



Welcome | Our 2024 Family Handbook explains important information to assist you and your child's transition into care at OOSH NORTHERN BEACHES

We strongly recommend you read the provided information and ask questions to confirm your understanding of how the Service operates. You will be required to sign and return the form on the last page of the handbook to confirm you have read and understand the information you have been given in your enrolment pack.

We have an open-door policy and you and your family are welcome to visit our Service at any time.

Service Philosophy

At OOSH Northern Beaches we acknowledge the Ku-Ring-Gai people who are the traditional custodians of this land. We would like to pay our respect to the Elders both past and present of the Ku-Ring-Gai nation.

At OOSH Northern Beaches, management, staff, educators, parents, children and families endeavour to create an environment that reflects our values of: respect, hope, commitment, professionalism, excellence, and social justice. OOSH Northern Beaches is committed to providing a nurturing welcoming and aesthetically pleasing environment for children and their families.



Children currently attending have indicated that they value the play based and creative activities provided for them.

Relationships

Forming respectful relationships with children, colleagues and families is an essential part of working within our Services. We believe that this involves creating a culture whereby staff and educators place importance on the processes of collaborating, listening and valuing difference. It is where warm, safe relationships develop and children are nurtured in a positive way.

We will place importance on collaboration and participation by:

- Having everyone (staff, educators, families and management) participate in sharing ideas and information so that there is a common understanding about the way in which we work with children.
- Involving children, staff, educators, families and management in decision making and recognising individual skills and interests.

We will ensure that we "listen" to others by:

- Placing value on everyone's point of view.
- Attempting to "hear" the messages that others communicate and supporting different ways of communicating.
- Being open, honest and sensitive in the way in which we communicate.

We will value differences by:

- Affirming and appreciating the uniqueness of each individual. This includes differences in ability, opinions, interests, ethnicity, background, socio economic status, religion and family structure.
- Placing importance on the way in which differences contribute to the richness of the program.

Learning

Learning takes place when experiences are meaningful, real and engaging. This means placing importance on the day to day experiences of being together, playing, interacting and doing, as well as, on the spontaneous and unexpected events that often occur. We believe that the staff and educators have an important role as facilitators of learning. This role includes setting the scene for how we "see" the learner, providing experiences, encouraging play, creating a social context and documenting the life of the program. We will also follow the principles outlined in the My Time Our Place: Framework for School Age Care.

We will "see" the learner as someone who is competent, able and eager to learn by:

- Allowing them to make choices about the ideas they wish to explore and the processes they use to explore them.
- Giving them opportunity to participate in planning the program.
- Acknowledging and valuing the knowledge, theories and experiences that they bring with them.

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We will provide experiences that are relevant to everyday lives by:

- Giving everyone opportunities to investigate real problems and questions.
- Giving children authentic choices.
- Providing for the interests and passions of the learner.

We will value the way in which children learn through play by:

- Providing resources that act as a provocation for play.
- Allowing children to use play as a way of expressing themselves and of exploring and trying out ideas.
- Encouraging children to try new things and to develop independence and confidence.

We will value the social context of learning by:

- Acknowledging that all of our child care settings provide a space for adults and children to learn from and with each other.
- Allowing children and adults to negotiate the program and the experiences in which they want to be involved.
- Providing time for children and adults to work together, carry out ideas and pursue interests.
- Providing children and adults with opportunities to develop and explore relationships and respect for others.

We will use documentation as an important part of the program by:

- Constructing documentation that acts as a memory of children's and adults' explorations, relationships and life in the programs.
- Having it as a tool to reflect on the experiences, interactions and relationship building that have taken place in the programs.
- Using it to communicate with families and others about children's abilities, interests and achievements.
- Involving everyone in its creation, including children and families.

Environments

Because children will spend many hours in their child care program we believe that the environment plays an important role in children's well-being. It should be aesthetically pleasing, rich in possibilities for children to express themselves creatively and a place that belongs to everyone who uses it.

We will attempt to create an environment that places importance on aesthetics by:

- Organising spaces so that they feel pleasant and welcoming to be in.
- Arranging spaces that can be explored with all the senses.
- Valuing that which is beautiful.
- Having resources that reflect the people that live in the environment.

We will aim for a place of creativity by:

- Having spaces that are rich in possibilities.
- Forming spaces where children can explore and research alone and with others.
- Giving children open access to resources which they can use to express ideas and try out theories.

We will try to create a place that belongs to everyone who uses it by:

- Ensuring that it is physically and emotionally safe.
- Allowing adults and children to influence the way in which spaces are organised and to leave reminders of their explorations, ideas and theories.
- Giving children opportunities to be alone and to work in groups.
- Connecting children and adults to ideas about sustainability of the environment.
- Making it accessible to the community in which it is located.



Advocacy

Being an advocate for the rights of children and families is an important part of our work in Children's Services.

We will advocate for the rights of children by

- Being aware of the way in which the United Nations Convention on the Rights of the Child impacts on the work of the Children's Services.
- Always treating children with dignity and respect and speaking out when we see that this is not happening.
- Having a good understanding of child protection legislation and the services available to support children.

We will value and support the role of families in children's lives by

- Including them in the decisions we make that affect their children's time in the child care program.
- Adhering to OOSH Northern Beaches Code of Conduct and Ethical Behaviour Policy

We will take account of current recommendations for children's services by:

- Having a good understanding of legislation and best practice and keeping up to date with literature and research related to working with young children and children of school age.
- Being involved in professional development that helps us to reflect on and improve our practices.

Guiding principles

OOSH Northern Beaches has a set of values that underpin the values of the organisation and are a guide to the philosophy for all of our children's services.

1. Respect
2. Hope
3. Commitment
4. Professionalism
5. Excellence
6. Social Justice

Scope

All Children's Services staff, family day care educators, volunteers, students, families and children.

Glossary

Respect for Diversity

Recognition and acceptance of differences in culture, socio- economic backgrounds and beliefs

Play Based Learning

Defined by the My Time, Our Place as a foundation for learning, where children have the opportunity to organise and make sense of their world through play based activities.

Reflective Practice

Our Staff commitment to regularly reflect on OOSH Northern Beaches philosophy, ethics and high standards of professionalism.

At OOSH Northern Beaches we recognise that the attitudes, skills and knowledge developed in a child's early years at school provide a basis for that child's learning in later years. We believe that in order to develop their highest potential, we need to provide an environment that promotes positive attitudes to learning. We wish to provide a relaxed, safe and caring environment where children can have fun through participating in a diverse range of age appropriate yet stimulating activities.

We believe in supporting the individual needs of all children and families, therefore we value the input of parents.

We strive to provide a program with group play, free play and individual activities so children have an opportunity to interact with educators and peers as well as have some self time to "unwind" after a long day at school.



We believe that

- Families are the paramount influence in a child's life
- The service should provide effective communication to families
- The values, traditions & beliefs of each family should be acknowledged and respected

We believe that

- Each child is unique and should be valued for their individual personality and abilities
- Children have the right to a safe, secure and stimulating environment
- Children have the right to be treated as capable and competent and should be provided with the opportunities to develop and practice new skills

We believe that

- Educators should be provided with ongoing opportunities for professional development
- Educators must be provided with the opportunities to be involved in the preparation of the services program
- Educators must be valued as individuals and their unique skills and abilities acknowledged and utilized

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Service Information

Our Service caters to primary aged children and young people (5 to 12 years). We are open Monday to Friday for Before School Care (excluding Maria Regina Kids Club) during the school term: 7.00am to 9.00am and After School Care 3.00pm to 6.00pm (to 6.30pm for Maria Regina Kids Club). Our office hours are 9.00am 5.00pm (during the school term). Our Services at Cromer Kids Club and St Johns Kids Club operate Vacation Care during the school holidays, Monday to Friday between the hours of 7.00am to 6.00pm. Our Service is closed on NSW public holidays. Notice will be given in our newsletters when these days occur.

Service Type

Chris and Lou of OOSH Northern Beaches welcome you to our Kids Club community, our family. This handbook has been put together for your reference and should be read to familiarise yourself with our policies and procedures. Congratulations on your appointment, and we wish you a long and happy association with us.

