

# Hinchinbrook Out of School Hours Care

## Parents Information Handbook



Hinchinbrook Public School

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United nations Convention on the  
"Right of the child"

"The child has the right of rest and leisure, to engage in play and recreation activities and to  
participate in cultural and artistic life"

(Article 31)

# Welcome

Hinchinbrook OOSH welcomes you and your children. All OOSH educators are fully trained to ensure that all students are cared for in a welcoming, supportive and stimulating environment. The OOSH programs provide appropriate developmental support for each child. Communication between home and OOSH is vitally important. Parents and guardians are encouraged to contact the OOSH Co-ordinator with any concerns or feedback. Suggestions about the OOSH service are welcome and contact can be made via email, phone call and StoryPark.

## Enrolment & Orientation

At Hinchinbrook OOSH we believe orientation is an important process where educators are able to gain important information about the new child's needs and those of the family. This process helps to make the transition from home to the Education and Care Service as smooth as possible with the aim to maintain continuity between home and the Service, which helps the child adjust to the new setting. The orientation process is in place for children and their families. The purpose of this is to:

- Enable educators/staff to meet and greet children and their families
- Provide essential operational information
- Form the foundation for a successful and caring partnership between home and the service.
- To help children develop a sense of belonging, feel accepted, develop attachments and trust those who care for them ("My Time, Our Place", Outcome 1).

Parents/Guardians are required to complete an Enrolment Form and a Booking Form before any child is able to attend Hinchinbrook OOSH services. A meeting with service staff is available to you upon the enrolment of a child. This is an excellent

opportunity for families to discuss with educator/Coordinator what will help make the child's time with us enjoyable, particularly during the initial few weeks. Each newly enrolled family will receive a Family Information Package which includes a Family Handbook detailing selected policies and conditions of enrolment. Families will be shown around the service and be given a rundown on basic operations such as staffing and programming.

Parents should advise educators when they are greeted that it is their child's first day at the service and the educator will introduce themselves and guide them through the sign-in/out process, check that all relevant forms and authorities have been signed and show them around the Centre.

Educators will introduce the child to other children and engage them in an activity. The educator will remain with the child until they are settled and comfortable in the new environment. Educators will carefully monitor the child whilst in the service to ensure they are settling in.

If your child has additional needs, a meeting will take place between relevant parties (e.g. parents/guardians, Coordinator, Occupational Therapist or Teacher) before the child commences. This information will help us to meet the needs of your child.

## Our Philosophy.

We aim to develop and implement a balance program that is stimulating, interesting and exciting which allows opportunities to children to play, explore and develop new skills and is appropriate to the developmental and leisure needs of all children. We believe that play is important in middle childhood.

Educators practices are guided by **Erikson's psychosocial theory of development**

The focus of Erik Erikson's psychosocial theory is on social and emotional development. The theory spans from birth to late adulthood.

## School Age Child: 6 to 12 Years

### Industry vs. Inferiority – Competence

During this stage, often called the Latency, we are capable of learning, creating and accomplishing numerous new skills and knowledge, thus developing a sense of industry. This is also a very social stage of development and if we experience unresolved feelings of inadequacy and inferiority among our peers, we can have serious problems in terms of competence and self-esteem.

As the world expands a bit, our most significant relationship is with the school and neighborhood. Parents are no longer the complete authorities they once were, although they are still important.

We will endeavor through our interactions with children to nurture their optimism, happiness and sense of fun and we will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self identify.

Educators will utilise opportunities in their interactions with children to develop an understanding of each other's expectations leading to a deeper understanding of each other and the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

### Mission Statement

All children experience meaningful and joyful learning, enriching their childhood, the view of children's lives as characterised by *belonging, being and becoming* and the foundation of our program.

**Belonging:** When they feel accepted, and are able to establish and maintain relationships with their peers and educators. Children's sense of competence, confidence and motivation to achieve to the best of one's ability are heavily influenced by the opinion of others. Children actively engage with the task

of developing their self identity while they are interacting with others. When children feel safe, secure and supported they grow in confidence to explore and learn.

**Being:** Reminds educators to focus on children in the here and now, and of the importance of children's right to be a child and experience the joy of childhood. *Being* involves children developing an awareness of their social and cultural heritage, of gender and their significance in their world.

