Policies and Procedures Manual

Policy Group 3: The Program
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3.1 Educational Program Planning and Curriculum Development Policy

Using an approved learning framework, the educational leader, in consultation and collaboration with educators, children and families plans, designs and provides programs, catering to the children’s age, developmental needs, skills, interests and abilities through a variety of challenging and recreational activities. In providing opportunities for children, the Service recognises the importance of play, relationships, collaborative decision-making and respect for diversity.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- ‘My Time, Our Place’ Framework for School Age Care
- NQS Area: 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.6; 1.2; 2.1.2, 2.1.3; 2.2; 3.1.1, 3.1.3; 3.2; 3.3; 4.1.1; 5.1.2, 5.1.3; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2, 7.1.4, 7.2.1, 7.2.3.
- Policies: 2.11 – Including Children with Additional Needs, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.

Procedures

A suitably qualified and experienced educator will be identified as the educational leader for the service (as per Policy 8.2 – educational leader). More than one qualified educator may hold the role of educational leader.

The educational leader is responsible to have a written program plan prepared for each aspect of the Service. This program plan will be on display for everyone’s information.

The educational leader shall direct and monitor staff in the planning, development and implementation of programs and experiences for the children consistent with this Policy and, in particular, which:

- Demonstrate that the five learning outcomes provide a focus for the activities and experiences planned for individuals and groups of children;
- Takes an holistic view of children’s learning, focusing on their physical, personal, social, emotional and spiritual wellbeing;
- Are built around routines, i.e. arrival, hand washing, eating etc.;
- Includes a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles;
- Includes activities which would normally be a part of the life of children during hours outside of school (this is particularly relevant during Vacation Care where excursions become an important part of the program);
- Demonstrates flexibility in program delivery by incorporating children’s ideas, culture and interests to ensure the experiences are relevant and engaging;
- Promotes the children’s sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, diversity, views and abilities of the children;
- Provide a variety of indoor and outdoor experiences, open ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the Service;
- Provide appropriate opportunities for children as individuals and small groups to follow and extend their interests;
- Provide appropriate opportunities for children to participate in physical play, accepting and acknowledging each child’s level of participation according to their abilities and interest;
- Provide appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama, etc.;
- Provide appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behavior;
- Takes account of necessary modification and enhancements identified through the Program and Documentation Evaluation Policy (see Policy 3.2), as well as spontaneous child-initiated opportunities and moments of intentionality when required;
- Provides appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia’s Aboriginal and Torres Strait Islander heritage;
- Encourages and provides appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child’s learning;
• The principle of equal opportunity will be applied in this Service’s program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.

The educational leader shall facilitate and direct the creation and implementation of the curriculum with the Nominated Supervisor involving children, families and educators in the planning, development and implementation of programs and experiences consistent with this Policy and the Approved National Framework by:

• Ensuring each child has the opportunity to design their own leisure time, both present and future, through verbal and written suggestions, surveys, extended conversations with educators and each other;
• Maintaining records of spontaneous play on the daily program displayed for families information and feedback;
• Maintaining records of educator suggestions and planned activities on the daily program displayed for families, the ideas survey sheets, and the experience evaluation forms;
• Planning follow up experiences on future programs using a master list with dates of implementation to ensure none are missed;
• Ensuring each child is observed using a master list recording dates and times learning stories were recorded;
• Reviewing all experience evaluations and collating the ideas and critical reflections and providing feedback on these to educators;
• Inviting children to view catalogues of equipment, supplies and resources and suggesting orders;
• Having educators plan activities based on their own individual strengths and expertise;
• Inviting parents and guardians to participate in the curriculum personally;
• Writing weekly bulletins to families of the service and the school detailing highlights of the curriculum, professional development, and learning stories with children;
• Remaining flexible in the delivery of the curriculum and responding to each child's needs;
• Training and supporting educators to engage with the Approved National Framework and the service’s particular curriculum cycle;
• Having daily meetings to reflect upon the curriculum and all its elements including group and individual experiences;
• Continually updating and improving the experience evaluation form using critical reflection, theory, and professional development;
• Offering families the opportunity to engage with their child's recorded learning stories in the form of portfolios, artworks, photo journals, and experience evaluations.