HISTORY OF SERVICE

We are a privately owned, locally based business established since 2001 and were one of the first businesses to privatise Out of School Hours Care. We strongly believe in keeping Child Care needs “family oriented” and “family friendly”. As of next term, we will operate eight Centres on the Northern Beaches and Chris has lived, schooled and worked in the area his entire life. We enjoy strong community ties, employ local people and are therefore a true local provider. We have a strong Management Team who contribute to the values and philosophy of our business, warm and caring educators and consider them to be part of our family.

We provide a relaxed, safe, caring, welcoming and vibrant environment, where children can have fun through participating in a diverse range of age appropriate yet stimulating activities and we believe in supporting the individual needs of all children and families.

SERVICE DETAILS

HOURS OF OPERATIONS, LICENSED NUMBERS & SERVICE APPROVAL

Cromer Kids Club: 7:00 - 9:00am 2:50 - 6:00pm Licensed for 110 children per day SE-40000692
 St. Johns Kids Club: 7:00 - 9:00am 3:00 - 6:00pm Licensed for 50 children per day SE-40000691
 St. Kevin’s Kids Club: 7:00 - 9:00am 3:15 - 6:00pm Licensed for 45 children per day SE-40000693
 St Rose Kids Club: 7:00 - 9:00am 3:00 - 6:00pm Licensed for 40 children per day SE-40002067
 St Joseph’s Kids Club: 7:00 - 9:00am 3:00 - 6.00pm Licensed for 40 children per day SE-40003252



Our Cromer and St Johns Services provides Vacation Care during the School Holidays between the hours of 7.00am and 6.00pm.
(A minimum ratio of 1:15 is maintained as per the Education and Care Services National Regulations at all times.)

KEY PEOPLE AND CONTACT DETAILS

Office

Website: www.ooshnb.com.au

Chris Hegarty (OOSH Northern Beaches)
 (Approved Provider and WH & S Rep)

Mob Ph: 0411 758 064
 Email: chris@ooshnb.com.au

Lou Hegarty
 (Office Manager/Admin)

Mob Ph: 0425 248 104
 Email: manager@ooshnb.com.au

Laurelin Myers
 (Staff Liasion)

Mob Ph: 0423 739 439
 Email: laurelin@ooshnb.com.au

Cromer Kids Club - Cromer

Laura Stapleton
 (Nominated Supervisor/Educational Leader)

Phone: 0423 710 240
 Email: cromer@ooshnb.com.au

St John's Kids Club - Narraweena

Caitlin Lyons
 (Nominated Supervisor/Educational Leader)

Phone: 0430 071 015
 Email: stjohns@ooshnb.com.au

St Kevin's Kids Club - Dee Why

Madison Spitzer
 (Nominated Supervisor/Educational Leader)

Phone: 0425 219 953
 Email: stkevins@ooshnb.com.au

St Rose Kids Club - Collaroy

Nicole Stevens
 (Nominated Supervisor/Educational Leader)

Phone: 0479 030 974
 Email: strose@ooshnb.com.au

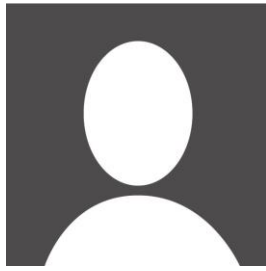
St Joseph's Kids Club - Narrabeen

Isaac Burton
 (Nominated Supervisor/Educational Leader)

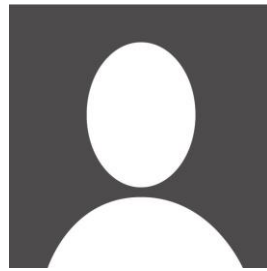
Phone: 0422 000 693
 Email: stjosephs@ooshnb.com.au



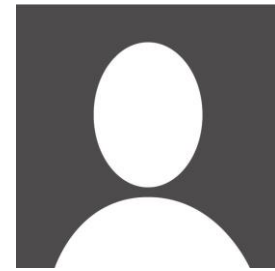
Our Team of Educators



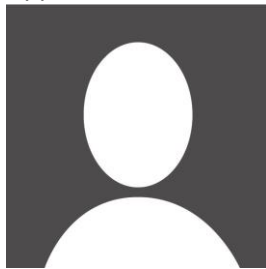
Approved Provider



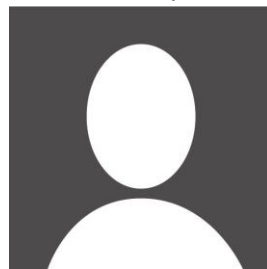
Nominated Supervisor



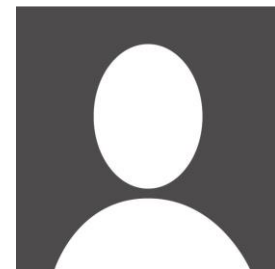
Educational Leader



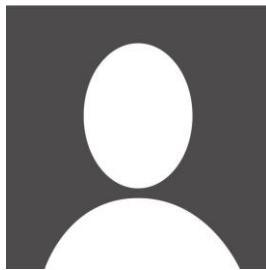
Educational Leader



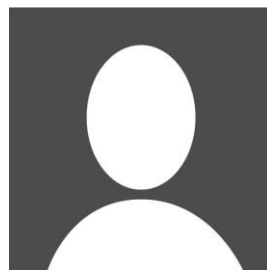
Team Leader/ Responsible
Person



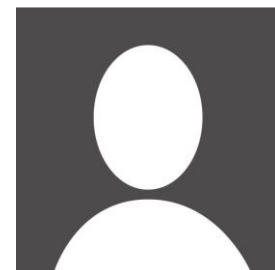
Responsible Person



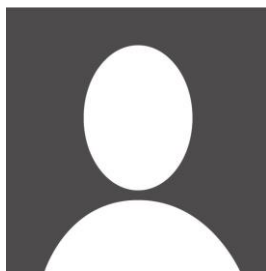
Educator



Educator

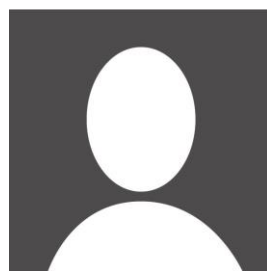


Educator



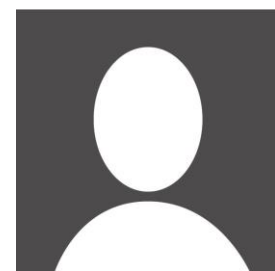
Educator

Educator



Educator

Educator



Educator

Trainee

Our Commitment to Child Safety

Our Service is committed to ensuring the safety and wellbeing of children and young people is maintained at all times whilst being educated and cared for by educators and staff at OOSH NORTHERN BEACHES. We promote a child safe environment that minimises the risk to all children in our care from all types of abuse, harm and neglect. We understand our responsibilities and statutory



duty of care to comply with both the Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our staff carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons (Care and Protection Act 1998) (NSW) and maintain up to date with knowledge of child protection law.

Our staff are recruited through a robust screening process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to child in addition to holding a validated Working With Children Checks.

We have a zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly by management. We request that you contact our Nominated Supervisor if you have any concerns.

We aim to ensure our education and care service is a tobacco, drug and alcohol-free environment at all times in accordance with Education and Care National Law and Regulations. Smoking or vaping is not permitted in or on surrounding areas of the Service by educators, staff, parents or visitors.

Code of Conduct

The Code of Conduct establishes the standards for all employees of our Service. Employees are committed to adhere to the ethical responsibilities of early childhood professionals outlined in the Early Childhood Australia's Code of Ethics. The values that underpin our work ethic include equality, respect, integrity and responsibility.

Our educators and staff

Our Service is made up of a team of high-quality professional educators that are committed to and passionate about school aged care. Our staff promote the human rights, safety and wellbeing of all children and consider and respect the diverse backgrounds and needs of children.

We create an environment that promotes and enables children and young people's participation and is welcoming, culturally safe and inclusive for all children and their families.



All staff hold valid Working with Children Checks/Cards and all Responsible Persons (placed in charge of the day-to-day running of the service) have current ACECQA approved First Aid, Emergency Asthma and Anaphylaxis qualifications.

Our educators take into account children's learning styles, abilities, interests, linguistic and cultural diversity and family circumstances when planning and implementing learning programs. We support and respect the history and backgrounds of Aboriginal and Torres Strait Islander people and aim to foster each child's sense of identity.

All staff are encouraged and supported to attend professional training and development to further their knowledge and skills. For further details on the qualifications of the educators, please see our Nominated Supervisor.