**Becoming:** Includes children building and shaping their identity through their evolving experiences and relationships which include changes and transitions. Children are always learning about the impact of their personal beliefs and values. Children's agency, as well as guidance, care and teaching by families and educators shape children's experience of *becoming*.

### Behaviour Guidance

Our service believes that children have the right to feel physically and psychologically safe. We aim to provide an environment where all children and educators feel safe, cared for and relaxed and which encourages cooperation and positive interactions between all persons. This behaviour management policy is based on guidance, redirection and positive reinforcement. Educators will aim to guide rather than control the behaviour of the children in our care. Basic rules will be established based on safety, respect for others, order and cleanliness and will be communicated to all families, children and educators along with consequences for inappropriate behaviour. The service recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour.

### Parent Communication

OOSH recognises the importance of parental involvement within all programs. It is understood that, for many parents/guardians,

time is limited and therefore OOSH aims to provide a variety of opportunities for their participation. Some of the ways in which they may become involved are:

- During the enrolment process
- Informal conversations at the beginning and end of the day
- Completing feedbacks sheets
- Entries in the feedback and comments book in storypark
- Providing input into programs, menus, policies and procedures and philosophy.

### Staff

Educators are employed for their sector experience, training and suitability for working with school aged children. Educators develop and implement programs to work as a co-operative team; sharing skills, ideas and resources, with the best interests of the children in mind. Our team will be respectful, nurturing, sensitive and committed to the well being of the children and families at the centre. To provide good working conditions which enable and promotes a positive environment, through teamwork.

We strive to develop lasting relationships between staff and all individual associated with the centre.

### The National Quality Framework (NQF)

Hinchinbrook OOSH follows the NQF and adheres to all relevant sector and workplace legislations. The NQF was established on 1 January 2012 and is applied in all OOSH services. It aims to raise quality and drive continuous improvement and consistency in education and care services through:

- Education and Care Services National Law
- Education and Care Services National Regulations
- National Quality Standards
- A national body known as the Australian Children's Education and Care Quality Authority
- An assessment and rating process.

Our service approval and assessment ratings are displayed in the information board.

### The National Quality Standard

The National Quality Standard (NQS) sets a national benchmark for the quality of

education and care services and includes seven quality areas that are important to outcomes for children:

### 7 Quality Areas, 15 Standards and 40 Elements. (from 2018)

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership

### Learning Framework "My time Our Place"

#### 5 Outcomes.

1. Children have a strong sense of identity
2. Children are connected and contribute to their work
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators.

### Story Park

#### *Related to Curriculum (Pedagogy, Programming and Practices)*

Hinchinbrook OOSH recognises the importance of providing effective mechanisms to document children's learning and to communicate this to families.

#### **The objective of this practice guide is to support educators in implementing:**

- An effective and efficient system to support the development of accessible records that support the recording of children's involvements in leisure and play activities.

- An effective mechanism for the exchange of communication between children, families and educators through respectful relationships and collaboration.
- A platform for peer communication within the OOSH team.
- Clear guidelines regarding the set up and implementation of Storypark in our service.

#### GUIDELINES

- The use and implementation of Storypark at Hinchinbrook OOSH will comply with Storypark's Terms of Use.
- All educators will adhere to Storypark's Policies and Procedures
- Staff will refer to and implement Storypark's information in regards to Cybersafety to ensure Storypark is used safely and responsibly to support effective communication

#### Setting up Storypark at the service

- Set up the service's Storypark account. This will provide administration rights for the Director and access to the service account.
- Provide all relevant information to families in regards to the use of Storypark. Guidelines and resources on how to welcome parents to Storypark are available at [www.storypark.zendesk.com/hc/en-us/articles/204757737-Welcoming-parents-to-Storypark](http://www.storypark.zendesk.com/hc/en-us/articles/204757737-Welcoming-parents-to-Storypark).
- Educators will invite parents/guardians to link to their child's profile.
- If a Parent/Guardian provides their consent they are granting the right to co-manage their child's content. Educators will be entitled to access that child's content for as long as the Parent/Guardian deems appropriate. The Parent/Guardian may remove the ability to access or manage their child's content at any time.



