

Payne Rd
OSHC

FAMILY HANDBOOK

V1.3 2026

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CONTACT INFORMATION

Business Manager

Cherise Louise

Nominated Supervisor

Danielle Holman

Educational Leader

Shanti Moodley

Lead Educator

Holly Pullen

Approved Provider

Payne Road P&C Association



0421 761 741



paynerdoshc@gmail.com



<https://payneroadpandc.com.au/services/oshc/>



Payne Road State School
171 Payne Rd, The Gap
Activities Building
(Kernel St entrance)

KEY SERVICE INFORMATION

Session Times

Before School Care: 6:45am - 8:50am

After School Care: 2:50pm - 6:00pm

Vacation Care & Pupil-free days: 6:45am - 6:00pm

Current Fees

Before School Care: \$21.79 (long), \$9.09 (short)

After School Care: \$32.69 (long), \$16.50 (short)

Vacation Care & Pupil-free days: \$73.95

Current Capacity & Ratio

Service Approval: 135 children

Maximum Ratio: 1:15

Governance

Our service meets the requirements of:

- Education and Care Services National Law (Qld) Act 2011
- Education and Care Services National Regulations National
- Quality Standard (Schedule 1 of the National Regulations)

QR code



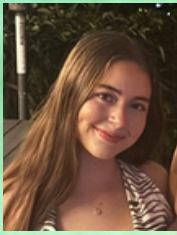
This QR can be used to sign your children in/out of the service

(Information on this page is subject to change)

PLEASE PRINT THIS PAGE FOR REFERENCE

OUR TEAM

OUR LEADERSHIP TEAM



Holly Pullen
Lead Educator



Cherise Louise
Business Manager



Shanti Moodley
Educational Leader

Our leadership team consists of our Business Manager, Educational Leader and Lead Educator. Cherise has been in the industry for over 18 years and holds her Diploma in Children's Service, Advanced Diploma in Community Management and a Post-Graduate Certificate in Leadership. Shanti has over 6 years experience working with children in both NDIS and OSHC settings. She holds her Cert III in Early Childhood Education and Care and is currently studying a Bachelor of Laws (Honours)/Bachelor of Political Science and International Relations. Holly has over 4 years experience working with children and holds her Cert III in Outside Hours School Care.

In addition to administration and service management, the team work closely to ensure our program continues to offer an environment that allows children to thrive and experience a sense of belonging. We are also dedicated to ongoing professional development.

All leadership team members are up to date with first aid/ anaphylaxis and child protection training.

OUR EDUCATORS

Our educator team consists of passionate people, many of whom hold or are working towards qualifications in a wide variety of subjects including: primary and secondary education, exercise and sports science, law, science, engineering and psychology, among others.

A particular strength of our team is that many of our educators have a prior connection to Payne Road and/or The Gap community, with many of us having attended Payne Road OSHC as children. This manifests as a strong, collective investment in the quality of the service. Our educators are also well connected with each other through pre-existing relationships and connections to the community.

Our team of educators understand our work is more than just a job, we are creating an environment that's an integral part of children's worlds. We consistently work with a high degree of cohesion and mutual investment in fostering and maintaining a space where children feel seen, heard and valued for who they are.

OUR CHILDREN

The ongoing culture among the children at Payne Road OSHC is one of kindness and belonging. While still developing their social and emotional skills, our children consistently demonstrate a strong capacity for cooperation, inclusion, flexibility and skill development. Children of all ages play together at OSHC, with the older children often taking the little ones under their wings and fostering their sense of belonging.

OUR VISION & PHILOSOPHY

At Payne Road OSHC we aim to complement children's regimented and adult-led school day by affording them the opportunity to engage in **freely chosen, self-directed and intrinsically motivated play**. Within a culture of belonging and nurturing relationships, we support children to develop a strong sense of identity and social-emotional competence. Our philosophy has been influenced by the **My Time, Our Place framework V 2.0** as well as the culture and needs of our community. Our philosophy is also strongly influenced by the Playwork Action Research System (**PARS**) which is focused on providing children the time to be children and take ownership over their play without excessive and unnecessary adult interference, while also balancing their need for supervision by being readily available to support.

Our philosophy, presented as our 'PRSS OSHC Vision,' is an adaptation of the principles, practices and outcomes specified in the My Time, Our Place framework. We firstly highlight the foundational principles that underly our practice, with the overarching theme being a positive view of children as individuals, an understanding that behaviour occurs in a broader context and the idea that safe, nurturing relationships are required for development. Secondly, we outline the practices we demonstrate that based upon these principles. We strive to establish connection with children based on trust. We hold consistent boundaries gently while encouraging curiosity, reflection and consideration for others. Lastly, we address the outcomes we are aiming towards with our embedded practices. Consistent themes include children feeling safe, connected, capable, considerate and curious, as well as experiencing a sense of belonging for who they are.