The educational leader is responsible, in consultation with educators, to continually recreate and adapt the indoor and outdoor environments to:

• Meet the needs and interests of all children, including their need for rest or sleep;
• Facilitate the inclusion of children with additional needs;
• Respond to the developing abilities and interests of all children;
• Ensure that all children in a multi-age group have positive experiences.

Children are encouraged to participate in decision making, with their ideas and opinions listened to and if possible, acted upon. This facilitates children sharing ideas and questioning what happens at their service.

Where possible, the program allows and encourages children to complete projects they have commenced over a number of sessions.

🔗 Procedures

Media and Technology

Television times at OSHC are approximately 8:15~8:45am and 5:30~6:00pm each day depending on children’s requests and the program.

At OSHC media play is offered, which includes time on the Wii, iPad and computer. Media play is monitored with a list, and the children are only allowed times of five minutes each, or 10 minutes if playing a two-player game.

For children playing the Wii, they are allowed two turns, and then they must rotate with other children. The Wii teaches children team building skills, sharing with other children and allows them to become aware of fairness and respect towards their peers.

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3.2 Program and Documentation Evaluation Policy

In order to ensure the Service programs are effective in delivering the objectives and learning outcomes as reflected in these policies and procedures, the Service regularly reflects on, and evaluates, the structure, process and content of its programs.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- ‘My Time, Our Place’ Framework for School Age Care
- NQS Area: 1; 2.1.1, 2.1.2, 2.1.3; 2.2; 2.3.1; 3; 4.2.1, 4.2.2; 5.1.3; 5.2.1; 6.1; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5.

Procedures

Educators will regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by the Service. This information may be gained through face-to-face conversations, surveys and/or newsletters.

Through regular team meetings, the Nominated Supervisor and educators will draw on the diverse knowledge, views and experiences of each other when reviewing the experiences planned for children to ensure that all children have opportunity to achieve the learning outcomes.

Educators will be required to critically reflect on and evaluate activities, both planned and spontaneous, by using various methods including (but not limited to) observations, excursion/incursion evaluations and learning stories, to ensure experiences provided meet the identified learning outcomes for the children involved. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.

Children’s learning experiences and activities are documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Documented experiences will be collated, reflected upon, and available for families and children.

Children’s comments, suggestions and feedback are recorded using the observation template, whiteboard, displayed program, forward planning, and children’s reflections box of the observation form which will be addressed weekly by the educational leader for activities and experiences that will be implemented into future programs.

Families are invited at parent information sessions and through the Family Handbook to contact the Nominated Supervisor/educational leader at any time with any comments, complaints or suggestions relating to the programs provided by the Service.

The Nominated Supervisor will, on a regular basis at daily and all-team meetings:
- Seek verbal comments from educators in respect to the effectiveness of the programs delivered by the Service to ensure that the service philosophy and goals is guiding the program and are achieved;
- Discuss with educators the ways in which the program could be modified or enhanced as a result of any feedback or experience encountered in the delivery of the program. Written minutes will be taken at these meetings.

The educational leader will, on a weekly basis and taking into account the written and verbal evaluations of educators, reflect on and evaluate the service planned and spontaneous activities to ensure the identified goals and learning outcomes were achieved. These evaluations will assist with further programming of activities in collaboration with all educators and children.

The Nominated Supervisor and educators will, through an ongoing process of self evaluation, monitor, evaluate and review the program delivery in line with the National Quality Standards and to ensure they fulfill these policies and procedures and any other relevant obligations of the Service.

Taking into account all feedback received through these procedures, the Nominated Supervisor will regularly report in writing to the Management Committee on the evaluation of the effectiveness of the Service programs and the ways in which they have been modified or enhanced as a result.
In seeking feedback from parents or educators, the Nominated Supervisor will treat all complaints relating to program respectfully in accordance with the Complaints and Grievance Handling Policy (see Policy 9.5) and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.