National Quality Framework

Our OSHC Service complies with the Australian Government's National Quality Framework (NQF) which consists of the legislative framework of the Education and Care Services National Law and National Regulations, the National Quality Standard and a rigorous assessment and rating system. Our educational program and curriculum are based on the School Aged Care Learning Framework-*My Time, Our Place*.

We regularly self-assess our practices against the National Quality Standard and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP assists our service to identify quality aspects of care we are already providing and assists in developing future goals for further improvement. Families are welcome to provide feedback and suggestions for improvement.

Additional information about the NQF can be found at [ACECQA/nqf/about](https://www.acecqa.gov.au/nqf/about)

Regulatory Authority

Our Service is regulated by the national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state licensing department in our State. To contact our Regulatory Authority, please refer to the contact details below:



NEW SOUTH WALES

Early Childhood Education Directorate

NSW Department of Education phone: 1800 619 113

Locked Bag 5107 PARRAMATTA NSW 2124

www.education.nsw.gov.au/ email: ececd@det.nsw.edu.au

Educator to child ratios

We comply with the National Regulations for educator to child ratios across our Service to ensure adequate supervision is provided for all children and young people. Our Service meets the prescribed educator-to-child ratio of 1:15 at all times.

Educational Program

We provide a range of both structured and non-structured play-based learning experiences that are designed to be stimulating, challenging, inclusive and meet the needs and interests of all children and young people attending our Service. Children and young people's learning in school age care settings complements their learning at home, school and in the community. Our educators collaborate with children and young people to provide play and leisure opportunities that are meaningful and support their wellbeing, learning and development. Children and young people are provided with choices and control over their play, leisure and learning.

The development of our program guided by the *My Time, Our Place* Framework for School Age Care in Australia and is informed through ongoing observations, evaluations and collaboration between educators, children, families and relevant stakeholders. Our program format varies for before and after school care and during vacation periods.

'The Framework provides broad directions for school age care educators to ensure children and young people are supported, celebrated and connected to their community, taking account of their wellbeing, learning and development.' (MTOP, 2022, p. 7)

My Time, Our Place

Fundamental to the Framework is a view of children and young people's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community,



culture and place. Their earliest development and learning take place through these relationships, particularly within families, who are children’s first and most influential educators. As children and young people participate in everyday life, they develop interests and construct their own identities and understandings of the world. A vision for children and young people’s play and leisure is provided in the MTOP Framework:

“All children and young people engage in learning through play and leisure that promotes creative and confident individuals and successful lifelong learners. All children and young people are active and informed members of their communities, with knowledge of Aboriginal and Torres Strait Islander perspectives.” (MTOP, 2022, p. 6).

BELONGING

Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. In school age care, and throughout life, relationships are crucial to a sense of *belonging*. Children and young people belong first to families, neighbourhoods and a global community. *Belonging* acknowledges children and young people’s interdependence with others and the basis of relationships in defining identities. *Belonging* is central to being and becoming in that it shapes who children and young people are now and who they can become.

BEING

Childhood is a time to be, to seek and make meaning of the world. Being recongises the significance of the present, as well as the past in children and young people’s lives. It is about knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life. During the school age years children and young people develop their intersts, curiosities and explore possibilities. School age care settings give children and young people *time* and *place* to collaborate with educators to organise activities and opportunities meaningful to them.

BECOMING

Children’s identities, knowledge, understandings, dispositions, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* acknowledges children and young people’s ongoing learning and development. It emphasises the collaboration of educators, children and young people and families to support and enhance children



and young people's connections and capabilities, and for children and young people to activity participate as citizens.

(My Time, Our Place. 2022. V.2.0. p. 7)

Goals for your child at our Service

Children in school age care settings are challenged to be curious about what is of interest to them while at the same time developing self-identity and social competencies.

(Adapted from Stig Lund, Danish National Federation of Early Childhood Teachers and Youth Educators and Nordic Teachers Council)

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the 5 outcomes outlined in the Framework for School Age Care-*My Time, Our Place*. These include:

Outcome 1: Children and young people have a strong sense of identity

Outcome 2: Children and young people are connected with and contribute to their world

Outcome 3: Children and young people have a strong sense of wellbeing

Outcome 4: Children and young people are confident and involved learners

Outcome 5: Children and young people are effective communicators

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the educator is to work in partnership with families; children's first and most influential educators.

Documentation of Children's Learning

Children and young people's learning may be documented as a part of our continual planning cycle. Documentation may be collected in a variety of ways to assist with ongoing reflection, evaluation and assessment of their wellbeing, strengths, interests, behaviours and relationships. Documentation may include:

- child's profile
- child details form
- goals from families and educators
- observations
- objectives for further development
- work samples
- checklists



The individual child's documentation is maintained and used as a direct tool for critical reflection, evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not to be used as a means of comparison between peers or stereotypes. You will be given your child's documentation/portfolio at the end of the school year or as they finish at the Service. This documentation will be used in parent/educator meetings throughout the year and is always available for you to review at your convenience.

Communication

We work in partnership with you and your family. We support and encourage communication with your child's educators about your child's unique needs and their general enjoyment of the time spent at our OSHC Service. Everybody has a preferred time and method of communication. Sometimes, mornings and afternoons can be a little rushed, and not the best time to discuss your child's day and enjoyment at the service. You are encouraged to talk to our Nominated Supervisor to arrange to meet your child's educator at a mutually convenient time.

We have many types of communication we use for families, including:

- Newsletters
- Phone calls
- Emails
- Letters
- Face to face
- Daily floor books
- Formal meetings

Enrolment Information

Prior to your child commencing at our Service, you'll be required to complete an enrolment form, provide documentation and pay the bond and administration fee.

Enrolment Form

If you require assistance completing the enrolment form, please contact our Nominated Supervisor or reception staff for assistance.

We will require the following documentation:

- a copy of your child's birth certificate or identity documents



- your child's Medicare number (if available)
- certified copies of any court order, parenting orders or parenting plans
- an immunisation history statement from the Australian Immunisation Register

Please note, the names written on the enrolment form must match the names on your child's birth certificate. Enrolment Records will be required to be updated annually or whenever your circumstances change.

Family law and access

Our Service will uphold any responsibilities or obligations in relation to Family Law and access to the service. We require certified copies of any court order, parenting orders or parenting plans, relating to your child as part of the required enrolment documentation and request that if situations change, a copy of the Court Order is provided to our Service. We will only allow children to leave the Service with the written permission of the custodial parent/guardian. Without a Court Order we cannot stop a parent collecting a child. All documentation relating to custody and access are held and maintained securely in accordance to our *Record Keeping and Retention Policy*.

Inclusion of all children

If your child has a disability or learning, behavioural difficulty, please speak to our Nominated Supervisor at least 4 weeks prior to enrolment. We provide a supportive and inclusive environment that allows each child to fully participate in quality education and care.

We aim to develop and sustain supportive relationships with families and encourage discussions about how we can support your child to have equitable access to resources and participation. If your child has a National Disability Insurance Scheme (NDIS) package, we may need your consent to make contact with services and/or therapists who are working with your child to seek information regarding their learning plan to support continuity of learning.

Our Service may be able to apply for additional support through the Inclusion Support Program (SIP) to assist your child's access.

Authorised Nominees

You will be requested to provide information about authorised nominees on your child's enrolment form. These are persons that you provide permission to:

- collect your child from the Service
- provide consent for medical treatment for your child from a medical practitioner, hospital or ambulance service



- provide consent for the transportation of your child by an ambulance service
- provide consent to go on an excursion.

Please understand that it is essential we have up-to-date information on your child's enrolment record in case of an emergency. It is important that you notify the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

- your residential address
- health of your child
- telephone/mobile numbers
- contact details for any parent or authorised nominee
- family changes (parenting orders)
- emergency contact information details etc.

Authorisations

The enrolment form will include additional authorisations for our Service to seek medical treatment and emergency transportation for your child if required. Authorisations will also be requested for permission to administer emergency medication to your child in the case of an asthma or anaphylaxis emergency (Ventolin or Epi-pen), permission to access medical treatment and transport in case of an emergency. Parents must also provide the name, address and contact details of any person authorised to authorise our service to transport your child or arrange transportation for your child. This may be for authorisation for your child to go on an excursion and/or for your child to be transported by our service.

