 6.30-7.45am (Breakfast can be available on an individual basis after this time). A rolling afternoon tea will be available from 3.00-4.00pm, with fruit available after this time for a late afternoon snack.

2.4 Nutrition, Food and Menu Management

Nutrition, Food and Menu Management

We will ensure that children are provided with nutritious food that is adequate in quantity and that each child's individual dietary requirements, growth and development needs and any specific cultural, religious or health requirements are considered. Our Service Menu is on display, so you are aware what your child is being served each and every day. We are committed to providing a healthy diet for the children attending our Service and believe it is our responsibility to help children to develop good food habits and attitudes by working in partnership with families to positively influence each child's health and good nutrition at the Service and in the home environment.

Our Service adheres to healthy eating principles in accordance with the Australian Nutrition Foundation and the National Food Authority. Given that children may spend long periods of time at school then at our Service, our staff will role model healthy eating and encourage young children to make healthier food choices for more information regarding this, please refer to the Food and Nutrition Policy.

Food Preparation, Delivery and Menu Planning at the Service

The Service has a responsibility to help children to develop healthy food habits and attitudes. By working with families and all Educators, we will also positively influence each child's health and good nutrition. Our Weekly Menu is based on the Australian Dietary Guidelines and the Australian Governments Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood. The Healthy Food and Drink Supply Strategy for Queensland Schools is based on the Australian Dietary Guidelines for Children and Adolescents (2003) and The Australian Guide to Healthy Eating (AGTHE).

We will:

- Role model and promote healthy eating and activity choices throughout the day to all children and families.
- Promote healthy eating and nutritional concepts to promote healthy, active habits in children from a young age.
- Support all our families in educating their children about healthy food choices by providing information about our daily menu and recipe ideas upon request.

The food prepared and served to the children attending EPSS OHSC is nutritiously prepared from scratch by the EPSS Tuckshop and OSHC team. During term time, we provide breakfast and Afternoon Tea and late snacks to the children. During Vacation Care, children are required to bring their Morning and Afternoon Tea and we provide lunch every day. To ensure all children have access to drinking water we encourage children to fill their water bottles at the chilled bubbler, which is accessible at all times. We encourage all children to bring a drink bottle of water to the Service each visit. Educators support children to take regular fluid breaks.

2.5 Health and Hygiene

It is imperative that strict hygiene practices are adhered to at all times within the Service environment. This is to ensure a safe and healthy place for our children, our educators, and our Service families. Our Educators will teach and support the children to have age-appropriate hygiene standards, and this will work to prevent and reduce the spread of infectious diseases. Our stringent hygiene practices are outlined in Policy Group Four – Supporting Health and Wellbeing.

Smoke Free Environment

Our Service promotes a professional and ethical responsibility to minimise the risk of children inhaling any residual smoke. Smoking is not permitted on or near Service premises. To minimise the risk of children inhaling residual smoke, our employees (that are smokers) are required to wear another shirt over the uniform whilst smoking outside the workplace. Before returning to the workplace and before working with the children, they are also required to wash their hands. For more information, please refer to the Smoke Free Environment Policy.

2.6 Sun Safety

As a Service we are committed to promoting sun protection strategies for children, families, staff, and visitors to minimise the harmful effects of overexposure to UV radiation and ensuring that Curriculum planning and intentional teaching will promote an awareness of sun protection and sun safe strategies as part of the everyday routine. To assist the Service with our sun safe practices we ask that parents and guardians provide a named, wide brimmed hat for their child's use at the Service. During Vacation Care, dress your child in appropriate clothes (avoiding singlet tops and dresses) to ensure their safety and wellbeing. Apply sunscreen to your child prior to dropping them off at the Service in the morning. Our Service also has a sunscreen station outside the foyer for you to access sunscreen to apply to your child. Our Educators will ensure that sunscreen is re-applied to children prior to going outside again during the course of the day or in the afternoon during term time. We will also ensure that children who do not have hats are engaged in activities that are provided in shaded areas of the playground. During the hot, summer months our Educators will minimise the time spent outdoors during peak UV periods.

For more information about our sun safe commitment, please refer to the Sun Safe Policy.

2.7 Illness and Injury

Our Service is committed to minimising the risk of infectious diseases within the Service. The information below outlines our policy surrounding infectious diseases. As a provider for the group care of multiple young children, children who are unwell, infectious, or contagious, are not permitted to attend under our policy until they are given the all clear or they are fit and healthy (with no related symptoms) to return. If you send your child to the Service and they show signs of being unwell and we reasonably suspect they may be presenting with symptoms that are consistent with an infectious illness, we will contact you and request the child is taken home or collected.

We understand that parents have work, study, and family commitments, however, prompt collection by yourself or an authorised person must be assured, to help minimise the risk of impacting others in the Service. For more information regarding this, please refer to our Immunisation and Disease Prevention Policy and Medical Conditions Policy.

Child-Related Accidents, Incidents, Injuries or Trauma

Whilst all precautions are taken to best minimise the risk of accidents and injuries, unfortunately, this is unavoidable. Our Educators are extremely committed to the safety of all children and ensure that supervision, providing a safe child environment and risk assessment and management are always central to all planning and decision making. In order to support our commitment to safety and to minimise the occurrence and severity of child-related accidents and injuries, our Service has created policies and procedures which guide the decision making of Educators and families.