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3.3 Educators Practice Policy

The Service is committed to providing quality outcomes for children through ensuring that educators practices reflect the services philosophy and goals and quality principles as outlined in the ‘My Time, Our Place’ Framework for School Age Care. The service applies professional standards to guide educators practices and decision making within the service and provides opportunities for educators to acquire the skills and knowledge to enable them to fulfill their role.

 Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- ‘My Time, Our Place’ Framework for School Age Care
- NQS Area: 1; 2; 3; 4; 5; 6.1.1, 6.1.2; 6.2.1; 6.3.1, 6.3.2, 6.3.4; 7.1.2, 7.1.4; 7.2.1, 7.2.2; 7.3.2, 7.3.4, 7.3.5.
- Policies: 2.11 – Including Children with Additional Needs, 3.1 – Educational Program Planning and Curriculum Development and Curriculum Development, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.10 – Staff Orientation and Induction.
- Early Childhood Care Code of Ethics

Procedures

The service will strive to ensure that educators Practices:

- Foster children’s self esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements;
- Empower children to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment, through supporting them to understand, self-regulate and manage their own emotions in a way that reflects the feeling and needs of others;
- Promote children’s sense of belonging, connectedness and wellbeing through consistently positive and genuinely warm and nurturing interactions;
- Support children’s communication through engaging them in a range of methods from sustained conversations about their ideas and experiences to providing opportunities for music, books etc.;
- Respect the diversity of families within the community and allow opportunities for children to broaden their understanding of the world in which they live through the investigation of histories, cultures, languages and traditions;
- Demonstrate flexibility in program delivery, incorporating children’s ideas, culture and interest to ensure experiences are relevant and engaging as well as being creative in the use of equipment and materials to stimulate children’s interest and curiosity;
- Support children to explore different identities and points of view through play and everyday experiences, acknowledge each child’s uniqueness and are aware of, and responsive to, children who may require additional assistance to participate;
- Allow and assist children to document their learning experiences using various methods such as photographs, journals and/or art and craft displays;
- Reflect on planning and implementation of activities in relation to the ‘My Time, Our Place’ Framework for School Age Care and their knowledge of the children’s current learning and development through regular completion of activity observations and/or learning stories;
- Support all aspects of children’s health, ensuring that their individual health and wellbeing requirements are met and supporting them to learn about healthy food, drink and lifestyle choices;
- Demonstrate a commitment to children’s health and safety through role modeling hygiene and sun safe practices, complying with service policies and procedures relating to the environment and/or equipment and supporting children to negotiate play spaces to ensure the safety and wellbeing of themselves and others;
- Support a balance of indoor, outdoor, planned and spontaneous physical activities and passive experiences for children by encouraging participation in new and/or unfamiliar activities and accepting the children’s level of involvement according to their skill and ability;
- Demonstrate a commitment to ensuring children are protected through compliance with service policies and procedures relating to the safety and/or collection of children in the care of the service;
- Demonstrate a commitment to regularly review and update knowledge and/or skills and practices in line with current professional standards and/or guidelines through the development and implementation of a professional development plan, in conjunction with the service Nominated Supervisor and in line with identified service needs;
- Support other educators to achieve the goals as outlined in the service philosophy and goals by sharing expertise, modeling best practice, providing feedback and leading discussions at regular team meetings;
- Support families through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and courteous manner, suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required;
• Support and encourage families and children’s involvement in their local and wider community, through participation in appropriate projects and/or events and engaging children in sustainable practices within the service.

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3.4 Homework Policy

To support families and children, the Service will provide adequate time, quiet space and supervision to enable children to do their homework as requested, with the flexible understanding that during After School Care may not always be the optimal opportunity for homework completion.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- NQS Area: 1.1.1, 1.1.3, 1.1.5, 1.1.6; 2.3.1; 3.1.1, 3.1.3; 4.1.1; 5.1.2, 5.1.3, 5.2.1, 5.2.3; 6.2.1; 6.3.2, 7.3.5.