PRINCIPLES (WE BELIEVE...)	PRACTICES (THAT WHEN WE DO...)	OUTCOMES (CHILDREN WILL...)
KIDS DO WELL WHEN THEY CAN	CONNECTION FIRST	FEEL SAFE & CARED FOR
KIDS NEED SUPPORT FROM ADULTS	STRONG BOUNDARIES, HELD GENTLY	FEEL CONNECTED TO US & EACH OTHER
THERE'S ALWAYS A BIGGER PICTURE	CO-REGULATION	FEEL SEEN & HEARD
KIDS LEARN FROM PEOPLE THEY KNOW & LIKE	BUILD BANKS OF TRUST	HAVE AGENCY & AUTONOMY
BEHAVIOUR DOESN'T DEFINE KIDS	RESTORATIVE JUSTICE	IDENTIFY AND REGULATE THEIR EMOTIONS
KIDS ARE UNIQUE	KEEP THE MOOD LIGHT / USE HUMOUR	CARE FOR OTHERS
	LOOK FOR TEACHABLE MOMENTS	CONSIDER OTHER PERSPECTIVES
	REFLECT ON OUR OWN THOUGHTS & ACTIONS	
	DISCUSS OUR IMPACT ON OTHERS	
	VALIDATE NEEDS	



ACECQA

Australian Children's Education & Care Quality Authority

NATIONAL QUALITY FRAMEWORK (NQF)

Our service is assessed against the National Quality Framework. This framework consists of 6 quality standards, under which 40 elements describe areas of quality that all registered services must meet. We have consistently met or exceeded each element.

For detailed information on the framework,
please visit the link below:

<https://www.acecqa.gov.au/>



6 GUIDING PRINCIPLES

1 THE RIGHTS AND BEST INTERESTS OF THE CHILD ARE PARAMOUNT

The NQF aligns with the United Nations Convention of the Rights of the Child. It guides the implementation of a practice that understands and reflects the fundamental rights outlined in this treaty.

2 CHILDREN ARE SUCCESSFUL, COMPETENT AND CAPABLE LEARNERS

The NQF views children as capable learners and active participants who actively construct their own understandings and have the capacity to make decisions in their world. Through this lens, educators move beyond their pre-conceived expectations about what children can achieve.

3 EQUITY, INCLUSION AND DIVERSITY UNDERPIN THE FRAMEWORK

The NQF recognises all children's capacity & right to succeed regardless of their circumstances, cultural background and abilities. Through this lens, diversity is celebrated, children are known and supported on an individual basis and, high expectations are held for all children.

4 AUSTRALIA'S ABORIGINAL AND TORRES STRAIT ISLANDER CULTURES ARE VALUED

The NQF acknowledges that the land on which we live & practice has been cared for by Indigenous Australians for many thousands of years and recognises that education & care services have a responsibility to support this understanding among the children in our care.

5 THE ROLE OF PARENTS AND FAMILIES IS RESPECTED AND SUPPORTED

The NQF recognises that families are children's first and most influential teachers and that secure, respectful partnerships between families and education & care services are paramount to children's wellbeing and development.

6 BEST PRACTICE IS EXPECTED IN THE PROVISION OF EDUCATION AND CARE SERVICES

Embedded within the NQF is a commitment to continuous improvement and striving for best practice. While the framework does not prescribe a specific 'best practice,' it highlights the value of current research, theory and understandings when making service-specific decisions.

Concept

Descriptor

QA1		Educational program and practice
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
QA2		Children's health and safety
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QA3		Physical environment
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

Concept		Descriptor
QA4		Staffing arrangements
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QA5		Relationships with children
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QA6		Collaborative partnerships with families and communities
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.
QA7		Governance and Leadership
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

OUR ENVIRONMENT & FACILITIES

We are extremely fortunate to operate out of a dedicated OSHC building on the school grounds that is centrally located within our various licensed areas.

This allows children and educators to freely and naturally transition between environments, maximizing children's choice in play opportunities.

(we also have licensed access to school classrooms, hall and library as needed)



OVAL



PLAYGROUND



'FAKE GRASS'



TENNIS COURT & BIKE CAGE



OSHC BUILDING



HIDEAWAY HOLLOW



TENNIS COURT & BIKE CAGE



HERB & VEGE GARDEN



LOOSE PARTS AREA

OUR RESOURCES



BOOKS



TABLE TENNIS



HAMMOCKS



CRAFT CORNER



FOAM BLOCKS



DRESS UPS



AIR HOCKEY & FUSEBALL



SPORTS SHED



CONSTRUCTION CORNER



BOARD GAMES



GO KARTS

CHILD CARE SUBSIDY (CCS) & PAYMENT

CHILDCARE SUBSIDY (CCS)

Centrelink offers a Child Care Subsidy (CCS) to eligible families to cover a percentage of your child care fees

Families who do not meet eligibility criteria or who choose not to claim CCS are liable for full fees

The percentage you receive is determined by Centrelink and is based on your specific circumstances

CCS will automatically cease if your child does not attend the service for 14 consecutive weeks

Once approved, CCS is applied to your child's enrolment and is paid directly to the service

Families are responsible for paying the gap fees after CCS has been applied

If eligible, CCS can be backdated up to 28 days after the claim

STATEMENTS

You will receive a statement of fees each week.

Your statement will show your CCS percentage applied as well as the gap fees owed to the service.

Statements will reflect bookings for the previous two week.