#### Using Storypark

- All staff must also ensure that any content that is uploaded to an account relating to a child contains only information, images or videos of that child. For example, make sure that there are no other identifiable children in the background of a photograph or video unless there is the appropriate consent from all Parents/Guardians of each identifiable child.
- All staff must also ensure that they exercise their ability to upload content to Storypark responsibly within the guidelines determined by Storypark's Terms of Use. This means that they must not add any content which contains anything which might be regarded as offensive, demeaning, obscene, unlawful, defamatory, infringing privacy, or which is otherwise unsuitable or inappropriate given the nature of Storypark and the fact that content includes children.

#### Child Care Subsidy



### What you need to do

- ✓ Sign into your Centrelink online account through **myGov**
- ✓ Select **Complete your Child Care Subsidy** assessment task.
- ✓ Work through the steps to **provide new information** and **confirm** your current details.



To apply for the Child Care Subsidy, you will need to provide details, including:

1. [Combined family income](#)
2. [Activity level of parents](#)
3. [Type of child care service](#)

Subsidies to families to help with the cost of child care fees are paid directly to the child care provider. This reduces the fees families pay.

**For more information on this process, visit [education.gov.au/childcare](http://education.gov.au/childcare) or Centerlink on 136 150**

### **Hours of operation:**

**Morning:** 7.00am to 9.00am

**Afternoon:** 3.00pm to 6.00pm

**Vacation Care:** 7.00am to 6pm

**Please note:** It is a national regulation that you sign your child in and out of the service and note the times. Children are not considered to be legally in our care until they have been signed in by a parent in the morning or marked as attending on the role by an OOSH staff member during after school care. From the commencement of school of a morning when children are sent to lines and once a child has been signed out by a nominate staff, the child is not longer considered to be in the care of Hinchinbrook OOSH.

Parents must notify the centre in writing of any changes to the information on the enrolment form (telephone numbers, address, permanent change in people authorised to collect your child etc.)

Staff will not permit people other than the parents or known collectors to collect children unless parents notify the staff and give them the name of the person collecting the child prior to the child leaving the service.

Parents must notify the centre by phone if the child will not be attending OOSH e.g. away on

holidays, parent having an RDO or is off from school sick.

### **Fee Payment**

#### **Methods of Payment**

Direct Debit. Families are required to complete a direct debit form, information on The service does not accept any cash payments. Families will be given a minimum of fourteen days notice of any changes to the way in which fees are collected (Regulation 172).

Fees are still payable in the event of public holidays and non attendance by your child due to sickness, family holidays and teacher's strike. Fees do not apply for pupil free days which occur during the first day of school terms 1, 2 and 3.

### **Uncollected Child Policy**

The centre is licensed to operate between 7.00am to 9.00am and 3.00pm and 6.00pm

Vacation Care 7.00am to 6.00 pm

Please ensure your child is collected by 5.55pm. The centre is unable to operate childcare outside of these hours without formal approval from the Department of Education and Communities. Furthermore operating after 6.00pm is on breach of our contract with the school and stops us from following the school principal requirement to turn the alarm on at 6.00pm. If a child is not collected on time the staff will follow these procedures.

- The Educators/Staff will first endeavor to contact the child's Parent's/Guardian's and nominated emergency contacts who are authorised to collect the child.
- If unsuccessful in contacting any of the above mentioned people, the Educators/Staff will call the local police to seek information about any incidents or accidents that may have delayed the parents/guardians (or persons collecting).

- Contact Approved Provider/Nominated Supervisor.
- The Educators/Staff will contact the Child Protection Helpline on 133 627, for advice and support.
- Two Educators/Staff must remain with the child at all times.
- If the child is to be taken from the Service, the Police or NSW Government Family and Community Services will be responsible for the child's safe transportation. The Educators/Staff are not to transport the child.
- The Educators/Staff must record all details of the situation and any actions taken on an incident form. It is important that the person removing the child - the Police or NSW Department of Education and Communities signs this form.
- The NSW Department of Education and Communities and/or Police are now responsible for the ongoing attempts to locate the Parent's/Guardian's and for the well being of the child.
- A sign will then be placed at the Service's entrance for the Parent's/Guardian's (or collecting person), advising that they contact the Police or Child Protection Helpline for information about the whereabouts of the child.