The main policies surrounding minimising the occurrence and severity of child-related accidents and injuries are:

- Incident, Injury, Trauma, and Illness Policy.
- Maintenance of Toys, Equipment and Building Facilities Policy.
- Risk Management and Assessment Policy.
- Supervision of children and providing a child safe Environment Policy.
- Children's Property and Belongings Policy.
- Administration of First Aid Policy

- Water Safety Policy.
- Sun Safe Policy.
- Emergency and Safety Equipment Policy.

If your child is injured whilst at the Service, Educators will attend to the medical needs of the child first. If the injury or accident is minor, we will complete an Incident, Injury, Trauma and Illness Record and advise parents of the injury, upon collection of their child. As a courtesy, parents may be advised by telephone of any concerning injury prior to collection. If an injury occurs which is deemed a serious incident, accident or injury, parents will be contacted immediately and then the accident will be reported to the Department of Education and Training within 24 hours of the accident or injury occurring. We will call an ambulance in an emergency situation and then advise the family immediately about what has occurred. A child will never be placed in an ambulance without an Educator or parent present with them.

Please note. any medical costs associated with injuries sustained at EPOSHC are not the responsibility of the EPOSHC or the Association. These costs must be covered by the parent/guardian independently. Any injury sustained on a state school premises cannot be lodged as a claim of compensation by parents/guardians. For more information regarding this, please refer to our Incident, Illness, Injury or Trauma Policy

2.8 First Aid, Medical Conditions & Medication

Our staff team undertake a prescribed First Aid qualification as approved by ACECQA, which positively advocates all staff working at the Service are fully trained in First Aid Management. This includes First Aid, CPR, Anaphylaxis and Asthma Management components, to ensure that staff are equipped to handle these situations should the need arise. For more information regarding this, please refer to our Administration of First Aid Policy, Anaphylaxis Management Policy and Asthma Management Policy.

Administration of Medication

Should your child require prescribed medication e.g., antibiotics, creams, lotions, eye drops, or non-prescribed medication such as herbal or naturopathic remedies, parents are required to complete a Medication Form and directly hand this to your child's Educator. Medication provided must comply with following guidelines: ▪ Medication must be in its original packaging and will only be administered from the original container. ▪ Medication has its original label that is readable. ▪ Child's name must be on the pharmacist's label for prescribed medications and for non-prescribed medications, either a pharmacist label or manufacturer's label. ▪ Any instructions attached to the medication or related to the use of the medication must be provided. ▪ Any written instructions provided by the child's registered medical practitioner must be provided. ▪ Any person delivering a child to the Service must give the Medication, along with the completed Medication Form, directly to an Educator for appropriate storage upon arrival.

Medication must not be left in the child's bag or locker. Medication Forms can be obtained from our office. For more information regarding this, please refer to our Administration of Medication Policy.

2.9 Behaviour Support

Positive behaviour guidance is about helping young children to learn and understand how to regulate their behaviour and how their actions can impact others in their learning environment. Children face many challenges throughout their lives. Learning acceptable behaviours and being able to self-regulate their own behaviours in different social and emotional environments, or when interacting with their peers or adults, form the basis of guiding positive behaviour outcomes. Our positive behaviour guidance approach is designed to ensure the best possible outcomes for children through positive behaviour guidance practices. Positive behaviour guidance informs and influences the direction of staff interactions with children, and ensures that children are treated with compassion, dignity and their uniqueness and individuality respected. Educators work on supporting and assisting children to self-manage their behaviours in a positive and age-appropriate way depending on the age and developmental needs of the child. Our policies and

procedures describe how Educators will guide children's behaviour in a consistent and positive way, incorporates family input and considers such factors as the child's age, their individual needs, and the learning environment. We encourage parents, guardians, and staff to work collaboratively, and your involvement and input is strongly encouraged. The Service respects every individual family's cultural opinion on behaviour guidance, and Educators are aware of these and work with you in an appropriate manner to encourage consistency between home and the Service.

For more information, please refer to the Positive Behaviour Support Practices Policy.

2.10 Excursions

Our Service acknowledges the value of relevant incursions/excursions in allowing children to gain a greater insight of the society in which they live and learn from these experiences. We will actively seek to minimise any risks associated with excursions and respond promptly and appropriately to any emergency whilst on an excursion. Educators will educate children and families regarding safe road (or other transport) and play practices. The Service organises excursions and incursions during the Vacation Care period that contribute to the Educational Program. The cost of these events is paid for by families and included in the Vacation Care Program that is sent out to families prior to Vacation Care so families can review and book.

The dates and times of these events can be found on the Everton Park P&C website and will also be communicated to parents via e-mail, newsletters, and/or posters around the Service. Our older children may, from time to time, go on excursions so that they can engage with the local community and expand on their learning experiences. All excursions are carefully planned and conducted in accordance with the Regulatory requirements including undertaking the necessary risk assessments and in accordance with the Service's policies. For more information, please refer to the Excursion and Incursion Policy.

Clothing requirements

During Vacation Care, please dress your child in suitable play clothes that wash easily. When choosing clothes for your child to wear, please consider the following:

- Your child is growing in independence and therefore it is ideal for them to wear clothing that they can take off and put back on by themselves.
- Your child will be engaged in messy play at times and using materials such as paint, glue, sand, water and other 'messy play' products.
- Your child will be active in their play and will spend time running, climbing, jumping, and swinging.
- Your child will spend time both indoors and outdoors throughout the day. Please label all your children's clothing and footwear.