PAYMENT

Payment can be made via direct deposit to the account shown on your statement.

BSB: 064 174

ACC: 1000 2942

(Fees can also be paid via Eftpos on-site at OSHC)

Accounts will be credited weekly with the amount paid. This will be reflected on your next statement.

ENROLMENT PROCESS

1. INITIAL INQUIRY

If you are interested in using our service, please feel welcome to contact us by phone, email or pop in and say hello!

We'd love to show you around and discuss how our program could suit your child's needs and interests.



2. CHILD CARE SUBSIDY (CCS)

Centrelink provides subsidy for eligible families.

Families are responsible for organising and managing their CCS claims.

If approved, the service is then authorised to apply the subsidy to your child's enrolment



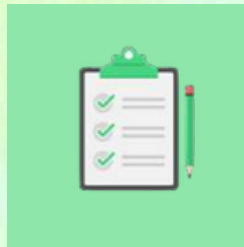
3. ENROLMENT

FORMS

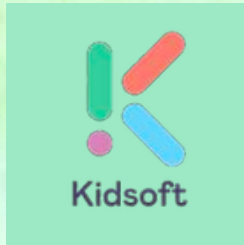
(found on the P&C website)

Complete 1 family form, then 1 child form for each child

When filling in your enrolment form, please list the parent/carer who intends to be the account holder (recipient of the subsidy) as 'parent/carer 1'



Submit forms via email or drop in to the service



4. DOWNLOAD KIDSOFT

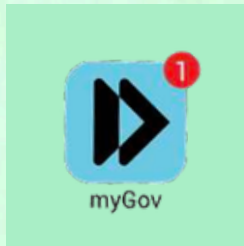
Upon enrolment, you will receive a link via email to create your account on our software app.

5. CONFIRMATION OF CCS

We will submit a notice of your child's enrolment to Centrelink.

You can then complete the 'task' by confirming your child's enrolment in PRSS OSHC on either the Kidsoft or Centerlink app.

(we will be notified of your confirmation through our system)



6. MAKE / MANAGE BOOKINGS

REGULAR BOOKINGS

If you have a set schedule, you can create ongoing bookings for a given calendar period via the Kidsoft app.

These booking can be altered though the app and any time, subject to availability.

CASUAL BOOKINGS

You can also create one-off bookings through the app as needed (subject to availability on the day).

Booking can also be made by contacting us directly if you are having trouble using the app.

ROUTINES

BEFORE SCHOOL CARE

DROP OFF

Parents/guardians sign children into service

BREAKFAST

Served between 6:45am- 8:00am

PLAY

Children's choice of play
(we avoid messy play in the morning)

TRANSITION TO SCHOOL

8:30am - if requested, Year6 children are permitted to wait at A Block until the bell.

8:40am - Prep children are gathered by educators and accompanied to class

8:45am - first bell goes, all children aside from Preps walk themselves to class

(messages can be passed onto classroom teachers at this time)

AFTERSCHOOL CARE

ARRIVAL

Prep children are collected from classrooms by educators & walked down to OSHC
All children are signed in by educators

AFTERNOON TEA

Children wash their hands & have afternoon tea.
Educators & children welcome each other & share notices/reminders/ideas

PLAY

Children choose how they spend their afternoons at OSHC

PICK UP

Parents/guardians sign children out of the service upon pickup
(Messages are passed on to families during this time)

VACATION CARE

DROP OFF

Parents/carers sign children into service. If arriving before 8:30am, breakfast will be available.

PLAY

Children's choice of intrinsically motivated, freely chosen & self-directed play with incursions on select days.

ACTIVITIES

At least one pre-planned activity each day, either hosted by OSHC Educators or an external provider.

MEALS

10:00am - Morning tea is served

12:00pm - Children eat their packed lunch

(Children are offered down-time in our air-conditioned classroom spaces during lunch)

3:00pm - Afternoon tea is served

PICK UP

Parents/guardians sign children out of the service.

FOOD

BEFORE SCHOOL CARE

Breakfast is available between 6:45am - 8:00am every day.

Breakfast Options Include:

Cereals inc. Granola
Toast & spreads
Cheese toasties
Raisin Bread
Yogurt & Skim Milk
Fresh Fruit
Orange juice
Milo & Nesquik

AFTER SCHOOL CARE

Afternoon tea is available upon arrival at OSHC at 2:50pm

Afternoon Tea Options Includes:

Fresh fruit & vegetables
Sandwiches
Sao's & Cruskits
Arrowroot biscuits
Cold water

VACATION CARE

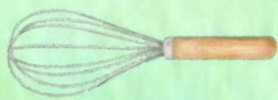
Breakfast: 6:45am - 8:30am

Morning Tea: 10am

Afternoon Tea: 3pm

Food offered during Vacation Care is the same as the as Before & After School Care menus.

Families are expected to provide lunch. We are able to heat up food brought in from home.



COOKING PROGRAM



AFTER SCHOOL CARE

Children have the opportunity to participate in a supervised cooking activity each afternoon, Monday - Thursday.

This activity is aimed at teaching cooking as a life skill.

Cooking will be served at approx. 5pm

VACATION CARE

Similarly to after school care, children may elect to participate in a cooking program every day during vacation care.