Procedures

The enrolment form provides parents or guardians with the opportunity to indicate whether they would like their children to be reminded to do homework at After School Care. This will be signified by the letter ‘H’ being placed next to the child’s grade on the ASC roll.

Readers and sight words cannot be signed off on by educators as it is the parent’s/guardian’s responsibility to sign off on reading.

Prep children are not given homework and therefore will not do homework at OSHC.

Educators will assist children with projects and homework to the extent possible, taking into consideration supervision and duty of care issues in relation to the other children in care.

Educators will not be responsible for monitoring and signing off on homework though will offer support whenever possible.

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3.5 Excursions & Incursions Policy

This Service will include excursions and incursions as a valuable part of its overall program. Excursions and incursions will provide enjoyment, stimulation, challenge, new experiences and a meeting point between the Service and the wider community. Maximum safety precautions will be maintained and parent permission will be obtained before a child is taken on an excursion.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- ‘My Time, Our Place’ Framework for School Age Care
- Duty of Care
- NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.1, 2.3.2, 2.3.3; 4.1; 6.1.2; 7.1.1, 7.1.2, 7.2.1, 7.3.1, 7.3.2, 7.3.5.

Procedures

Children's age, interests and abilities will be taken into consideration when planning excursions and incursions. Comments and suggestions from children and families will also be taken into account.

When planning excursions, venue and transport costs will be considered, to ensure that excursions are financially accessible to all families.

Alternative arrangements will be planned in case of changed weather conditions and/or cancellations by the provider.

The Management Committee will approve all excursions and incursions.

When planning an excursion or incursion that includes water-based activities, the Nominated Supervisor will conduct a risk assessment including strategies and procedures for managing children whilst undertaking such activities. Strategies could include the involvement of qualified educators and supervision management plans.

Limited bookings impacting viability may result in the excursion or incursion being cancelled. The Bookings and Cancellations Policy (see policy 2.14) will apply to all excursions. Educator availabilities may result in no excursions being planned during a Vacation Care or Pupil Free Day period due to inability of meeting preferred staff to child ratios. Instead incursions will be booked.

On the completion of Vacation Care, families, children and educators will be asked for their feedback.

Prior to excursion

The Nominated Supervisor, will contact by phone or visit the excursion venue and perform a risk assessment. As per the National Regulations, the risk assessment must consider:

- The proposed route, destination and time taken to travel to/from the excursion;
- Any water hazards and/or risks associated with water-based activities; and
- The transport to and from the proposed destination for the excursion; and
- The number of adults and children involved in the excursion; and
- Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialized skills are required (e.g. life saving skills); and
- The proposed activities and duration of the excursion; and
- A list of items that should be taken on the excursion (e.g. mobile phone, emergency contacts).
- The anticipated number of children, educators, volunteers and parents attending the excursion.

Should the identified risks not be able to be sufficiently managed and minimized, then an alternative excursion will be planned.

Parent permission forms will be required to be signed by a parent/guardian prior to every excursion and incursion (see Appendix C) the permission form will contain the following information as a minimum:

- Excursion/Incursion date;
- Destination;
- Method of transport and approximate travel time;
- Number of accompanying educators and/or volunteers;
- Departure and return times, and;
• An expected itinerary of the activities to be undertaken.

There will be no changes to the notified itinerary except in an emergency and in particular to ensure the wellbeing and safety of the children.

Adequate steps will be taken when selecting transport. (See Policy 3.6 – Transport for Excursions).

All educators attending the excursion or incursion must read and sign off on the relevant and specific excursion/incursion risk assessment/s, prior to attending on the day.

The Nominated Supervisor will ensure the excursion checklist (see Appendix C) is completed prior to departing for the excursion.