## Illness

No child is permitted to the centre if suffering from an infectious disease. If your child comes to the centre sick from the school or becomes ill while at the centre you will be notified as soon as possible. You will be asked to pick him/her up as soon as possible.

## Medication Policy.

Medication will be only administered with the explicit permission of the parents or in the case of an emergency with permission of the parent of a medical practitioner. Parents who require medication to be administered to their child at the centre must complete a medication form. (Ask the staff for one)

please note that only prescribed medication will be administered to your child.

## Accident

If any medication, medical, hospital, dental or ambulance services are obtained, a parent will be notified as soon as practically possible of the situation and what has been required.

## Cancellation of Before and After School Care and Vacation Care

In the event of a cancellation without notice, you will be charged and no monies will be refunded for booked days and for vacation care activities. An enrolment deposit of \$50 dollars in advance is charged prior to commencement as confirmation. This is fully refundable provided you give two week notice when you decide to withdraw your child from the service.

## Complaints

Hinchinbrook OOSH aim is to welcome Parents/Guardians comments and concerns in any area of our work and encourage Parents/Guardians to speak with us if you have any concerns or comments

### Minor Complaint:

1. Parents/Guardians are encouraged to discuss minor concerns with educators or the Nominated Supervisor as soon as possible

### Serious Complaint:

1. Parents should immediately discuss with Approved Provider or Nominated Supervisor.
2. Details of complaint are recorded.
3. The Approved Provider or Nominated Supervisor will investigate and keep Parents/Guardians informed of any actions taken.
4. Print a Notice of Complaint received at children's service form CSDF 14 and

Response to a complaint received at children's service form CSDF 15, which can be downloaded from [www.community.nsw.gov.au](http://www.community.nsw.gov.au)

5. Complete Fill in form CSDF14 and send to the Director, Central Licensing and Regulatory Support, Children's Services Directorate, Community Services, generally within one week after the complaint is made.
6. Complete Fill in form CSDF15 and send to the Director, Central Licensing and Regulatory Support, Children's Services Directorate, Community Services, generally of any action taken in response to the complaint as soon as reasonably practicable after the action taken.
7. If Parents/Guardians are not satisfied with the outcome a contact number for the Department of Early Childhood Education and Care Directorate, NSW Department of Education and Communities Community Services will be given to them.
8. The Department of Early Childhood Education and Care Directorate, NSW Department of Education and Communities Community Services contacts will be displayed in the foyer area at may help us improve our Service or our performance.

## Policies

Hinchinbrook OOSH policies are located on the sign-in/out table for families' perusal. These are reviewed annually or as needed. Families are encouraged to have input into the review of the centre policies and will be notified in the family newsletter when in puts is required. We have a variety of policies covering many topics e.g. Fees, Hygiene, food and Nutrition, First aid, medication, parents communication policy, child protection etc.

- a. Hinchinbrook OOSH is an allergy aware service therefore we would ask that families refrain from packing any nuts or nut products in their child's lunch box. This policy is online with the school nut free policy
- b. Afternoon tea is served at 3.00pm which is a variety of nutritional balanced snacks with fruits, pasta,

cakes, yogurt, cheese, rice biscuits and more. A weekly menu is displayed on the notice board.

- c. Breakfast is provided in BSC includes cereal, milk, toast. Breakfast is available between 7am and 8.40am. the centre promotes healthy eating. The family information stand has a variety of flyers that may be use to your family.
- d. Food handling and hygiene- the children are asked to wash their hands before eating food, after playing outdoors, after wiping their nose of coughing.

## Children leadership Policy OOSH Captain.

At Hinchinbrook OOSH we believe that children should be given an opportunity to have input into decisions, voice concerns and make suggestions to improve our OOSH service, as well as becoming more aware of the wider community. This will be provided through the role of OOSH Captain. The purpose of this policy is to ensure that all children are able to: Work together making fair decisions, Co-operate with other children in OOSH, have representation in decision making, develop a sense of belonging, responsibility and partnership.



### We are a Kids Matter Service

#### KidsMatter: Growing healthy minds

KidsMatter is a mental health and wellbeing initiative for children. KidsMatter work with educators to support the mental health and wellbeing of children, their families and educators using a promotion, prevention and early intervention framework.