For more information, please refer to the Children's Property and Belongings Policy.

2.11 Personal Belongings

Children should not bring in any personal belongings including toys/games etc unless it is specified for a certain day in the school holidays.

Each day your child attends the Service, we ask that you provide the following in a named bag: 1 x sets of spare clothes/underwear (Juniors), a hat with a wide brim (no caps), and drink bottle filled with water.

2.12 Emergency Management

Emergency management is the discipline of preventing and dealing with risks. It involves preparing for emergencies before they occur, responding to emergencies, as well as supporting and rebuilding after an emergency has occurred. The Service has a policy detailing information relating to all types of emergencies, including fire, hold up, natural disasters, internal disasters, external disasters, bomb threat, arson, severe storms and flooding, pandemics and communicable diseases outbreaks, criminal and violent incidents, earthquakes, and extortion.

The Service Manager, coordinator and staff are aware of these procedures and equipped to handle situations should the need arise. Our rooms/areas have Emergency Evacuation Plans on display which detail the location of all emergency exits. Parents are asked to familiarise themselves with these plans, to ensure that everyone is aware where to exit the building during an emergency evacuation or drill. We also undertake quarterly emergency evacuation drills/lockdown drills and complete the required documentation in order to be prepared for an emergency evacuation.

This documentation is checked on inspection by the Queensland Fire and Emergency Service. As part of our fire safety measures, the Service must have records of all children currently in attendance at the Service. Therefore, it is so important to ensure that you sign in and out at the Sign-In/ Sign-Out Kiosk upon drop off and collection of your child. For more information, please refer Emergency Management Policy

Section 3: Fees, Bookings & Administration

3.1 Value for money

EPOHSC's priority is to provide optimum standards of education and care for all school aged children enrolled and we are committed to provide a fee structure that is comparative with current market standards and offers value for money for our community.

EPOHSC is run by the Everton Park SS P&C Association and as a non-for-profit business any surplus made goes back into the service to ensure high quality outcomes for students in our care. Funds are also diverted back to the school to further educational outcomes of all students.

We commit to ensure our families have access to information about any government subsidies that are available to help offset the fees charged. We will advocate in conjunction with government stakeholders, for all children to have the rights to access Outside School Hours Care regardless of their family's financial situation. Our Service's Fee Management Policy outlines the payment of fees charged at our Service. EPOHSC will ensure that we act in accordance with correct authorisation as described in the Education and Care Services National Regulations, 2011 and the Family Assistance Law.

3.2 Fee Payment Requirement

All fees must be paid in accordance with the Service's Setting, Reviewing and Managing fee's Policy. Failure to comply with the policy will result in a termination of your booking. EPOHSC implement the following fee payment requirements:

- Fees are paid on Thursday's, families can nominate to pay weekly, fortnightly, or monthly, in accordance with the Service's Fees Management Policy.
- Fees that are paid on Thursday include estimated debits for the entire week, and therefore include the Friday fees (if applicable).
- Child Care Subsidy is available to all families who are Australian Residents. To find out their eligibility, families must contact the Department of Human Services <https://www.humanservices.gov.au/Upon> notification of your child leaving the Service, any fee credits on your account may be refunded to a nominated bank account or you can choose to donate these funds to the Service. All requests for refunds need to be placed in writing and directed to the Service Administrator.
- If your child does not attend their last day of bookings, CCS is removed, and full fees are required to be paid up to their last attended session. CCS will also not cover bookings that are not attended from their first enrolment with the service. This is a requirement under the Family Assistance Law.

3.3 Fee Schedule

	Permanent Booking	Casual Booking
Before School Care	\$17	\$20
After School Care	\$22	\$25
Vacation Care	\$51 (additional costs will vary depending upon activity)	

All fees will be charged in accordance with the Service's Fee Management Policy.

We will:

- Ensure all new families are made aware of Service fees and available subsidies on enrolment.
- Ensure statements of fees are given to all families on a fortnightly basis.
- Submit attendance records to Department of Education and Training weekly and ensure subsequent fee offsets (subsidy) are passed on to families if eligible, as soon as possible.

3.4 Additional Fees

Absence fee

Absences made within 48 business hours of the session will incur the same fees as the booking, and will be marked as absent. Vacation Care and Pupil Fee Day bookings can be cancelled via email if more than 7 days' notice is given. If the required notice period is given no fees will be charged.

Cancellation fee

Absences for permanent or casual bookings throughout the school term that are communicated more than 48 business hours before the session will not incur any fees. Vacation Care and Pupil Fee Day bookings can be cancelled via email if more than 7 days' notice is given. If the required notice period is given no fees will be charged.

Late pick-up fee

Closing time of the Service is 6:00pm. Parents/Carers who collect their child/ren after this time will incur a late fee of \$15.00 per 15 minutes. Our software charges a late fee from 6:00pm automatically. This can be reviewed on your weekly statement.

(This is to compensate employees for overtime rates as required by relevant industrial relations) This fee is not subsidised.

