

# FULHAM NORTH PRIMARY SCHOOL

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## OUT OF SCHOOL HOURS CARE PARENT HANDBOOK



### Welcome

The Fulham North Out of School Hours Care (OSHC) team would like to welcome your family to our service. We aim to provide high quality care to all school-aged children at Fulham North Primary School and the wider community in a safe, welcoming, happy, fun and inclusive environment.

Maria Cua: Out of School Hours Care Director

### Acknowledgement of Country

We acknowledge and respect the traditional custodians whose Ancestral lands we are on. We acknowledge the deep feelings of attachment and relationship of Aboriginal people to country.

## Our Philosophy

Fulham North Primary School OSHC believes in providing quality care in a safe, welcoming, happy, and fun environment.

Through the context of play we cater for children's emotional, physical, and intellectual wellbeing. We offer a wide range of social-learning experiences, stimulating recreational and educationally appropriate activities for primary school aged children, both organised and spontaneous.

Our service strives to create an environment which fosters co-operation, care and respect for oneself and others, and where all children, families and staff are treated as equal and valued individuals.

We acknowledge that the children and parents who use the service come from a diverse range of backgrounds, and therefore offer programs and services that are inclusive for all individuals and families within our community. Continuing collaboration with our school and wider community contributes to the quality care and inclusion within our service.

Sustainability is an integral part of our OSHC environment. We promote sustainable practices and encourage children's awareness and respect for our environment.

Our service functions most effectively when there is a positive working partnership between all stakeholders including school, management, staff, and community who are committed to continuous improvement.

## Service Information

Fulham North Primary School OSHC is a non-profit organisation that is licensed for 45 children. The operational management of our OSHC and Vacation Care service is conducted by a sub-committee of the Fulham North Primary School Governing Council (OSHC Advisory Committee). Membership consists of representatives from school leadership, governing council, OSHC staff and parents. We welcome all OSHC parents to attend OSHC Advisory Committee meetings.

## Opening Times

|                                 |                     |
|---------------------------------|---------------------|
| Before School Care:             | 7:00am until 8:30am |
| After School Care:              | 3:00pm until 6:00pm |
| Vacation Care:                  | 7:30am until 6:00pm |
| School Closure/Pupil Free Days: | 7:30am until 6:00pm |

## Child Care Subsidy (CCS) for reduced fees

The Australian Government provides childcare subsidy to help with the cost of childcare. To be eligible for the Child Care subsidy you need a myGov account linked to Centrelink. Families are required to complete the online Child Care Subsidy assessment via the myGov website prior to starting at the Service. This will determine your eligibility and level of Child Care Subsidy entitlement.

On enrolment you will need the CRN of the person (account holder) linked to the child, along with the child's CRN to ensure that you will receive the correct subsidy. It is your responsibility to ensure that your CCS details are up to date and correct. Visit [www.education.gov.au/childcare](http://www.education.gov.au/childcare) for more information.

## Enrolment Information

Enrolments will be accepted according to the Commonwealth Government "Priority of Access" Guidelines. An enrolment form must be completed by each family for each child. When a parent/caregiver is not fluent in English the enrolment interview wherever possible be conducted in their first language. On enrolment parent/caregivers will be given a "Parent Handbook" and advised about access to the service policies. If a place is not available at the time of enrolment the child will be placed on a waiting list.

Enrolment forms will be updated annually or when a family's circumstances change, and enrolment forms will be kept confidential. It is the responsibility of the parent/caregiver to inform the service of any change to the enrolment details.

## Booked Care

Cancellations for after school care and before school care are accepted if given 2 days working days' notice prior to the booking. Note for Pupil free days & vacation notification is 5 working days. Cancellations will not be accepted on excursion days. Exceptions other than excursion days can only be accepted on presentation of suitable substantiation of why prior notice could not be given e.g., Dr's certification.

If your child is to be absent for an extended period, you must notify OSHC otherwise fees may continue to be charged.

If you do not book your child into the Program, we may not have sufficient staff on duty to accommodate government licensing regulations for child/staff ratios.

## Late Fee

A late fee of \$5.00 plus \$1.00 per minute will be charged for failure to collect children by 6:00pm at Fulham North OSHC.

If you are inadvertently delayed, staff must be notified as early as possible of the delay.

## Overdue Fee

Failure to make payment within 14 days of the date of the invoice will result in an Overdue Fee. The Overdue Fee is an **additional** charge of 10% of the balance of your account.

## Bad Debts

If you are having difficulty in paying your account, you should speak with the Director. The management committee can refuse further bookings for those families with outstanding accounts. Outstanding amounts of more than \$100 will start the recovery process and you will be approached by the service Director.