During vacation care, cooking is served at morning or afternoon tea.

SUN SAFETY POLICY & PRACTICE

At Payne Rd OSHC, we support children to develop competence in sun safety practices through education on sun exposure risks and the protective behaviours we can use to minimise harm.

Each day, the UV rating is checked.

Signs around the centre remind children of the practices that are required to protect themselves from the sun.

Educators support children to consider which protections are required dependent on the UV and where they are choosing to play.

The purpose of this approach is to support children's agency and build toward their self-management of their own sun safety practices.



BOOKINGS, CANCELLATIONS & ABSENCES

CREATING BOOKINGS

CASUAL BOOKINGS

- Casual (one-off) bookings can be created via the Kidsoft app
- Casual booking availability is subject to attendance numbers on the day

REGULAR BOOKINGS

- Regular (ongoing) bookings can also be created through the Kidsoft app
- To create a regular booking, you must select the booking period, rather than individual dates, that is, the period through which you want the bookings to apply

APP SAYING 'ROOM IS FULL'

- If you are unable to make a booking through the parent portal and receive a notification that we are at capacity, please contact us as we may be able to accommodate your booking request due to absences or by following the 'priority of access' policy.

MANAGING BOOKINGS

- Bookings can also be edited as your child care needs change
- To do this, simply select 'manage bookings' on the Kidsoft app and change your bookings as needed

ABSENCES/CANCELLATIONS

CANCELLATION POLICY

- We have an extremely flexible cancellation policy
- In order to have your booking removed, we ask that you cancel within the following timeframes:
 - Before school care booking:** Cancel before 6pm the night prior to the booking
 - After school care booking:** Cancel before 9am the morning of the booking
- Cancellations after these times will be marked as absences (CCS will only apply to a maximum of 42 absences a year)
- Cancellations can be done via the Kidsoft app, via mobile or via email

PRIORITY OF ACCESS POLICY

By law, we are required to manage bookings according to the government's 'priority of access' policy.

Priority is determined according to the following criteria:

1. Children at risk of abuse or neglect
2. Children of single parents or parents who both meet the work/study/training test
3. Any other child

This means that in instances where places may be limited, the service is legally required to grant priority of access first to children in tier 1, then tier 2 then tier 3.

MEDICATION, ILLNESS & INJURY

MEDICATION

PRESCRIPTION MEDICATION

- If you require us to administer prescribed medication you will need to complete a medication form
- We will keep a log of each time the medication is administered which will need to be signed by a parent/guardian regularly.

NON-PRESCRIPTION MEDICATION

- Medication such as paracetamol can be administered with permission as indicated on your child's OSHC enrolment form.
- We will always contact you for authorisation prior to administering paracetamol

ILLNESS

EXISTING ILLNESS

- If your child is unwell, we ask that you keep them at home to avoid spreading illness between children and staff
- Please contact us to advise if your child will be absent from before or after school care

ILLNESS OCCURRING AT OSHC

- If your child becomes unwell while at OSHC, you will be contacted
- We will monitor your child's condition and provide a rest area
- If you have capacity to do so, we kindly ask that you collect your child from the service if they become unwell

INJURY

EXISTING INJURY

- If your child sustains an injury outside of OSHC that requires special care or attention, we ask that you contact us to advise how we can best support your child's inclusion in the service program

INJURY OCCURRING DURING OSHC

- If your child sustains an injury while at OSHC, we will assess their condition and provide first aid as needed
- In the event that the injury requires urgent attention, or in the case of a head injury, parents will be contacted immediately.

MEDICAL CONDITIONS

- In the case of children with on going medical conditions, the service will work collaboratively with families to develop risk minimisation plans

COMMUNICATIONS

MODES OF COMMUNICATION

Phone

- Please feel free to call at any time, if your call is unanswered, please leave a message or send a text and we will get back to you at our earliest convenience.

Email

- We can be contacted via email at any time. We will endeavour to respond as early as possible

In Person

- Please feel free to chat to us during pick-up / drop-off

DISCUSSING GENERAL TOPICS

- General topics that require a short amount of time can be raised at any time with any staff member
- As a service, we encourage all educators to engage with families and pass on information about situations for which they were present, as well as to pass this information on to the leadership team

DISCUSSING COMPLEX TOPICS

- To discuss topics that are more complex in nature, or may take more time, we kindly ask that you arrange a time to meet with the leadership team outside of before/after school care session times

COMMUNICATING WITH YOUR CHILD WHILE THEY'RE AT OSHC

Mobile Phones & Smart Watch Policy

- At OSHC, our expectations for mobile phones and smart devices are the same as school.
- Children may bring phones or smart watches to OSHC, but they are not to be used during OSHC sessions, unless a staff member gives permission. Phone and other devices must remain in the Child's bag. Smart watches may remain on the child's person only if the device supports 'School Mode' & that is activated.

Why is this our policy?

- Families trust us to care for their children and keep them safe
- Children deserve and need adult support when important or upsetting information is shared
- We must know when and how families are contacted while children are in our care
- We must protect the digital safety of all children in our care

This helps us meet our duty of care, the National Quality Framework, and Child Safe Standards.