3.5 Payment of Fees and Outstanding Fees

Direct Debit

Direct Debit assists parents with user-friendly way to pay fees and helps EPOSHC avoid outstanding debts and ensures administration costs are lower, so we can invest more in our Service. EPOSHC debits accounts on (Thursday's) every week, but in accordance with the nominated schedule elected by the account holder. This is the only available payment option and can be deducted from a bank account or credit card. Fees associated with this payment transaction are paid for by the account holder. (2.35% CC and \$0.88 bank account)

Payment details must be added through the Xplor, once you have completed your Enrolment Form. For any dishonour fee (fee reversal) for insufficient funds or incorrect card details, this will be passed onto the account holder and recovered by the Direct Debit Company during the next direct debit cycle (\$19.95). EPOSHC does not accept the use of Amex Cards. All families have the option to update their Direct Debit details their Xplor Home App.

Statements

Statements will be sent out via email every Monday. They will show your previous and upcoming week.

Debt Management

All efforts will be made by the EPOSHC administration team to work with our family community to support regular fee payment for services provided. We understand that sometimes life can be challenging, and we are here to support families as much as we can. Regular fee payments must be made to ensure the Service has regular cash flow to pay staff wages and other operational costs associated with the education and care of school aged children. Failure to make payments will result in suspension until the full amount is paid or termination of your child's booking if the outstanding debt is not recovered. When the Service has continually worked with the account holder and provided unwavering support to the customer to make regular payments and the debt is not paid, the Service Manager and General Manager reserve the right to terminate the position. Any outstanding debt will be passed on to a third party (Debt Collection Agency) to legally pursue. All costs associated in recovering this debt will be incurred by the account holder. For any debt remaining after a child has left the Service (Cessation of Care) this includes after a Vacation Care period, the debt will be passed on to a third party (Debt Collection Agency) to legally pursue. The families will not be

able to use the Service in the future until the debt is recovered. All costs incurred in recovering this debt are to be paid by the account holder. It is at the discretion of the General Manager/Nominated Supervisor to allow the family to return if the debt is paid out in full. Steps must be put in place to ensure regular payment is made moving forward

Hardship Circumstances Additional Child Care Subsidy (ACCS) gives some families extra assistance with the cost of approved childcare. Please review the eligibility requirements.

Eligibility basics:

- meet the eligibility requirements for Child Care Subsidy.
- be an eligible grandparent receiving an income support payment. or
- be transitioning from certain income support payments to work. or
- be experiencing temporary financial hardship.

You can only receive 1 type of Additional Child Care Subsidy (ACCS) at a time. If you meet the criteria for more than 1 type, Centrelink may pay you the most beneficial for your circumstances. EPOSHC will always support our community where we can. If there is genuine financial hardship faced by their parents or guardians there may be assistance Centrelink is able to provide if parents or guardians experience a financial crisis such as or sudden loss of income from serious accident, illness, or death. To find out more please [https://www.humanservices.gov.au/ Temporary Financial Hardship Support](https://www.humanservices.gov.au/Temporary-Financial-Hardship-Support). Temporary Financial Hardship supports, gives short term assistance with the cost of childcare to families experiencing significant financial stress. You can apply online using your Centrelink online account through myGov. If you are experiencing financial hardship, please talk to our administration Team to find out how we can support you. For all fee payment, account enquiries and administration support please see our Coordinator.

3.6 Bookings, Casual places and Termination

Bookings

Permanent bookings are initially made through the enrolment form. Any changes to permanent bookings must be done in writing with at least seven days' notice. If you would like to request a change to your child/ren's permanent bookings, please email EPOSHC@gmail.com. Please note booking requests can only be made this way, the Xplor Home app is only able to be utilised for marking absent days and booking casual days. Your request will be noted in sequential order and be dated the day your requested was received.

Casual Bookings

Casual bookings will only be available to families if EPOSHC has an approved place available. All casual bookings must be made via the Xplor Home app (mobile phone only). During Term time, it is preferred that all casual bookings be made by 6pm the previous night. If your child will be absent from EPOSHC for any session, it is the parent's responsibility to mark your child/ren absent via the Xplor Home App (mobile phone only). Permanent bookings will be charged for absent days as per our policies and procedures.

Termination of Education and Care

In the event of a family needing to terminate their permanent booking/s at the Service, the family is required to give 7 days' notice in writing, via email. All outstanding fees must be paid before the child's final day of attendance at the Service. If the account is not finalised and paid in full, it will be handed over to a debt collection agency to pursue. All costs associated with the debt recovery will be incurred and paid for by the account holder.

Enrolment Rollover for each Calendar Year

Enrolment Rollover Process each Calendar Year in November of each year, the Rollover Enrolment Process occurs where all current EPOSHC enrolments are rolled over to the new year with the exact bookings as the previous year. This means all current families will have a place the following year based on their current booking. If families need to make changes, they are given avenue to make the necessary changes based on availability. A written procedure for this will be emailed out to families each year, detailing the roll over and enrolment procedures to follow for existing families and new family enrolments to the Service.

EPOSHC will communicate with existing, and prospective families, and school community when applications for the next calendar year are open. Families who are leaving the service or school (including graduates), must notify the service of their termination of education and care to ensure no further bookings, or charges are made.

3.7 CCS (Child Care Subsidy) – Government Fee Assistance

To get this you must:

- care for a child 13 or younger who is not attending secondary school, unless an exemption applies. ▪ use an approved childcare service.
- be responsible for paying the childcare fees.
- meet residency and immunisation requirements. Three things will determine a family's level of Child Care Subsidy:
- A family's annual adjusted taxable income will determine the percentage of subsidy they are eligible for.
- An activity test will determine how many hours of subsidised care families can access, up to a maximum of 100 per fortnight. and
- The type of childcare service will determine the hourly rate cap. You may be eligible if you or your partner meet all of the following:
- care for your child at least 2 nights per fortnight or have 14% care.
- are liable for fees for care provided at an approved childcare service.
- meet the residency rules.