## Extra-Curricular Activities

This policy outlines the requirements for registering students at OSHC when undertaking extracurricular activities and the associated fees charged. This may include school sports, Taekwondo or band practice. Rationale: The OSHC staff have a duty of care for all students who use the service. This means that when children are booked into the service, the staff must know their whereabouts and ensure the safety of all students in their care. The following procedures have been developed to facilitate the care of OSHC children participating in extra-curricular activities.

1. Parents must notify the OSHC Director of the day and time of their child's activity in writing by completing the attached form (preferably a week before the commitment begins).
2. All children must come to OSHC to be signed in before going to the activity.
3. Children must report back to Director or Assistant Director on their return to acknowledge their return and be signed in again. Children then collect their afternoon tea.
4. The normal OSHC fee will apply from 3:00pm (i.e. inclusive of their commitment time).
5. If the sports session is cancelled these children will be expected to attend their normal OSHC session.

NOTE: If you choose to cancel your child's booking at OSHC due to their extra-curricular commitment, their position for those nights could be allocated to another child if required. This means that if the activity is cancelled on a particular afternoon, your child's care will be your responsibility. OSHC may not have the capacity to care for your child if the service is full.

CHILD'S NAME: .....

### PARENTS & GUARDIANS

I,..... understand the policy and procedures regarding OSHC  
and extra-curricular sessions, and give permission for my child to attend the following  
activity ..... (Name of activity)  
on ..... (Day of the week)  
during Term(s).....  
at ..... (Place for the activity)  
between the hours of ..... under the conditions set down  
in the policy.

Parent/guardian's signature: ..... Date: .....

## Daily Routines

The daily OSHC and Vacation Care programs incorporate regular routines which are carried out by children on an individual basis and collaboratively. Routines are established to enhance children's learning opportunities i.e., spontaneous learning and intentional teaching. We believe effective routines help children make sense of their time spent at OSHC and give them a sense of shared responsibility.

### IMPLEMENTATION:

- Before School Care, After School Care and Vacation Care have set routines which are required to be carried out.
- The remainder routines are often initiated by children themselves e.g. monitors for serving food, washing up, tidying up, composting, self-timing on computers and other spontaneous 'actions' which then become a routine.

## Before School Care:

7:00 am: Service opens.

7:00 am – 8:00 am: Breakfast is served

7:30 am – 8:25 am: Indoor activities

8:30 am : Pack up, Roll call, dismissal.

## After School Care:

1. All children arrive (receptions are brought over by their teachers) put their bags on bag shelves outside of OSHC and come into the Hall and sit for roll call and group discussion.
2. Children follow hand wash routine and begin with afternoon Fruit Platter then a small snack prepared by the staff.
3. Children who have not arrived within a 10-15minute time span are followed up by:
  - A phone call to school admin office to ascertain if they are waiting in the office or if the child is absent from school.
  - A thorough search around the school yard and the school office building.
  - Phone calls to parent/emergency contact enquiring re confirmation of child's attendance.
4. Regular group meetings (re specific OSHC issues) are conducted throughout the week. This presents opportunity for group discussions.
5. Group activities are organised i.e. children are informed of what activities each staff member will be doing that afternoon.
6. A copy of all activities are pinned on the 'cupboard door in the OSHC room.
7. Each day enthusiastic children choose to be food monitors.
8. Sustainability monitors collect compost bucket at the end of afternoon tea and empty them into the OSHC compost bin.
9. Children wait for their group activity staff member at their designated spot i.e. Yard, Gym, Hall etc. Outdoor/programmed activities continue until 5/5.30pm
10. 5 - 5.30pm outdoor groups return to the OSHC room.
11. Children continue to participate in indoor activities until 5.00pm then assist with cleaning up.
12. Service officially closes at 6.00pm.

## Service Policies and Procedures

You will find a hard copy of our Service policies and procedures in the OSHC office. We expect our staff and families to always adhere to our policies and procedures to ensure we maintain compliance and abide by the National Law and Regulations. We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet 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, and signed out on departure, via electronic sign in. No child will be allowed to leave our Service with a person who is not stated on their enrolment form, unless prior arrangements are made with the Director/Assistant Director.

### Before School Care:

Children may be dropped off after 7.00am each morning but must be signed in by a parent.

They remain our responsibility until they are signed out. 8.30am

### After School Care:

Children come directly to ASC (OSHC Hall) upon dismissal and are signed in by staff at 3.00pm.

They remain our responsibility until signed out by an approved adult.