What if my child needs to contact me?

- If a child needs to contact a parent or carer, staff can support this
- Staff will make sure communication is safe, appropriate, and timely

What if I need to contact my child?

- If you need to contact your child, or need a message communicated to your child please call the OSHC phone and staff will assist you

If you have any concerns or special circumstances please contact staff to discuss.

CODE OF CONDUCT

The following is our Code of Conduct policy.

This policy applies to all staff, family and community members associated with the service.

Failure to comply with these policies will result in disciplinary action and may impact your access to the service.

1. General Obligations

The conduct of managers, employees and volunteers (personnel) should uphold the P&C's commitment to safety and professionalism. In doing so, all relevant persons should:

- Comply with the organisation's policies and procedures and legislative requirements and obligations.
- Perform duties in a responsible and professional manner.
- Promote the organisation's reputation and the value to the broader community.

2. Interactions and Relationships with Children

Personnel are expected to act in a manner that upholds the safety, protection, and respect of children, including:

- Maintaining children's dignity and rights.
- Guiding and supporting children toward acceptable behaviour and choices.
- Not compromising professionalism and boundaries of children and their families, including pursuing interactions and relationships with families that might compromise the integrity of your position.
- Never expose children to
 - Inappropriate, harsh or sexualised language, or
 - physical punishment.

3. Professional Relationships and Interpersonal Behaviour

Personnel are expected to foster sound working relationship, as they will:

- Treat everyone with courtesy, respect, consideration throughout their interactions and communication with others.
- Be sensitive and responsive to the dignity and rights of others.
- Refrain from displays of behaviour that impact on the rights, health or safety of others, including not engaging in any form of:
 - Harassment
 - Discrimination (e.g. based gender, age, race, impairment, disability, religious beliefs, political beliefs, sexual orientation or identity)
 - Bullying
 - Victimisation
- Act in good faith and honesty within the level of responsibility and delegation placed within your position.

4. Teamwork

Personnel are expected to build cooperation and partnership, and should:

- Foster teamwork and collegiality among all internal stakeholders, expressing gratitude to the effort and contribution others bring.
- Consider the impact on your decision and behaviour on the wellbeing of others – refrain from acting in a manner that would reasonably distress, intimidate, undermine or threaten a colleague or stakeholder.
- Display a constructive attitude when navigating conflict and grievances with others.
- Refrain from acting in any way that would unfairly harm the reputation or position colleagues.

5. Privacy and Confidentiality

Personnel are expected to maintain the organisation's commitment to privacy and confidentiality, particularly around the organisation's sensitive and personal information, and should:

- Not share or disclose information that is not consistent with a fair, just or reasonable purpose.
- Ensure that information collected by the organisation is only used for the purpose intended.
- Ensure the security of information is maintained.

6. Stewardship

Personnel are expected to protect the resources and finances of the organisation, and should:

- Use the organisation's resources properly and responsibly for legitimate purposes only.
- Strive to obtain value for the organisation's purchases and spending.
- Avoid waste and secure organisation's belongings against theft or fraud.

7. Professional Judgement

Personnel are expected to be professional and should:

- Perform duties diligently, conscientiously and with integrity to the best of your ability.
- Maintain knowledge of professional and ethical standards relevant to your area of expertise.
- Engage in learning and development opportunities to enhance your capacity to perform, as required.
- Be punctual, dressed appropriately, respect the responsibilities of your role.

8. Conflicts of Interest

Personnel are expected to act ethically for the best interest of the organisation and should:

- Not take improper advantage of any official information gained in the course of our employment.
- Ensure that financial or non-financial interest does not conflict, or appear to conflict, with or compromise the obligations and requirements of your duties and performance.
- Avoid actual or perceived conflicts of interest through transparency in decision-making and declaring potential conflicts of interest for impartial management.

9. Safety and Health

Personnel are expected to uphold a safe and healthy environment and should:

- Uphold a duty of care, especially where services care for the needs of children.
- Take responsibility for the health and safety of yourself and others when carrying out duties.
- Present to your role with adequate fitness, alertness and hygiene to perform the duties.

10. Fairness and Resolution

Personnel are expected to deliver a fair and reasonable response to concerns of others and should:

- Facilitate a fair process for responding to compliance, grievances and disputes.
- Uphold ethical decision-making to promote fairness, justice and collaboration.

CHILD COLLECTION POLICY

NOMINATED PICK-UP PERSONS

Parents/Guardians

- The parent/s listed as caregivers on the enrolment form will automatically be approved to collect children from the service.

Emergency Contacts

- People listed as emergency contacts on your child's enrolment form will be approved to collect your child from the service, provided you tick the box indicating your permission.

Adding Additional Pick-up persons

- Additional people, such as friends or extended family can be nominated as approved to collect your child from the service as needed.
- This must be done via written and signed consent from a parent/guardian.

Releasing children to non-approved pick up persons

- To ensure children's safety, we will not release a child from the service to a person who is not approved by the guardian to collect the child.