Your child must also meet both of these:

- immunisation requirements
- not be attending secondary school unless an exemption applies.

Where eligible and approved, CCS will be covered for all allowable hour within the fortnight from the session a child first physically attends, until their last physically attended sessions. **Please ensure your child attends their first and last booked sessions to receive full CCS cover.** If you are absent for any of your last booked sessions, CCS will only be paid until the last session attended.

For more information on Child Care Subsidy go to:

<https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy>

Additional Child Care Subsidy Transition to Work (Previously known as JET)

The Additional Child Care Subsidy (Transition to Work) will provide support to families who are transitioning to work from income support by engaging in work, study, or training activities.

To be eligible for Transition to Work, families need to: Receive one of the following payments:

- Parenting Payment.
- Newstart Allowance.
- Disability Support Pension.
- Youth Allowance.
- A payment prescribed by the Minister's rules.
- Have a Job Plan (whether mandatory or voluntary) in effect (employment pathway plan within the meaning of the Social Security Act 1991 (Cth), or a participation plan under section 94B of the Social Security Act 1991 (Cth).

Transition to Work provides a subsidy of 95% of the actual fee charged up to 95% of the Child Care Subsidy hourly rate cap. Hours of assistance will be determined by the Child Care Subsidy Activity Test. Individuals may continue to receive the subsidy for 12 weeks after they gain employment, and their income support payments cease.

Adult Migrant English Program - AMEP The Adult Migrant English Program (AMEP) provides free English language training for eligible, newly arrived migrants and humanitarian entrants to Australia (through the Department of Immigration and Citizenship). <https://www.education.gov.au/adult-migrant-english-program-0>

Additional Child Care Subsidy - Grandparent (previously Child Care Benefit GCCB)

Additional Child Care Subsidy (Grandparents) will provide up to 100 hours of subsidised care per fortnight for grandparents who:

- Receive income support.
- Is the principal carer with 65% or greater carer responsibilities?
- Have substantial autonomy for the day-to-day decisions about the child's care, welfare, and development.

Eligible families will receive a subsidy equal to the actual fee charged, up to 120% of the Child Care Subsidy hourly rate cap, for up to 100 hours per fortnight. These grandparents will not have to meet Activity Test requirements.

3.8 Shared Care and Custody Arrangements

There is a section on our Enrolment Form which requests information about any custody issues in relation to your child. It is very important that the Service is kept informed of any changes to custody arrangements so that your child is only released to authorised adults. The Service is required to have a copy of any legal documentation (e.g., Court Access Order, Custody Arrangements, etc.) to ensure that the Service only releases the child to the appropriate parent for collection. If at any stage the Service is unsure about the arrangements in place for a child, the Service Manager/Coordinator/assistant coordinator will ask the adult to wait until the parent authorised to collect the child is contacted. If your situation changes, please let us know immediately in writing. For more information on the delivery and collection of children, please refer to the Arrival and Departure Policy and Court Order Administration Policy.

3.9 Educators, Staff members and Volunteers

Our Service employs a range of experienced Educators that are diverse in their knowledge and qualifications to ensure optimum quality of education and care. Our Educators are innovative and create a rich inclusive environment and strive to always implement the “best” practice approaches that are meaningful and authentic to the children.

All staff are remunerated in accordance P&C State Award and are given opportunities for professional development to continue to broaden their knowledge and professional growth. Our Service values all staff equally in their different roles within our structure. Each team member forms a vital part of the Service that collectively aims to offer high quality education and care in the context of the Outside School Hours Care.

Policy group 8 – Educators, staff members and Volunteers provides guidelines for engaging staff at the Service including:

- Employing sufficient numbers of Educators to meet legislative, policy and Service standards.
- Employing Educators with qualifications and experience that meet Regulatory, policy and Service standards. Providing appropriate supervision to staff and other adults at the Service.
- Complying with the National Law and Regulations relating to Working with Children Checks (Blue Cards/Positive Notices).

Our Service Manager, Coordinator, Assistant Coordinator and Educational Leaders are in place to fully support the Governance of the Service and set exceeding standards of education and care. They have a wealth of knowledge and experience that helps to provide overarching governance and sets the strategic vision for the Service with regards to mentoring and leadership of the Educators.

Under the National Quality Framework (NQF) approved childcare providers must have a responsible person present at all times a service is educating and caring for children. A responsible person is defined in the Education and Care Services National Law Act 2010 as:

- The Approved Provider if the approved provider is an individual, in other cases a person with management or control of the service.
- The Nominated Supervisors of the service.
- A Responsible Person who has been placed in day-to-day charge of the service in the absence of the Nominated Supervisor.

Code of Conduct (Employee)

The Code of Conduct (Employee) Policy has been established to ensure our staff, volunteers and students uphold the highest standards in ethical conduct in accordance with the below documents. These documents are:

- The ECA Code of Ethics (2006).
- The United Nations Convention on the Rights of the Child (1989).
- Service Philosophy.
- Service Policies and Procedures.

Ethical conduct guides the behaviour and decisions within our Service and is founded in respect for, and the valuing of children, families, educators and staff, and the extended learning community. For more information, please refer to the Code of conduct (Employee) Policy.