**Vacation Care:** Children may be dropped off or pick up at any time during opening hours on incursion days. Children must be at the service before 9am on excursion days (unless otherwise stated) and picked up after 3 pm.

## Health Issues

Upon enrolment parents are asked to fill in the 'General Health Information'. If your child is diagnosed with asthma or anaphylaxis, an Action Plan and a Medical Management, Risk Minimisation and Communication Plan written within the calendar year, as well as signed by a parent and including all relevant and current information before the child attends the service.

## Parent Input

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we can best work together in the Service, please let us know. If you have any concerns, please see the Director or Assistant Director. We have a grievance procedure if you would like to formally raise any concerns.

## Food Provided

Fulham North OSHC aims to provide nutritious and varied food to encourage healthy eating habits. We adhere to South Australian Food Safety Standards and our kitchen and food handling procedures are regularly audited by Charles Stuart Council.

### Breakfast is provided from 7.00am – 8.15am

Breakfast choices are toast with spreads, Weetbix or Porridge.

Children are most welcome to bring in their own breakfast.

### Snacks

Afternoon tea is provided in OSHC, Vacation Care and Pupil Free and School Closure days. We make every attempt to provide tasty and healthy snacks.

We also provide afternoon tea for Vacation Care.

**\*Provisions can be made for children with special dietary requirements.**

## Regulatory Authorities

Our Service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the My Time, Our Place framework (or other Approved Framework) and the National Regulations (Education and Care Services National Regulations).

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 South Australia. To contact our Regulatory Authority, please refer to the contact details below:

SOUTH AUSTRALIA Education & Standards Board 1800 882 413 (toll free) or (08) 8226 0077, [ESB.EarlyChildhoodServices@sa.gov.au](mailto:ESB.EarlyChildhoodServices@sa.gov.au), GPO Box 1811 ADELAIDE SA 5001



## My Time, Our Place Framework

Fundamental to the Framework is a view of children'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 participate in everyday life, they develop interests and construct their own identities and understandings of the world. As children transition to school their social worlds expand to include a wider range of relationships particularly with children of a similar age.

Children's learning in school age care settings complements their learning at home and at school. In school age care settings, there is great importance placed on relationships and developing and strengthening children's talents and interests. Children learn to know, to do, to be, to live together and to transform oneself and society (UNESCO).

### 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 belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children'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 are and who they can become.

### BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them 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 develop their interests and explore possibilities. School age care give children time and place to collaborate with educators to organise activities and opportunities meaningful to them.

### BECOMING

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

## Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their autonomy, interdependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

## Outcome 2: Children are connected with 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

## Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

## Outcome 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, enquiry, experimentation, hypothesising, 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

## Outcome 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 collaborate with others, express ideas and make meaning using a range of media and communication technologies.

## Educational Program Policy

We follow the My Time, Our Place Framework as per our programming policy. This is Australia's first national My Time, Our Place Framework for school aged care. The aim of this document is to extend and enrich children's learning in before and after school care. We are committed to providing an engaging and educational program, which caters for each child's individual needs, abilities and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities, and interests are the foundation of our programs

. We encourage children to be responsible for their own learning through choices in experiences, interests, and routine. We use conversations, actions and play as the basis for our OSHC program which involves the children being partners in the OSHC program by seeking out ideas, opinions, thoughts, and questions. We encourage children in promoting their independence and self-help skills

by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and Educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment that challenges, supports, engages, and nurtures a child's development.

Research accentuates that quality programs significantly influences children's growth and development. We have the opportunity to construct a supportive learning environment and program, with inspirations from the children and families. This contribution can encourage children to feel a sense of control over their actions, interactions, to explore, be curious and test out their understanding of themselves others and the world around them.

In school age education and care services, the educational program supports learning through play and leisure. Based on the nationally approved learning framework, My Time, Our Place: Framework for School Age Care (MTOP), the educational program 'includes all the spontaneous and planned experiences for children at the Service designed to support wellbeing and facilitate learning. It includes all the interactions, experiences, routines, and events' (MTOP, p.42)

## Behaviour Management

We aim to keep OSHC and Vacation Care a safe and happy place for your child. We expect children to adhere to the behaviour rules and consequences and parents to support these rules. Children are expected to show a sense of responsibility and respect towards other people, property and themselves. We encourage children to take responsibility for their actions. Children who exhibit repeated unacceptable behaviour may be suspended or excluded from the service as per the Behaviour Management Policy (the 'Code of Behaviour' rules are displayed in the OSHC room).

## OSHC Advisory Committee

The Fulham North Primary School Council is the legal sponsor of our OSHC program. The OSHC Advisory Committee meetings are held once every term. We invite all parents to join the OSHC committee or attend meetings. We need your support in order to function and thrive effectively.