Transportation

As part of our OSHC Service, we provide transportation between our Service location and primary schools and other locations during school holidays whilst participating on excursions. The safety of children and young people enrolled in our service is paramount and we take every reasonable precaution to protect children from any hazard that could cause injury or harm. We undertake comprehensive risk assessments, ensure adequate supervision at all times and ensure all attendance records are checked and maintained when children embark and disembark a vehicle. Educator to child ratios are strictly adhered to at all times. For regular transportation, including transporting your child to and from school, written authorisation will be required once every 12 months unless circumstances change. Any other forms of transportation will require individual written authorisation. Please see our *Safe Transportation Policy* for further information.



Excursions/Incursions

As part of our program, we, on occasion will plan excursions within the local community and incursions at the Service. While these activities enhance the program, children's learning experiences and involvement in the community, they are optional. Safety is an essential part of all excursions and they are only undertaken after risk assessments have been conducted and risk management strategies implemented.

Written authorisation will be requested from parents prior to any activity and must be received by the Service before any child can participate in the excursion. During any excursion, attendance records are maintained accurately, a qualified first aid officer is always present, staff ratios based on the risk assessment are strictly adhered to as a minimum and children are supervised at all times. For further information, please refer to our *Excursion Policy*.

Photographs, social media, promotion

As part of the enrolment process, we will also ask for your permission to take photographs and video of your child during normal activities and excursions for sharing with our parent community through social media and/or to promote our Service to the community through marketing and promotional materials. Photographs and video may also be used as part of our observation and programming process.

Medical conditions- Allergies, Asthma, Diabetes or Epilepsy

It is vital that we are aware of any medical condition including diabetes, epilepsy, allergies, eczema, asthma, risks of anaphylaxis of your child including any potential triggers. Families are required to indicate any allergy or asthma on the enrolment form.

Our Service requires a Medical Management Plan or ASCIA Asthma/Anaphylaxis Action Plan to be completed by your General Practitioner to assist in managing your child's needs. This needs to be provided prior to your child's commencement at the Service. In consultation with the Nominated Supervisor, you will be asked to develop a Risk Minimisation Plan and Communication Plan to assist our educators and staff. Any prescribed medication that your child may require must be provided each day they attend our Service.

To ensure the safety and wellbeing of your child, please update your child's Medical Management Plan/ Action Plan every 12-18 months or whenever a change in their medication or treatment occurs. (Australasian Society of Clinical Immunology and Allergy) (ASCIA).



Fees, rebates and attendance

Fees

Annual Enrolment fee: \$75.00 per annum

Below is our full fee schedule, before Child Care Subsidy (CCS) has been applied.

Permanent Before School Care: \$24.00 per session

Casual Before School Care: \$26.00 per session

Permanent After School Care: \$34.00 per session

Casual After School Care: \$36.00 per session

Vacation Care: \$75.00 per session, Bus fee \$10.00 for excursions.

Statement of fees

Each week we will send you a statement via email before your fortnightly debit. Please check these statements to ensure all details are correct and accurate. If there is any discrepancy, please contact Head Office as soon as possible.

Payment methods

Parents/guardians are required to complete a Direct Debit form upon enrolment. Fees will be deducted fortnightly on a Tuesday.

Please note that additional charges will apply for any failed transactions as a result of insufficient funds.

Fees must be paid via third-party software/bank or credit card, as the Government has regulated that cash payment is no longer permitted (effective 02 July 2023).

Penalties

- Non notification of absence \$5.00 per child/session
- Late collection fee: \$20 for each 10 minute block
- Overdue fees: \$10 per week
- Change of booking fee: \$2



Child Care Subsidy (CCS)

Child Care Subsidy offers assistance to families to help with the cost of child care aged 0-13 years.

There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

- **Combined annual family income**
- **Activity test – the activity level of both parents**
- **Service type – type of child care service and whether the child attends school**

Families who wish to receive Child Care Subsidy as reduced fees must apply through the [myGov](#) website. This includes completing the Child Care Subsidy activity test. Child Care Subsidy is paid directly to our Service to be passed on to families as a fee reduction. Families will contribute to their childcare fees and pay the difference between the fee charged by our Service and the subsidy amount received. This is called the '*gap fee*'.

On enrolment we will need the Customer Reference Number (CRN) of the person linked with the child, along with the child's CRN so we can confirm the attendance and ensure that you are receiving the appropriate subsidy.

Complying Written Agreement (CWA)

A Complying Written Agreement (CWA) is an agreement between our Service and a parent or guardian to provide childcare in exchange for fees. The CWA includes information about your child's enrolment including your child's full name and date of birth, the date the arrangement is effective from, session details and details of the fees to be charged. Before Child Care Subsidy can be paid, you must approve the enrolment information within the CWA via the [MyGov website](#).

Allowable Absences

Parent/guardians must notify the Service by 2.00pm (or mark absent on the app) if a child will be absent from an After-School care session. This is so that staff aren't searching the premises for a child that has been collected or was not at school. Please note that a \$5.00 fee applies for failure to notify us of your child/ren's absence.

We encourage families to notify the Service as soon as possible if your child will be absent for any day or session you have booked. It is recommended that absences are notified to the Service through our app.



Child Care Subsidy will be paid for any absence from an approved child care service your child attends for up to 42 days per child per financial year. Full fees are payable for absences after the initial 42 days. Additional absences beyond 42 days may be approved for specific reasons with supporting documentation. Please talk to the Nominated Supervisor about additional absences.

You can access your child's absence record on your [Centrelink online account](#).

It is normal practice in this industry that Public holidays will be counted as an absence if your child would normally have attended the Service on that weekday, and fees have been charged for that day for your child. Our Service does not follow this practice.

If your child has not attended our Service for 14 continuous weeks, your child's enrolment will be cancelled, and Centrelink will stop paying your CCS subsidy.

Child Care Subsidy (CCS) is generally not payable for absences on the first or last days of enrolment. If a child is due to start enrolment on a set date and does not attend, CCS will not be paid until the child physically attends. Also, if the child does not attend care on their last booked day, CCS may not be paid for any period after the child's last physical attendance at the service. There are some circumstances where CCS may be paid in these situations, -please speak with the Nominated Supervisor for further information.

Fees in arrears/ Financial Support

If fees are outstanding after two weeks, we will impose a late payment fee of \$10.00 per week the amount remains outstanding.

Should fees still be outstanding after four weeks, a debt recovery process will be implemented. OOSH NORTHERN BEACHES reserves the right to suspend/withdraw your child's enrolment if your account is overdue after four weeks.

If you are experiencing financial hardship, please speak to the Nominated Supervisor or Approved Provider. Additional Child Care Subsidy (ACCS) may be available to support your family. We may be able to organise a payment plan before your fees go into arrears.

Permanent and Casual Bookings

Permanent bookings are an ongoing booking that:

- remains the same from one week to the next
- must remain unchanged for a minimum of 5 weeks
- are chargeable regardless of attendance



Casual bookings are one off bookings that:

- can be booked at the last minute for emergency care. This is provided that we have vacancies. If there is no vacancy, we will put your child on a casual waiting list and will contact you if a vacancy becomes available
- are designed to support families taking on casual work and shift work

Waiting list

Permanent waiting list: If you would like to increase your child/ren's permanent sessions but there are no permanent vacancies, your child/ren will be placed on a waiting list until a position becomes available. Positions will be allocated in order of application, whilst adhering to our Priority of Access process.

There is no waitlist for Casual bookings.

Priority of Access

Our Service aims to assist families who are most in need and may prioritise filling vacancies with children who are:

- at risk of serious abuse or neglect
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

Vacation Care

Our Service provides Vacation Care during the School holidays AT Cromer Kids Club and St Johns Kids Club. Our program is developed during the term and includes a variety of activities including excursions, themed and incursion days. The program and booking form will be distributed to parents in week 7 of term. Parents/guardians will need to complete and return by the specified cut-off date in order to secure your child/ren's position.

Industrial Action

Our Service will strive to meet parents needs for care during Industrial action/strike days/stop work meetings. On most occasions our Service will extend our hours to provide care however this will always be dependent on; the amount of notice given (of the industrial action) and availability of staff. In any case, families will be notified in writing by the Director/Responsible Person.



Service Closing Time and Late Collection Fees

Please be aware our Service and program closes at 6:00pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:00pm. A late fee is incurred for children collected after 6.00pm.