EXTRA-CURRICULAR ACTIVITIES

ON-SITE

- If your child is enrolled in an extra-curricular activity operating on-site, they may be accompanied to this activity by our educators.
- In order for children to attend an extra-curricular activity during an OSHC session, parents/guardians will need to fill in a permission form or provide written consent via email.
- Children will be signed out on departure from the service to attend the activity.
- For the duration of the activity, responsibility is handed over to the activity provider. The service does not take responsibility for children during the time they are signed out of OSHC.
- Upon conclusion of the activity, children may be collected and signed back into the service.

OFF-SITE

- If your child is enrolled in an extra-curricular activity operating off-site, such as club soccer or dance, they may walk themselves to their activity under an arrangement between the service and parents/guardians. In this event, children will be signed out of the service at the time of their departure.
- Please call or email us to discuss arrangements of this sort.

OUR APPROACHES

CONFLICT RESOLUTION

At Payne Road OSHC we typically follow the restorative justice model of conflict resolution.

When an incident or conflict occurs, this approach involves supporting children to recognise what has happened and the impact on the people involved, as well as how to make things right.

The intention behind this approach is to involve children in the problem solving process and support their development of social awareness and reflective practice.



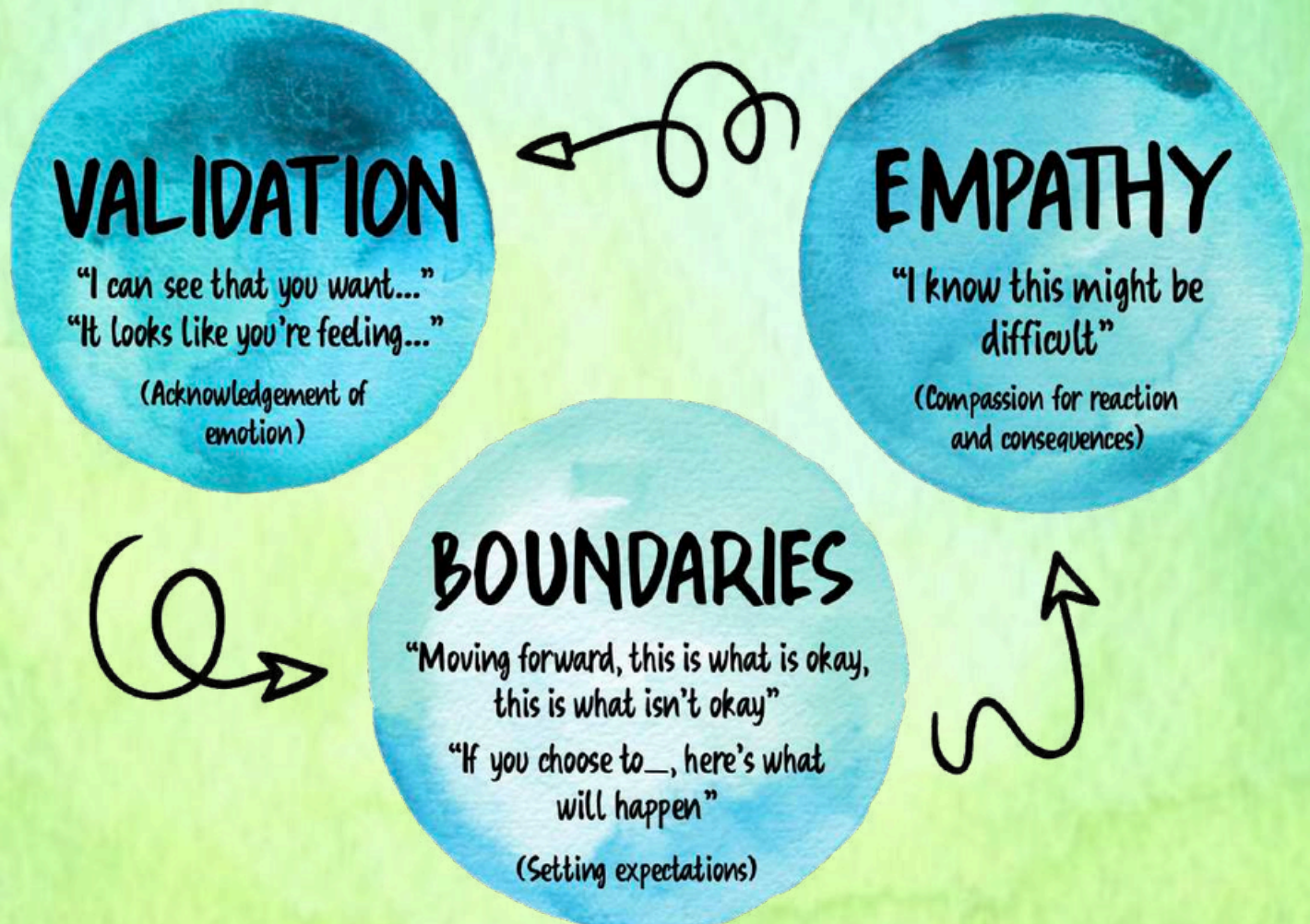
OUR APPROACHES

BOUNDARY SETTING

Our Approach to boundary setting is founded upon the idea of 'strong boundaries, held gently' and follows the 'validation, boundaries, empathy' pathway.