Code of Conduct (Families)

Everton Park OSHC expect parents (and/or guardians) to:

Ensure communication and behaviour is always courteous and respectful.

- We expect all people (staff, children, visitors, and other families) on our service to be treated with respect.
- Harassing, threatening or intimidating behaviour will not be tolerated – staff members will ask a person/s displaying such behaviours to leave the premises, or will end the conversation verbally or by walking away.
- We expect the use of tone, language and volume to be appropriate.

Resolve issues constructively.

- Parents can provide feedback and complaints at any time following the grievance procedure and contacting the Service Manager at eposhcmanager@evertonparksspand.com. Parents should follow the complaints procedure for all serious matters.

- Parents can make an appointment with the Service Manager in order to discuss issues or concerns. Appointments will be accepted at any agreed upon time, but must be booked in advance, via phone or email.

Cooperate with operational rules and requirements of the service

- Follow all relevant policies and procedures, including:
 - o Treating staff with respect, and following the licensed operating (opening and closing) hours of the service. Children cannot be dropped before 6:30AM and must be collected for 6:00PM close.
 - o Ensure direct debit has been enabled in your account and the information provided is true and correct, and in place before your family's commencement into the service. Failure to supply a Direct Debit form will result in your account being placed on hold.
 - o All families with a child who has a relevant medical condition (e.g anaphylaxis, allergies, asthma, or any other special requirements) must complete a Risk Minimization and Communication Plan in collaboration with an OSHC Staff Member before the enrolment and booking will be accepted.

Breaches of the Code of Conduct

- Stakeholders who breach the expectation outlines in this Code of Conduct jeopardize their ability to access the service.
- The Approved Provider reserves the right to suspend or cancel the enrolment of persons who have breached this Code of Conduct.
- The P&C Executive Committee (Approved Provider) and Service Manager will be responsible for managing a response to any breaches.

3.10 Parent/Carer Feedback, Complaints and Suggestions

Parent Feedback Opportunities

We encourage parents to work in partnership with us and provide regular feedback or input into the Service's operations and the Educational Program. We will use this information to continuously improve our service delivery to ensure we provide optimum education and care. If you have any feedback or input you would like to make, please feel free to talk with our Management Team. Each year the Service will distribute a Parent Survey to gather feedback and ideas for continuous improvement of the Service. We also provide a Service Suggestion Box where families can place feedback, ideas, and suggestions. We use this information as a self-assessment tool to include identified improvements into the Service Quality Improvement Plan and into our overall Organisational Strategy

Family Grievance Procedure

The partnership between families and educators is crucial to ensure the high-quality care and education of children. Communication between all parties helps to strengthen these partnerships. All family grievances or concerns will be taken seriously, and every effort will be made to resolve any.

If you have a concern, please discuss this with Service Manager, Coordinator or Responsible person on shift.

For more formal or serious matters, please address these in writing to the Service Manager so that they have an opportunity to thoroughly investigate and resolve. In some instances, the Service Manager may seek advice and support from the Approved Provider to help resolve the grievance. All complaints will be kept confidential and treated in a respectful and professional manner. In return, we ask that parents/carers afford the Service the same opportunity and respect by maintaining confidentiality about the matter whilst we thoroughly investigate and resolve.

For further information please refer to the Feedback and Complaints Handling Policy 9.6

Section 4: Further Information

4.1 Regulatory Authority (ACECQA)

The Australian Children's Education and Care Quality Authority (ACECQA) is an independent national authority that assists governments in implementing the National Quality Framework (NQF) for children's education and care. ACECQA works with the Australian and state and territory governments to:

- implement changes that benefit children birth to 13 years of age and their families.
- Monitor and promote the consistent application of the [Education and Care Services National Law](#) across all states and territories.
- Support the children's education and care sector to improve quality outcomes for children

Australians Children Education and Care Quality Authority - ACECQA - <http://www.acecqa.gov.au/>

4.2 National Quality Framework (NQF)

[The National Quality Framework](#) for School Aged Care ensures children receive a high standard of consistent education and care. The Framework is a national system for the regulation and quality assessment of childcare and School Aged learning services. The National Quality Framework (NQF) applies to long day care, family day care, preschool and kindergarten, and outside school hours care services.

The Framework includes a:

- National legislative framework that creates a uniform national approach to the regulation and quality assessment of education and childcare services in Australia.
- National Quality Standard (NQS) that sets a national benchmark for the quality of education and care services.
- National Quality Rating and Assessment process that rates services against the National Quality Standard.

4.3 Assessment and Rating (A&R)

All services approved under the Education and Care Services National Law are assessed and rated by their state or territory regulatory authority. Services are assessed against the 7 quality areas of the National Quality Standard (NQS) and given an overall rating based on these results.

The ratings are:

- Exceeding National Quality Standard.
- Meeting National Quality Standard.
- Working Towards National Quality Standard.

Services must display their ratings at the service. The quality ratings are published on the national registers and the Starting Blocks and My Child websites. Ratings promote transparency and accountability and help parents assess the quality of education and care services available. Assessment and Rating is designed to be a collaborative process between the Service and Regulatory Authority, with opportunities for Services to discuss and demonstrate during a visit how they are meeting the National Quality Standard and enhancing outcomes for children

4.4 Educational Program and Curriculum Framework (My Time Our Place - MTOP)

In 2010, the Council of Australian Governments developed Australia's first national School Aged Learning Framework. [This document](#) has the aim of ensuring young children have rich and high-quality programs in their School Aged childhood settings. The Framework is a guide for educators to scaffold and support children in their care to learn and develop through play-based opportunities. The MTOP promotes working in partnership with families to develop learning programs which are responsive to children's ideas, interests, strengths, and abilities.