The fee is \$20 per child for every 10 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the Service until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, we may need to contact the Police or other authorities to take responsibility of your child.

Withdrawal from care/Reducing Enrolment Days

We require 2 weeks written notice to withdraw and/or reduce enrolment days for your child/ren from any permanent booking and please contact Head Office. Children are not able to attract CCS for any days after the last day your child physically attends our Service. *There are some circumstances where CCS can be paid after the last day your child physically attends with an approved reason.*

Service Policies and Procedures

You will find a copy of our Service policies and procedures in the Service and office. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations and Family Assistance Law.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or extraordinary circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures meet family's needs and adhere to required regulations. Your involvement helps us to improve our Service and may lead us to change our policies and procedures.



Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival at BSC by an authorised person and signed out by a staff member, and signed in on arrival at ASC by a staff member and signed out by an authorised person on departure using our online kiosk.

No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor and advice has been given in writing. Photo identification will be required for any person collecting children not known to educators. No child is permitted to travel home or to another activity on their own.

Parent Participation and Feedback

Our Service has an Open-Door Policy and actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills and experiences that the children and the program will benefit from and providing feedback.

Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's educator at a time that suits you throughout the year and offer email, SMS, Facebook, Newsletters, Day Book Journals and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a *Dealing with Complaints Policy* that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in each room, the office and parent library. You are welcome to take a copy home and review at your leisure.

Technology, Television and devices (including mobile phones)

Our Service encourages the use of technology to assist with the implementation of our program, activities and research. Children and young people are able to access a range of technologies at the



service to facilitate their homework and other areas of interest (such as, song requests during group musical games). This will always be carried out under staff supervision. Permission for children to use computers and other technology is requested in our enrolment form.

On occasion we may program a movie during quiet/rest time or wet weather. Consideration is made of the content and the suitability to the age of the children involved. All permitted media (films, music and games) are classified G or PG.

Mobile phones are not permitted to be used in our Service as we provide a balance of activities for students where a mobile device is not required. Some children and young people with a disability or health condition, may rely on the use of a mobile device for support needs will be exempt from this restriction. Exemptions must be made to Management or the Approved Provider and clearly documented in the child's enrolment record.

Homework

We understand that many children may need to complete homework whilst in care. Whilst we do not offer a one-to-one homework/tutoring program, we support children and young people by providing them with the space, staff support and resources to complete their homework.

If you would like your child to be encouraged to complete their homework, please notify the Responsible Person. Please note that educators will not force your child to do homework while in care.

Food/Menu

Our Service provides a nutritious menu that has been developed in consultation with the Australian Dietary Guidelines. We provide Breakfast, Afternoon Tea and a late snack if applicable.

A weekly menu will be on display on the notice board. Children have the opportunity to contribute to the development of the menu by providing us with suggestions and feedback. We encourage families to do the same.

We cater to children's individual special dietary requirements by providing alternate options to what is being offered on the menu. Please ensure that your child's health, allergy and cultural dietary requirements are kept up to date to ensure that our team are providing appropriate food options for your child/ren.



Toys

The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on educators to track numerous toys throughout the session.

Behaviour Guidance

Educators follow a *Behaviour Guidance Policy* that extends across the whole Service giving consistency of expectations. This policy allows children and young people to develop self-discipline, respect for others, for property and respect for self, whilst learning to regulate their behaviour in different environments.

Our Service has a set of rules which we have developed along with the children and families. We use these rules as a point of reference to guide children's behaviour in a positive manner. This ensures that children have a clear understanding of the minimum expectations of their behaviour whilst in our care.

If you require further information on this policy, please ask educators and refer to the Policy manual.

Physical Play

Physical play includes activities that use physical movements to allow children and young people to use their energy, enhance their concentration, co-ordination, motivation, learning and wellbeing. We feel that physical play is a vital part of everyday life and is especially important in an Out of School Hours Care (OSHC) setting given the amount of time children have been non-active in the classroom throughout the day.

Our Service provides children with a wide range of both indoor and outdoor physically active play based learning experiences.

Physical play provides children with the opportunity to:

- use their imagination
- roster self-esteem and confidence
- develop strong bones and muscles
- build resilience
- promote peer groups/friendships



- become more independent
- improve strength and balance
- test abilities and experience adventure
- challenge their fears
- develop flexibility and coordination
- improve spatial awareness
- develop and improve mathematical concepts
- be confident as they learn to control their bodies and understand their limits
- learn to cooperate and share with others
- promote healthy growth and development

Sustainability

Our Service is passionate about sustainability. We believe in supporting children and young people to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching. Further, we support children to appreciate that sustainability embraces social and economic sustainability as we engage in concepts of social justice, fairness, sharing, democracy and citizenship.

In order to empower our sustainability program, we emphasise children and young people's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. . We do this by engaging children in discussion about sustainable practice, developing an appreciation of the natural world, encouraging them to participate in a recycling program and reducing energy and conserving water. We aim to provide children and young people with the skills and knowledge required to take an active role in caring for the environment and to think about ways they can contribute to a sustainable future.

Sun Safety

Children and educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer's recommendations. We have a Sun Smart station where children can apply sunscreen upon arrival to After School Care and before playing outside during Vacation Care.



SUN HAT

A sun protective hat must be worn every day when playing outside for protection against the sun (this can be their school hat). Please make sure to include it in your child's bag every day regardless of the weather conditions. Please note that educators will enforce the 'no hat, no outdoor play' rule and children will be instructed to play under shelter or indoors.

Family involvement

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

Your occupation or hobby

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g., music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

Your home culture

We aim to foster relationships among families and community and invite you to share aspects of your culture, history, language and celebrations with our Service. Your involvement greatly assists us to enrich the lives of all our families and children.

Reading

Children love to be read to. If you or your parents have the time, please contact your room educators to organise a day for reading. We love grandparents visiting our Service.

Recyclable items



We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

Special events

Our Service organises special events throughout the year. We will communicate these to families in a timely manner. We encourage parent input in all aspects of these events. Some of these include fundraising, celebrations and information sessions.

Suggestions

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service, please let us know.

If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance/complaints procedure if you would like to formally raise any concerns.

Community Information

We have a community notice board at the entry to our Service. This board is used to display relevant programs, menus, notices, updates and reminders for children and families. Please ensure you check this on a regular basis.

Our staff can also provide information for families about a range of topics including early intervention; supported playgroups; Child Care Subsidy; Aboriginal Child and Family centres; health clinics.

Health and Hygiene

Our Service has effective and systematic risk management systems in place to identify any possible risk of hazards to our learning environment and practices. All staff diligently practice and model personal hygiene measures such as hand washing, cough and sneeze etiquette and disposal of tissues. We request that all children and visitors to our service wash their hands or use the alcohol-based hand sanitiser upon arrival.

Our educators teach and model correct hand washing techniques to children and regularly clean and disinfect high touch objects throughout the service to reduce the spread of infection.

When should I not send my child to the Service?

Our Service cares for children and young people before or after a busy and demanding day for the bodies and minds of our children at school and during vacation care. We are not equipped to care for



sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

To minimise the spread of infections and diseases, and maintain a healthy environment for all children, educators and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC)- *Staying Healthy in Childcare*. Our policies and procedures for *Sick Children* and the *Control of Infectious Diseases* are available for all families to view.

Please monitor your child's health and do not bring your child to the Service if they are suffering from an infectious disease/illness or are generally unwell.

If your child becomes ill whilst at the Service, we will contact you or an authorised nominee to collect your child. If your child is unable to be collected, educators will contact the child's emergency contact for collection. When your child is collected, you will be provided with an *Injury, Incident, Trauma and Illness Record* completed by the educator which includes information about your child's illness, their symptoms, general behaviour and any action taken. You will be requested to sign and acknowledge the details in this record. If your child becomes ill whilst at school and returns home, please ensure our Service is aware.

Your child should not attend the Service if they have had paracetamol within 24 hours for a temperature. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been vomiting or had diarrhoea, they will be excluded for 48 hours. For certain illnesses, a medical clearance certificate may be required before your child returns.

If your child has been away due to illness, please check with the Service as to whether or not you will need a certificate before your child returns. Please remember that Make-up Days are only applicable when the Service has been informed of the child being away by 7am on the day - not if they are sent home during the day.

Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding minimum exclusion period for children from an early childhood education and care service. Please inform staff if your child has any of the following so that we can notify the Public Health Unit and other families of any infectious disease/illness. (Confidentiality is always maintained).



Recommended exclusion periods- Poster Staying Healthy: Preventing Infectious diseases in early childhood education and care services

CONDITION	EXCLUSION
Fever	At least 24 hours after the fever has reduced
Diarrhoea/Giardia	Excluded until at least 48 hours after the diarrhoea has ceased.
Hand, Foot and Mouth Disease	Until all blisters have dried
HIB	Exclude until medical certificate of recovery is received.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
Herpes/Cold Sores	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
Influenza and flu-like illnesses	Colds with fever, nasal discharge, coughing, wheezing are excluded for the period of acute illness (Not including COVID-19)
Measles	Exclude for at least 4 days after onset of rash
Meningitis (Bacterial)	Exclude until well.
Meningococcal Infection	Exclude until adequate carrier eradication therapy has been completed.
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner).
Chicken Pox	Until all blisters have dried
Poliomyelitis	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
Rubella (German Measles)	Exclude until fully recovered or for at least 4 days after the onset of rash.
Salmonella, Shigella	Exclude until diarrhoea ceases.
Streptococcal Infection (Including Scarlet Fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.
Whooping Cough	Exclude the child for 5 days after starting antibiotic treatment.
Worms (intestinal)	Exclude if diarrhoea present.



Immunisation

When enrolling your child at our Service you will be asked to provide an Immunisation History Statement as recorded on the **Australian Immunisation Register (AIR)** to prove that your child is up to date with their scheduled immunisations. This statement is available through your online Medicare account through **myGov**.

For eligibility for Child Care Subsidy and other family payments, immunisation must be in accordance to the National Immunisation Program (NIP) Schedule.

If your child is not fully immunised and an outbreak of a vaccine preventable disease occurs at the service, your child will be considered as not being immunised and will not be able to attend the service.



NSW Immunisation Schedule July 2024.pdf

<https://www.health.nsw.gov.au/immunisation/publications/nsw-immunisation-schedule.pdf>



NSW Immunisation Schedule

Updated July 2024

Vaccines funded under the National Immunisation Program

Childhood vaccines				
Age	Disease	Vaccine	Information	
Birth	Hepatitis B	H-B-VAX II (IM) OR ENGERIX B (IM)	Within 7 days of birth (ideally within 24 hours)	
6 weeks	Diphtheria, tetanus, pertussis, hepatitis B, polio, <i>Haemophilus influenzae</i> type b Pneumococcal Rotavirus Meningococcal B (Aboriginal [#] children only)	INFANRIX HEXA (IM) OR VAXELIS (IM) PREVENAR 13 (IM) ROTARIX (Oral) BEXSERO (IM)	Rotarix: Dose 1 limited to 6-14 weeks of age Bexsero: Recommended for other children (see AIH [†]). Prophylactic paracetamol recommended	
4 months	Diphtheria, tetanus, pertussis, hepatitis B, polio, <i>Haemophilus influenzae</i> type b Pneumococcal Rotavirus Meningococcal B (Aboriginal [#] children only)	INFANRIX HEXA (IM) OR VAXELIS (IM) PREVENAR 13 (IM) ROTARIX (Oral) BEXSERO (IM)	Rotarix: Dose 2 limited to 10-24 weeks Bexsero: Recommended for other children (see AIH [†]). Prophylactic paracetamol recommended	
*Annual influenza vaccination	6 months	Diphtheria, tetanus, pertussis, hepatitis B, polio, <i>Haemophilus influenzae</i> type b	INFANRIX HEXA (IM) OR VAXELIS (IM)	Children ≥ 6 months with at risk conditions for IPD [‡] are recommended to receive an additional dose of Prevenar 13 (see AIH [†]) Aboriginal [#] children ≥ 6 months with certain at risk conditions may require an additional dose of Bexsero (see AIH [†])
	12 months	Meningococcal ACWY Pneumococcal Measles, mumps, rubella Meningococcal B (NIP funded for Aboriginal [#] children only)	NIMENRIX (IM) PREVENAR 13 (IM) MMR II OR PRIORIX (IM or SC) BEXSERO (IM)	Bexsero: Recommended for other children (see AIH [†]). Prophylactic paracetamol recommended
	18 months	Diphtheria, tetanus, pertussis Measles, mumps, rubella, varicella <i>Haemophilus influenzae</i> type b	INFANRIX OR TRIPACEL (IM) PRIORIX TETRA (IM or SC) ACT-HIB (IM or SC)	
	4 years	Diphtheria, tetanus, pertussis, polio	INFANRIX-IPV OR QUADRACEL (IM)	Children with at risk conditions for IPD [‡] are recommended to receive an additional dose of Pneumovax 23 (see AIH [†])

At risk groups, adolescents and adults



Age/group	Disease	Vaccine	Information
All people with asplenia, hyposplenia, complement deficiency and treatment with eculizumab	Meningococcal ACWY	NIMENRIX (IM)	See AIH* for required doses and timing. Additional groups are recommended to receive these vaccines but these are not funded
	Meningococcal B	BEXSERO (IM)	
≥ 5 years with asplenia or hyposplenia	<i>Haemophilus influenzae</i> type b	ACT-HIB (IM or SC)	If incompletely vaccinated or not vaccinated in childhood
≥ 18 years	Zoster	SHINGRIX (IM)	Only immunocompromised people ≥ 18 years with certain medical conditions (see AIH*)
Year 7	Diphtheria, tetanus, pertussis	BOOSTRIX OR ADACEL (IM)	
	Human papillomavirus	GARDASIL 9 (IM)	
Year 10	Meningococcal ACWY	NIMENRIX (IM) OR MenQuadfi (IM)	
Pregnant	Influenza	INFLUENZA	Influenza: Any trimester Pertussis: each pregnancy between 20-32 weeks
	Pertussis	BOOSTRIX OR ADACEL (IM)	
Aboriginal [‡] people ≥ 50 years	Pneumococcal	PREVENAR 13 (IM) then PNEUMOVAX 23 (IM)	Prevenar 13: ≥ 50 years Pneumovax 23: 2-12 months later (see AIH*) Pneumovax 23: at least 5 years later Shingrix: ≥ 50 years
	Zoster	SHINGRIX (IM)	
≥ 65 years	Zoster	SHINGRIX (IM)	Shingrix: Funded for people ≥ 65 years
≥ 70 years	Pneumococcal	PREVENAR 13 (IM)	Pneumococcal funded for people ≥ 70 years
People with at risk conditions for IPD [‡]	See the online AIH* for conditions recommended to receive Prevenar 13 and Pneumovax 23		
Influenza			
Age/at risk condition	Recommendation	Information	
All children ≥ 6 months to < 5 years	ANNUAL INFLUENZA VACCINATION	Discuss influenza vaccination with other present family members	
Aboriginal* people ≥ 6 months		Children aged less than 9 years of age who are receiving the influenza vaccine for the first time should receive 2 doses of the vaccine, 4 weeks apart	
People with at risk conditions ≥ 6 months			
≥ 65 years			
Pregnant women		For vaccine brands and eligibility see: www.health.nsw.gov.au/immunisation/Pages/flu.aspx	

The term Aboriginal is inclusive of Aboriginal and Torres Strait Islander people. ‡ IPD: Invasive pneumococcal disease. AIH*: Online Australian Immunisation Handbook. July 2024 © NSW Health. SHPN (HP NSW) 240408.



Medication

If your child requires medication whilst at our Service, you must complete an *Administration of Medication Record* to give your consent for an educator to administer prescribed medication to your child. Medication must be given directly to an educator for appropriate safe storage. Under no circumstances should medication be left in children's bags.

Educators can only administer medication that is:

- prescribed by a registered medical practitioner (with instructions attached to the medication or in written form from the medical practitioner)
- in its original packaging and have the original label clearly showing your child's name
- before the expiry/use by date.

If the child is also required to take the medication during school hours, an educator will take/collect the medication to/from the school office.

Any child's prescribed medication such as asthma inhalers, adrenaline auto injectors (EpiPen) or Insulin (for diabetes), must accompany the child each day to our Service or parents ensure our Service has adequate supplies of the required medication at all times.

Upon collection of your child at the end of the day, you or an authorised person will be requested to sign the *Administration of Medication Form*.