'Strong boundaries' refers to our practice of maintaining reasonable boundaries around behaviour clearly uniformly, and consistently. 'held gently' refers to our practice of communicating boundaries calmly and without force.

When setting boundaries, we first validate by acknowledging children's perspectives. We then communicate the boundary in a way that emphasises children's agency in respecting the boundary. Lastly, we empathise with how they may perceive the boundaries.



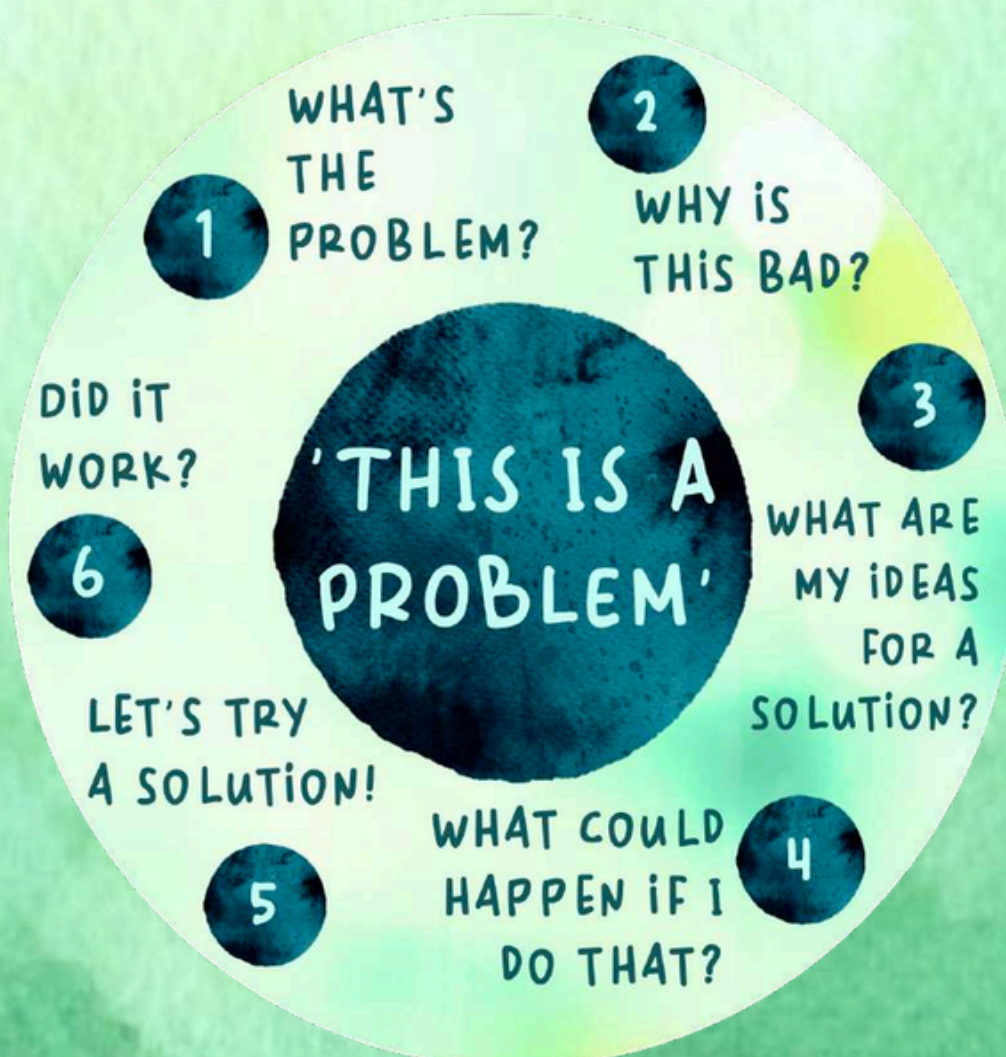
OUR APPROACHES

PROBLEM SOLVING

Our approach to problem solving is collaborative with children's perspectives and aims to maximise their agency and autonomy in their decisions, while encouraging forward thinking and reflection.

We first acknowledge that there is a problem and define what it is. We then seek to understand why this is something that needs solving. We'll then encourage children to consider some ideas for solutions and suggest ideas if they are struggling.

Once children have developed some ideas, we prompt forward thinking and reflection by encouraging them to consider what could happen if they enacted their ideas. This process will be revisited until children and adults feel satisfied with the solution.