## Grievances and Complaints

The Fulham North OSHC Service fosters positive and harmonious relations between all families, staff and levels of management. Solutions are sought to all disputes, issues or concerns that affect the operation of the service in a fair and prompt manner. If any parents should have a grievance or complaint the parent should discuss the problem with the relevant staff member or Director.

## Confidentiality

The Fulham North OSHC and Vacation Care Service protects the privacy and confidentiality of individuals by ensuring that all records and information about children and families are kept in a secure place and are accessed by or disclosed only to those people who need the information to fulfil their responsibilities at the service or have a legal right to know.

## Communication

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

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

II Face to face

II Phone calls/SMS

II Emails

The Service works collaboratively with Fulham North Primary School to assist new families whose first language is not English and for whom literacy may be a problem.

## 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 and disappointment for children. Educators will not be responsible to track numerous toys throughout their time at OSHC.

## Bikes/Scooters

Children are encouraged to bring their bikes/scooters to the OSHC Hall after school and not leave them in the unlocked bike rack.

## Electronic Devices

FNP iPads may be used for limited, timed, specified periods during OSHC and Vacation Care.

We do not allow BYOD devices to be used during OSHC or Vacation Care. If a child is found to be using an electronic device brought from home, they will be confiscated and returned to parents at the end of the day upon pick up.

## Sun Smart Policy

This policy is implemented during terms 1 and 4. The purpose of the policy is to ensure that all students attending Fulham North Primary School are supported in practical ways to protect themselves from skin damage caused by the harmful ultraviolet rays of the sun. Sun exposure during childhood and adolescence is a critical factor in determining future skin cancer risk. When the UV radiation level is 3 or above it is strong enough to damage unprotected skin. In South Australia UV levels are 3 and above every day from the beginning of August until the end of April making this the most important time for skin protection.

In line with DECD guidelines and our SunSmart status Fulham North Primary School uses a combination of sun protection procedures, including No Hat, Play in the Shade, during terms 1 and 4, and when the UV is 3 and above at other times. When the UV is below 3 in term 2 & 3, sun protection is not necessary for vitamin D. Staff access the daily sun protection times via the SunSmart app, [www.myuv.com.au](http://www.myuv.com.au) or [www.bom.gov.au](http://www.bom.gov.au) to assist with implementing this policy.

This policy means that: 1. Students will wear sun protective clothes (not tank tops, singlets) for all activities. The school uniform includes tops with collars and longer style sleeves, and longer style shorts, dresses and skirts.

2. Students will wear broad brimmed or legionnaire style hats whenever they are playing outside or involved in outside activities. This includes hats for out of school hours sporting activities, school excursions and out of school hours care program. Students are required to wear a style of hat that gives protection to the face, neck and ears. Hats must be worn during terms 1 and 4 during recess and lunchtimes and for all outdoor lessons. Students without appropriate hats will be required to sit or play in a designated shaded area. For health reasons, hats cannot be 'on loan' if a student has forgotten or lost his/her hat.

3. OHSC staff and sporting coaches and co-ordinators are required to be positive role models who practice sun smart behaviours including wearing a sun protective hat, clothing, sunscreen, sunglasses and seeking shade.

### Out of School Hours Care:

As before and after school hours care operates outside of the peak UV radiation times of the day, the following sun protection implementation times applies:

\* **Before school care:** Sun protection is not required as the UV radiation levels are rarely above 3 during this time.

\* **After school care:** Sun protection is required during terms 1 and 4, and whenever the UV rating is 3 and above at other times.

\* **Vacation care:** Appropriate sun protection is required for all outdoor activities.

### Vacation Care

Once the Vacation Care program has been finalised it will be available on the Fulham North Primary School website. Hard copies are also available from the OSHC Hall or school front office.

Our Vacation Care program is very popular, however booking and permission forms need to be returned ASAP to ensure there is a space for your child.

If you book your child in on an excursion day, you are confirming that you have read the Vacation Care program and agree to the excursion details i.e. excursion dates, destinations, mode of transport, departure and return times, items required on the day. The OSHC mobile phone, daily attendance records, emergency contacts and first aid kit will be taken on all excursions.

## NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS |                                        |                                                                                                                                                        |
|--------------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 their 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 and engagement               | The service builds relationships and engages with its community                                                                                        |

## REVIEW

| POLICY REVIEWED | MODIFICATIONS                                                               | NEXT REVIEW DATE |
|-----------------|-----------------------------------------------------------------------------|------------------|
| July 2022       | Updated the references to comply with the revised National Quality Standard | July 2023        |