The Framework describes childhood as a time of belonging, being and becoming.

- Belonging is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture, and place.
- Being is about living here and now. Childhood is a special time in life and children need time to just 'be', time to play try new things and have fun.
- Becoming is about the learning and development that young children experience. Children start to form their sense of identity from a School Aged age, which shapes the type of adult they will become.

The Framework includes five learning outcomes which educators use as a basis for their curriculum development. These are:

- 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

4.5 Quality Improvement Plan (QIP)

The National Regulations require approved services to have a Quality Improvement Plan (QIP). The aim of a QIP is to help providers self-assess their performance in delivering quality education and care, and to plan future improvements. The QIP also helps the regulatory authorities with their assessment of the service.

A QIP helps providers to document the strengths of their services and to recognise areas for continuous improvement. A QIP must:

- Include an assessment of the programs and practices at the service against the National Quality Standard and National Regulations.
- Identify areas for improvement.
- Include a statement about the service's philosophy.

A QIP should also document and celebrate the service's strengths. Read the Guide to the National Quality Framework for information on the self-assessment process and what is required.

4.6 Program and Practice

EPOSHC operates a play-based-learning approach to program and practice, and encouraged children to explore their surroundings through play to develop their confidence, and sense of agency as masters of their own world.

Learning through play is one of the most important ways children learn and develop.

Play is an activity where children show their remarkable ability for exploration, imagination and decision making. While play is often described as ‘children’s work’, it is intensely enjoyable for them. The type of play children engage in and its purposes change over the course of childhood from infancy to adolescence.

You may have realised that as a parent, you don’t generally have to make children play or provide incentives to play. This is because children seem to have a natural urge to play and playing brings a level of pleasure and interest which means it can be maintained without external rewards.

How does play support your child’s development and learning?

Physical development - active play using large and small muscles such as climbing, running, ball games, digging, jumping, and dancing. This supports children’s overall health and sense of wellbeing, physical growth, appreciation for the benefits of active lifestyles and skills for independence in self-help such as dressing or feeding.

Social and emotional development - dramatic and imaginative play which includes dressing up and role play can develop positive social and emotional skills and values. This provides opportunities for children to:

- practise how to work with other children, negotiate ideas, and make choices and decisions
- develop self-confidence by experiencing success and challenges
- learn to control their emotions, reduce impulsive behaviour, or reduce stress as they act out feelings and events that might be worrying them
- develop empathy and fairness as they learn to play alongside and with other children.

Cognitive development - when your child plays individually and with others their cognitive skills, such as thinking, remembering, learning and paying attention are all being developed. Children develop the following cognitive skills through play:

- problem solving
- the power of imagination and creativity
- concepts such as shapes, colours, measurement, counting and letter recognition
- strengths such as concentration, persistence and resilience.

Literacy and numeracy development - play requires thinking, language, interactions, curiosity and exploration. Through play children develop skills and understandings including:

- an increased understanding of words and their use
- listening and speaking skills
- writing skills through scribbling, painting and drawing
- learning how stories work (plot, characters, structure, purpose and format of words on a page)
- learning that objects can stand for something else (a block can be a symbol for a telephone) which is foundation learning for formal reading, spelling and numeracy because letters, words or numerals are part of symbol systems
- learning that letters, words, symbols, numerals and signs have a purpose and are meaningful to others.

4.7 Our Learning Environments

Our Learning Environments are constantly evolving in response to children’s developments, interests and needs. We utilize the indoor and outdoors spaces to create natural, flexible and inspirational places that offer children the opportunities for holistic development and exploration.

Our spaces are influenced by the Reggio Emilia approach to learning.

The Reggio Emilia approach is founded on:

- collegial and relations-based work for all workers
- the daily presence of a plurality of educators and teachers with children
- the atelier and the person of the artist
- in-school kitchens
- the environment as educator
- documentation for making creative knowledge processes visible
- the pedagogical and educational practice co-ordinating group
- the participation of families

Our Service implements Loose Parts Play, with a care for Risky Play.

The loose parts play theory is based on the idea that when children are presented with a collection of small objects (i.e. loose parts), they have more opportunities for creativity and engagement as they rearrange, redesign and tinker with the parts, creating patterns and new objects as they go.

Loose parts play is likely how your children naturally play. They collect bits and bobs from around them and bring them together to create something new. When we talk about loose parts play in an educational or more structured setting, it's about giving children more of these opportunities to explore and develop their innate creativity.

Loose Parts open the door to children's self-directed creative and imaginative play. These humble materials, when combined with time, space and the support of an interested parent or carer can have many benefits for a child's learning, growth and development.

Some of the benefits include:

- Developing a sense of independence as children have the freedom to explore different materials autonomously.
- Encouraging language development as children communicate their ideas and knowledge with their peers, educators, parents and carers.
- Building creative thinking, problem-solving, curiosity and abstract thinking skills as children explore the materials and discover new ways of playing with them.
- Enhancing fine motor skills as children pick up, hold and manipulate materials in multiple ways.
- Facilitating collaboration, sharing and belonging as children interact with others around them engaged in the play.
- Increasing physical play and activity along with gross motor skills as children move and transfer their creations and use them in further imaginative play.