OUR APPROACHES

SOCIAL & EMOTIONAL DEVELOPMENT

SOCIAL & EMOTIONAL SKILLS

FROM THE ASUP 2024 - COLLABORATIVE & PROACTIVE SOLUTIONS (CPS)
DR. ROSS GREENE

MAINTAIN
FOCUS

REGULATE
ACTIVITY
LEVEL

HANDLE
TRANSITIONS:
SHIFT FROM ONE
MINDSET TO
ANOTHER

IMPULSE
CONTROL:
CONSIDER THE
LIKELY OUTCOMES
OR CONSEQUENCES
OF THEIR ACTIONS

PERSIST ON
CHALLENGING
OR TEDIOUS
TASKS

SENSE OF
TIME
(THAT TIME HAS
PASSED/TIME
NEEDED)

CONSIDER A
RANGE OF
SOLUTIONS TO
PROBLEMS

FLEXIBLY
HANDLE
AMBIGUITY/
UNCERTAINTY

SHIFT
FROM
ORIGINAL IDEA,
PLAN OR
SOLUTION

EXPRESS
CONCERNS, NEEDS
OR THOUGHTS IN
WORDS OR OTHER
MEANS OF
COMMUNICATION

UNDERSTAND
WHAT IS BEING
COMMUNICATED
BY OTHERS

APPRECIATE
HOW THEIR
ACTIONS AFFECT
OTHERS

REGULATE
EMOTIONAL
RESPONSE TO
PROBLEMS AND
FRUSTRATIONS

EMPATHISE
WITH OTHERS /
APPRECIATE
ANOTHER
PERSON'S
PERSPECTIVE

INTEROCEPTION
(ABILITY TO
UNDERSTAND AND FEEL
WHAT'S GOING ON
INSIDE THEIR BODY)

TOLERATE AND
MANAGE THE
SENSORY
ENVIRONMENT

DO WE HAVE THE SKILLS?

Our approach to children's social & emotional development is largely influenced by Dr Ross Greene's research and his approach of Collaborative and Proactive Solutions.

This approach recognises 16 specific social/emotional skills that children gain throughout their development. We refer to these skills when reflecting on and understanding thinking and behaviour and identifying strategies to support their development.

OUR APPROACHES

PLAYWORK ACTION RESEARCH SYSTEM (PARS)



As stated earlier, our philosophy is influenced by the PARS approach.

This approach aims to create environments that allow for and encourage freely chose, intrinsically motivated and self- directed play.

The role of adults is carefully considered within this approach as is the methods of maintaining supervision while providing children a level of freedom and autonomy that allows for organic social, emotional and creativity development. This looks like purposeful decisions around balancing intervention and containment.

FAQ's

What is the Parent Portal?

The parent portal is the parent-access app for our software 'Kidsoft.' This is where you make and manage your bookings.

Can I pay my account through the parent portal?

No, we have not set up direct payment through the Kidsoft app. Please refer to the 'payments' page in this handbook or your statement

Why do I need to 'update' sign-in/out times on the iPad when I pick up/drop off?

Any time a staff member signs a child in or out of the service, this must be acknowledged by the account holder in order for the child's attendance to be confirmed as per child care subsidy policy.

Can I drop my child off to before school care without accompanying them into the service?

Yes. If your child is confident walking into the service by themselves, you may drop off from the car. Please use our QR code card to sign in your child from your phone.

Can another family member/friend sign my child in/out using the iPad?

Yes, they can. However, we require the person to be listed on your account as an approved pick up person. We prefer if each pick up contact has their own log-in

What is our policy regarding 'messy/water' play?

In rainy weather, we occasionally allow children to get wet, under the condition that they have a change of clothes. To a reasonable extent, we also allow children to engage in messy play such as mud/sand/paint and encourage all children to have a change of clothes packed for such events.

Can my child bring their bike/scooter to OSHC?

Yes, your child may bring their bike or scooter to ride at OSHC. Our policy is that a helmet must always be worn and safety directions must be followed. We do not allow children to share bikes/scooters.

Can my child bring personal belongings such as toys to OSHC?

We encourage children and families not to bring valuable personal belongings to OSHC such as toys/games etc. The service takes no responsibility for lost or damaged personal property.

What happens if I have overdue fees?

Overdue fees must be paid at your earliest capacity. In the event that you are unable to pay overdue fees in full, a payment plan may be arranged with the service.

What happens if I am running late and collect my child after 6:00pm?

In the event that you aren't able to make it by 6:00pm, we ask that you call to let us know. You will be charged \$20 for the first 15 minutes after 6:00pm and \$1 for every minute after.

Where can I access the policies and procedures manual?

Our Policies and Procedures Manual can be found on the Payne Road P&C website as a linked document under the OSHC tab.

Will my child's photo be taken at OSHC?

At PRSS OSHC, we may take photos of children playing throughout their time with us. These photos are used only for the purpose of creating our term photo albums for children and families to enjoy. You may indicate upon enrolment if you do not wish for your child's photo to be taken.

Are OSHC educators and management staff mandatory reporters?

Yes, all OSHC educators and management staff are mandatory child safety reporters. If we have a reasonable suspicion that a child is experiencing or at risk of harm, we are legally required to make a report to child safety.

How can I provide feedback to the service?

Feedback can be given formally or informally to the leadership team or to the P & C president (approved provider).

Does the service operate on public holidays?

No, the service does not operate on public holidays.

Does the service operate on pupil-free days?

Yes, the service operates on pupil-free days with the same hours as vacation care.

How do I know what my child has done at OSHC?

Educators will regularly chat with parents and carers during drop off and pick up times to relay information about how their children have spent their time at OSHC. We also photograph children's activities and compile photo books each term which are always available for children and families to view.

Do children use digital technology while at OSHC?

We do not allow children unsupervised access to technology at our service. Occasionally children will be granted permission to use technology under supervision, depending on the circumstances.