Children may self-administer medication provided written authorisation is provided on the child's enrolment form. Medication must be provided to educators at the start of the session. An *Administration of Medication Record* must be completed at the start of the session and at the end of the session to acknowledge the dose and time medication was administered.

Incidents, injury or trauma

We aim to minimise the risk of accidents and injury as much as possible however, through play, exploration and adventure, children sometimes have accidents. We always have an educator with a First Aid, emergency asthma, anaphylaxis management and CPR qualification on shift at all times we provide education and care to children.

In the event of a minor injury, first aid will be provided as required. An *Incident, Injury, Trauma and Illness Record* will be completed and when you collect your child, you will be notified about the injury and asked to acknowledge and sign the record. If your child injures their head, even if it is a small



bump, you will be contacted to advise you of the injury. Our educators will continue to monitor your child closely and advise if you should come and collect them.

If an injury or incident is serious and we believe urgent medical attention is required, the Nominated Supervisor will contact an ambulance immediately. We will then attempt to contact a parent or guardian or an authorised nominee to advise of the situation. If you are unable to meet the ambulance at the Service, we will send one of our educators/staff members to accompany your child in the ambulance.

Please note that Ambulance cover is the responsibility of each family.

An *Incident, Injury, Trauma and Illness Record* will be completed, and a parent will be required to acknowledge and sign this record. A copy of any documentation from the hospital or treating doctor will also be requested. Our Service will also be required to notify the Regulatory Authority in the event of any serious incident or injury. In these circumstances, you may be contacted by our Approved Provider and the Regulatory Authority to follow up the incident and actions taken by our Service.

Safety in our Service

Emergency and evacuation procedures

Our Service conducts risk assessments regularly and develops emergency management plans for a range of possible hazards. Throughout the year we follow our policies and procedures to carry out emergency and evacuation drills. These may occur at any given time throughout the Before/After/Vacation School Care session. Emergency and evacuation drills are carried out in a well-organised and orderly manner and will simulate a range of possible emergency situations such as fire (bush fire), lock down or flood. Under regulations, we are required to practice emergency and evacuation drills every three months.

Educators are trained to use the fire extinguishers that are in the Service. An emergency evacuation plan and lock down procedure are displayed in every room and exit locations are clearly indicated.

Drop off and pick up time

We ask that parents be extremely mindful of danger when arriving and departing from our OSHC Service and closely supervise your child/ren. Children and young people will be effectively supervised at all times while attending the Service.

- Please always hold young children's hands in the carpark area



- Be alert of reversing drivers in the car park as it is very difficult to see small children
- Use the kerbside, rear passenger door
- Never leave a child or infant in the car unattended
- Never leave the front entry door/gate open
- Always do a visual check around your vehicle before driving
- Please ensure children do not enter areas in the Service that are for adults/staff only.

Workplace Health and Safety

We are committed in providing an environment that is safe and healthy for every employee, volunteer, child, family and visitor. We have made every reasonable effort to minimise the risk of serious injury and request all persons to our Service to adhere to our policies regarding Workplace Health and Safety.

Each morning and afternoon, our educators conduct safety checks of the indoor and outdoor environment and will alert management of any potential risk or hazard to children to ensure this is rectified before children use the equipment or area.

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general Work health and Safety, please contact the Nominated Supervisor immediately.

Social Media

We use social media to communicate, share information and celebrate what is happening in our Service with enrolled families and our service community.

We promote safety and wellbeing of all children and are committed to ensure safe online environments when engaging in digital technology including social media. Our social media accounts are managed by the Nominated Supervisor, and we set the highest level of privacy and security settings on the accounts. Content is regularly scanned, and any offensive language or comments removed immediately, and these users blocked.

Photographs of your child will only be added if written authorisation has been provided on the enrolment form.

We maintain appropriate privacy of families, children and educators by not publishing any personal information online.

Stay connected and find us on [insert Facebook and/or Instagram links]



Privacy and Confidentiality

We are committed to protecting the privacy and confidentiality of children, young people, individuals and families and have policies in place to ensure strict confidentiality is maintained.

To plan programs for your child/ren, we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law.

We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file.

Our *Privacy and Confidentiality Policy* is available to view at any time. This policy sets out how we ensure our Service acts in accordance with the requirements of the Australian Privacy Principles and the Privacy Act 1988. We ensure all personal information is protected, records and documents are maintained and stored in accordance with Education and Care Services National Regulations and that all staff understand the requirements of the Notifiable Data Breaches (NDB) scheme. Any Privacy complaints will be managed promptly and in a consistent manner as outlined in our *Dealing with Complaints Policy*.

Our Service is required to keep and maintain detailed records about children, young people, parents and staff in accordance with relative legislation contained in the National Law and Regulations and Family Assistance Law. We ensure all records are stored in a secure and locked location. We must keep records for the prescribed periods of times as legislated related to child enrolment, attendance, medication records, incident, injury, trauma and illness records, child assessments and any relevant legal information/documents. Full details about record keeping is available in our *Record Keeping and Retention Policy*.

Terms and Conditions



OOSH Northern Beaches Terms and Conditions.pdf

FAMILY GOAL SHEET

To help us program individually for each child, we would like your family's input on what milestones you would like to see your child achieve during this year. These goals may be as varied as you like.

We encourage you to consider all aspects of your child's sense of self. We implement the My Time Our Place Framework into our program which focuses on 5 outcomes. Below are the outcomes and broad goals that we will aim for when programming:

1. Children have a strong sense of identity
 - Children feel safe, secure and supported
 - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
 - Children develop knowledge and confident self-identities
 - Children learn to interact in relation to others with care, empathy and respect.
2. Children are connected and contribute to their world
 - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
 - Children respond to diversity with respect
 - Children become aware of fairness
 - Children become socially responsible and show respect for the environment
3. Children have a strong sense of wellbeing
 - Children become strong on their social and emotional wellbeing
 - Children take increasing responsibility for their own health and physical wellbeing
4. Children are confident and involved learners
 - Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
 - Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigating
 - Children transfer and adapt what they have learned from one context to another
 - Children resource their own learning through connecting with people, place, technologies and natural and processed materials
5. Children are effective communicators
 - Children interact verbally and non-verbally with others for a range of purposes
 - Children engage with a range of texts and gain meaning from these texts
 - Children express ideas and make meaning using a range of media
 - Children begin to understand how symbols and pattern systems work
 - Children use information and communication technologies to access information, investigate ideas and represent their thinking



Please see an educator if you would like clarification on this request, however, the goals may be as simple or complex as you see fit. Remember, these are *your* personal goals for *your* child.

Please return your child’s goals to the Service as soon as practical. The information that you provide will be used in programming for your child and recorded in their portfolio / journal.

Child’s Name	
Parent/Guardian Name	
Date	
Room	

Goals

You are not limited or required to submit 5 goals. This is simply a guide.

One:
Two:
Three:
Four:
Five:



FAMILY PARTICIPATION

We encourage our families to participate in our curriculum. There are various ways families can become involved at our OSHC Service, which may include sharing a special talent or skill, interest and culture.

We value the ideas and experiences our families are able to contribute to continuously improve our Service. Families may choose to participate by sharing information about their occupation or talking about a special event that is/ has occurred within their family. Families, including grandparents may wish to read the children a favourite story or implement an art and craft experience.

We welcome all ideas and suggestions regardless of how big or small the idea may be.

When families become involved with the Service, it benefits all children as they experience a connection between home and the Service. We invite our families to list how they can contribute along with availability. Please complete the form below and return this to your specific service.

Thank you for supporting OOSH NORTHERN BEACHES

NAME		
	OUTLINE OF ACTIVITY OR EXPERIENCE	AVAILABILITY



GENERAL SATISFACTION SURVEY – FOR PARENTS AND FAMILIES

In a constant effort to offer a High-Quality experience to our families and children, we ask that you fill in the survey attached and return it to Head Office on manager@ooshnb.com.au. After assessing the returned surveys, we will look to review our policies, procedures and daily practices. All responses will be considered and will help us evaluate not only our procedures but also programming and our relationships with each family.