4.7 Rest and Relaxation

Our Service is responsible for taking reasonable steps to ensure the rest and relaxation needs of children at the Service are met regarding the age of children, developmental stages, and individual needs. During the term (Before and After School Care) and during Vacation Care, routines and environments are flexible to support children who do require a rest and relaxation to revive their bodies and minds. Our Educators establish a flexible routine to help children with rest and relaxation opportunities being responsiveness to children's needs and adjusting the routine to allow flexibility when needed. For more information, please refer to the Rest and Relaxation for School Aged Children Policy.

4.8 Supporting Preps

EPOSHC recognizes that for many new families, our service will provide them their earliest opportunities to begin their school journey. The management team and educators work very closely with new families to ensure they have thorough understanding of the operations, principles and practices of the service.

Preps are walked to class after before school care, and are picked up from class during after school care throughout Terms 1 to 3. During Term 4 the service implements a Ready for Prep program that gradually transitions the children into walking themselves to the service, in preparation for Grade 1. Information, guidelines and a structure for this program will be emailed out to relevant families at the end of Term 3.

4.9 Family and Community Engagement

Communication between the Service, the children and their families are extremely important to us and is a crucial part of the success of our Service community. Communication between our Service and your family occurs in a variety of ways, with the Service staff recognising the importance of keeping the lines of communication open and clear.

On top of the communication which occurs through our documentation process (visual diaries, and documentation), we also communicate with families through other communication tools established at the Service, as well as through verbal discussions upon drop off and collection of children.

Some of our communication methods are:

- Email
- Facebook
- P&C Website
- Formal correspondence; letters or notices. ▪
- Individual messages left for families via Xplor Home app messages.
- Visual diaries and displays.
- EPOSHC Recap

Sharing Information with our Families

We display important information that families need to know about how the Service functions and operates in our Parent Hub. This information is required to be available for families to review, under the National Law and Regulations and the National Quality Framework. We provide information on:

- The Weekly Menu
- The Weekly Roster
- Staff names and qualifications
- Service Approval information
- Approved Provider Information
- Nominated Supervisor Information
- Information about the Service' Fire Warden
- Information about the Service's Educational Leader
- The Service's Fire and Evacuation Routes
- Evacuation Procedure
- Emergency Lockdown Procedure
- Family Grievance Procedure
- Anaphylaxis Information - about any children attending the Service who are Anaphylactic
- National Quality Standard Assessment Rating

Parent Feedback Opportunities

We encourage parents to work in partnership with us and provide regular feedback or input into the Service's operations and the Educational Program. We use this information to continuously improve our service delivery to ensure we provide optimum education and care. If you have any feedback or input you would like to make, please feel free to talk with our Management Team. Each year the Service distributes a Parent Survey to gather feedback and ideas for continuous improvement of the Service.

We also provide a Service Suggestion Box where families can place feedback, ideas, and suggestions.

We use this information as a self-assessment tool to include identified improvements into the Service Quality Improvement Plan and into our overall Organisational Strategy.

5.0 Transitioning into our Service

Transitioning a child into care can be an emotional time for both the child and their family. The Educators at our Service are well-equipped to assist your child settle into care as quickly and easily as possible. To assist in this process, we encourage families to visit the Service and introduce your child to the Educators, other children, and the Service's environment.

A good time to do this is during your orientation session/s. Understanding your child's needs and providing an environment that accommodates this is important in your child's transition from home to care. Your child's educators will play a large part in this adjustment, and we ask you to communicate your child's needs and requirements so that we are best prepared to welcome your child to care. Please speak to our Service Manager or Coordinators if you would like further assistance or have any concerns about settling your child into our Service.

What to Bring

Each day your child attends the Service, we ask that you provide the following in a named bag: a set of spare clothes/underwear, a hat with a wide brim (no caps), and a drink bottle filled with water.

On Arrival at the Service

- Sign your child "in" on the Kiosk located in the Parent Lounge.
- Encourage your child to wash their hands or use the hand sanitiser provided in the office.
- Encourage your child to apply sunscreen if they have not had sunscreen applied before leaving home.
- Place your child's bag on the bag rack or hook.
- When necessary, complete a Medication Form, hand it directly to one of management team to store correctly in one of our locked medication storage boxes.
- Farewell your child before leaving.

If you need assistance with separation, please ask one of our experienced educators for support.

Departure from the Service

- Talk with Educator's about your child's day.
- Collect your child's belongings.
- Sign your child "out" on the Kiosk located in Parent Lounge.
- Wash your child's hands or use the hand sanitiser provided in the Parent Lounge before leaving the Service

Thank You for Choosing our Service

Thank you for choosing our School Aged learning and leisure Service for your child to attend. We appreciate the opportunity you have given us to share in your child's journey at EPOSHC. We look forward to having a long and rewarding relationship with you and your child as you both embark on this adventure.

FAMILY HAND BOOK REVIEW

FAMILY HANDBOOK REVIEWED	8 th JANUARY 2024
NEXT REVIEW DATE:	October 2024
RATIFIED BY:	Isabella Lynch – Service Manager on behalf of the Everton Park State School P&C Association
RELEASE DATE:	8 th JANUARY 2024