Name	<i>(Anonymity is fine)</i>	Child's Group	
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THE PROGRAM					
A rating of '1' meaning: needs improvement and a rating of '5' meaning: outstanding					
Children are engaged in activities that promote the investigation of ideas, complex concepts and thinking, reasoning and hypothesising	1	2	3	4	5
Educators support children's investigations and projects	1	2	3	4	5
Educators are responsive to children's ideas, thinking and interests	1	2	3	4	5
There is evidence of each child's learning, development and assessments	1	2	3	4	5
The Educational Program is regularly communicated to families	1	2	3	4	5

HEALTH AND SAFETY					
A rating of '1' meaning: needs improvement and a rating of '5' meaning: outstanding					
Families are informed if there is an outbreak of an infectious disease at the service	1	2	3	4	5
Families are informed about service policies and guidelines for exclusion of ill children	1	2	3	4	5
Families are notified within 24 hours of incidents and injuries	1	2	3	4	5
Families are provided with information about current health, hygiene and safety guidelines	1	2	3	4	5
Cleanliness of the service is consistently maintained with minimal clutter	1	2	3	4	5
Educators respond to symptoms of children's illnesses and injuries through documentation and adhering to service procedures	1	2	3	4	5
Food and beverage supplied by the Service meets dietary and nutrition requirements, including during excursions or special events	1	2	3	4	5
Adequate supervision is maintained in accordance with the Service Supervision Policy	1	2	3	4	5
Emergency evacuation drills are conducted in accordance with service policies and regulations	1	2	3	4	5



Emergency Procedures are displayed within the Service	1	2	3	4	5
Medication is administered in accordance with service policies and regulations	1	2	3	4	5
THE ENVIRONMENT					
A rating of '1' meaning: needs improvement and a rating of '5' meaning: outstanding					
The learning environment is set up to promote children's learning and development	1	2	3	4	5
The environment feels welcoming, inviting and stimulating	1	2	3	4	5
There is enough space, equipment and facilities to promote children's learning and development	1	2	3	4	5
The premises are clean, safe and well maintained	1	2	3	4	5
Hazards are identified promptly and removed from the environment	1	2	3	4	5
Animals and plants are incorporated into the program to support children's understanding of ecology and the environment	1	2	3	4	5
Learning environment, both indoor and outdoor, are well resourced	1	2	3	4	5

RELATIONSHIPS WITH CHILDREN					
A rating of '1' meaning: needs improvement and a rating of '5' meaning: outstanding					
Close, secure relationships are developed with all children	1	2	3	4	5
A sense of belonging is created within the service	1	2	3	4	5
Educators interact positively with children to support their learning and development	1	2	3	4	5
Children who are distressed are responded to in a timely and sensitive manner	1	2	3	4	5

PARTNERSHIPS WITH FAMILIES AND THE COMMUNITY					
A rating of '1' meaning: needs improvement and a rating of '5' meaning: outstanding					
Families are welcomed and valued	1	2	3	4	5
Families are invited to contribute to the service	1	2	3	4	5
The Service Philosophy is communicated to families	1	2	3	4	5
Families are informed of the National Quality Standards and Quality Improvement Plan	1	2	3	4	5
Regular newsletters or other communication methods are used to provide updates to families	1	2	3	4	5
Professional relationships are maintained with each family	1	2	3	4	5
Educators are welcoming, friendly and approachable	1	2	3	4	5



GOVERNANCE AND LEADERSHIP					
A rating of '1' meaning: needs improvement and a rating of '5' meaning: outstanding					
Administration systems are in place to support the delivery of the Service	1	2	3	4	5
Confidentiality and privacy are maintained	1	2	3	4	5
Families are aware of the complaints process and procedure	1	2	3	4	5
Families are invited to review the Service Philosophy, Policies and Procedures and Quality Improvement Plan	1	2	3	4	5

Please identify 3 areas that met your needs:

Please identify 3 areas that could be improved:

Follow up questions, concerns or feedback *(Please provide contact details so we can contact you for follow up; email or phone)*

Thank you for your assistance. We appreciate you taking the time to complete this survey. Survey Results will be used as part of our continuous improvement cycle.



ORIENTATION SATISFACTION SURVEY FOR NEW FAMILIES

At OOSH NORTHERN BEACHES we are continually committed to improving the early childhood experience for you and your child/children. We invite families to provide feedback regarding the enrolment and orientation process. Following enrolment and the orientation program please complete the following survey and return to the service within 2 weeks of starting care. The information will be used to critique the Service's initial orientation and enrolment process, all information provided will be treated in strict confidentiality.

Name	<i>(Anonymity is fine)</i>	Child's Room/Group	
Date of Enrolment Tour		Name of staff member conducting Tour	

A rating of '1' meaning: needs improvement and a rating of '5' meaning: outstanding					
Relevance of information provided in the enrolment orientation package	1	2	3	4	5
Relevance of information provided verbally during the enrolment tour and orientation program	1	2	3	4	5
Staff friendliness	1	2	3	4	5
Staff professionalism and punctuality	1	2	3	4	5

Please answer <u>Yes</u> or <u>No</u> to the following			
Were you provided with sufficient information prior to enrolment and orientation?	Yes	or	No
Did you receive a detailed tour of the service?	Yes	or	No
Did the Service feel welcoming?	Yes	or	No
Do you feel adequate time was planned for you and your child for orientation?	Yes	or	No
Were you introduced to your child's educators?	Yes	or	No
Were you introduced to all staff members?	Yes	or	No
Were you given an opportunity to ask questions?	Yes	or	No
Were your questions adequately answered?	Yes	or	No
Did you receive information regarding the Educational Program and Planning and Assessment Cycle?	Yes	or	No



Were you shown the location of the program and day journal?	Yes	or	No		
Were you shown the signing in and out requirements?	Yes	or	No		
Did you find the Enrolment Form easy to understand and complete	Yes	or	No		
Were you provided or advised about our Family Handbook?	Yes	or	No		
Did you find the information in the handbook useful?	Yes	or	No		
Were you provided with information regarding service fees and Fee Payment Policy and Procedures	Yes	or	No		
Were you provided with information about Child Care Subsidy?	Yes	or	No		
Did you feel safe when visiting our Service (sign in/out, WHS etc)	Yes	or	No		
Overall rating of the orientation and transition experience:	1	2	3	4	5

Please identify 3 areas that met your needs:

Please identify 3 areas that could be improved:

Follow up questions, concerns or feedback *(Please provide contact details so we can contact you for follow up; email or phone)*

Thank you for your assistance. We appreciate you taking the time to complete this survey. Survey Results will be used as part of our continuous improvement cycle.



COMPLAINTS / GRIEVANCE FORM

We appreciate your point of view and welcome your input. If you have a complaint, grievance, or suggestion about any aspect of our Outside School Hours Care Service, we request that you provide this in writing addressed to the Approved Provider or emailed to manager@ooshnb.com.au

Please refer to our *Dealing with Complaints Policy* and related procedures for further information.

Contact Name			
Email Address			
Contact Phone Number		Best time to call	

Complaint / Grievance/ Suggestion details [Please provide specific details of your complaint, grievance, or suggestion. What is the complaint about? - an action or decision of an educator/staff member; the health, safety or wellbeing of child/ren within the service; the Service’s response to an incident? Describe what happened and when the matter occurred. Mention any steps that have been taken to resolve the problem. Attach an extra page if required.]

Have you raised this matter with anyone before? Yes/ No What was the outcome from your discussion?

What is the result you are seeking? [apology, feedback/explanation, additional information, review or change of policy or decision]

Complainant Signature		Date	
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Confidentiality

Your personal information will remain confidential and only disclosed as permitted under relevant privacy laws. If the information you have provided is related to a serious incident or matter of fraud,



the Approved Provider will be provided to the Regulatory Authority and other Government agencies if required.

Parent Acknowledgement

I/We have read this handbook carefully. I/We understand the commitment that you are undertaking and our responsibilities to the Service.

I/We have completed the enrolment form at the Service and provided the required documentation for our child. I/We have read and agree to comply with the requirements set out in this handbook and in the Service’s policies.

I/we agree to notify OOSH NORTHERN BEACHES of any changes that may affect the education and care of our child (changes to court order, parenting orders, authorised nominees, Medical Management Plans, medication etc).

Family Name		Date	
Parent Name/s			
Child/ren’s Name			
Parent Signature			
Parent Signature			

Please list what skills talents, interest and culture that you and your family (not forgetting grandparents) are able to share with the Service.



Have you completed the orientation evaluation? Please circle

Yes / N