**During the Excursion**

The following items will be taken on all excursions and be readily accessible to Educators at all times:
- First aid kit and medical devices as required;
- Attendance record/roll and staff roster;
- Emergency contact numbers and staff contact numbers;
- Medications and food required for children with medical conditions and dietary requirements;
- A mobile phone;
- Medical Action Plans as required;
- Walkie Talkies if separating the group.
- The service camera will be taken on the excursion for educators to record and document children’s experiences.

Head counts will be made at regular intervals and when moving from one area to another.

Educators will supervise children, ensuring educator/child ratios are maintained at all times. This includes in toilets and change rooms.

Educators will satisfy themselves that the environment is safe for use before allowing the children access to it.

Children will not be left in the sole care and custody of bus drivers or any other persons during excursions; educator ratios for the Service will continue to apply during excursions (see Policy 2.3 – Educator Ratios).

In the event of injury occurring during an excursion, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

Children will be required to wear the centre's red excursion hats and lanyards with the Centre’s details on them and emergency contact numbers. Refusal to wear the red hat during the excursion may result in the child not being able to attend. Willful damage or purposeful loss of the hat will result in a replacement cost of $12 being added to the family’s account.

**After the Excursion**

Educators will complete an excursion evaluation form (see Appendix C) and give to the Nominated Supervisor for review.

At the next team meeting, the excursion will be reviewed and evaluated to ensure learning outcomes were met.

**Incursions**

Providers shall provide the service with a risk assessment of their proposed activity.

When an incursion occurs in an unlicensed area of the school, staff/child ratios will be determined by a risk assessment completed by the Nominated Supervisor/Nominated Supervisor.

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3.6 Transport for Excursions Policy

Children have the right to be safe while travelling in transport provided by the Service. All vehicles used need to comply with the appropriate legislation and regulations and Transport Operations (Road Use Management) Act, 1995. Maximum safety precautions will be maintained and parent permission will be obtained before a child travels on any type of transport.

 Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Transport Operations (Road Use Management) Act, 1995 (Qld)
- NQS Area: 1.1.5, 2.3.1, 2.3.2, 2.3.3; 4.1; 7.3.5.

 Procedures

Selecting Transport
All vehicles used must be registered in Queensland.

Drivers are to be licensed to carry the required number of passengers for the purpose. The Service will request the transport company to provide confirmation and evidence of this fact before engaging the company for the excursion.

Educators generally will not be permitted to transport children, but if permitted in any circumstances, the requirements of paragraphs above apply in relation to that educator and the transport used.

“A” Class vehicles will not be used to transport children except in an emergency situation.

In selecting transport, the Service will ensure that a communication system is available for use in the event of emergency.

The Service will in all cases check prior to the excursion what alternative arrangements are available in the event of breakdown.

The Service will, where ever practicable and affordable, use buses fitted with seat belts or where this is not possible, ensure that suitable safety precautions are taken.

Children will not be left in the sole care and custody of bus drivers or others. Educator ratios for the Service will continue to apply during transportation (see Policy 2.3 – Educator Ratios).

Excursion Educator/child ratios will apply during transportation.

Vehicle breakdown/accident
In the event of injury occurring during transporting to an excursion, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

While waiting for replacement transport/repairs, children will be kept safe, comfortable and occupied with suitable activities. Alternative transportation arrangements may need to be made depending on the situation and may include staff travelling with children in maxi-taxi’s to return to the service. This decision will be made at the Nominated Supervisor’s discretion and will be paid for by the service and reimbursed by the transport provider.

In the event of a late return to the Service, every effort will be made to notify parents e.g. to arrange for a notice to be displayed at the Service or to contact parents individually.

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3.7 Physical Activity Policy

The service aims to provide all children with appropriate, frequent and varied physical activity opportunities, focusing on enjoyment and participation, thereby encouraging positive physical activity habits in all children.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- ‘My Time, Our Place’ Framework for School Age Care
- Duty of Care
- NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2; 2.1.1; 2.2.2; 2.3.1, 2.3.2; 3.1; 3.2; 4.1; 4.4; 5.1; 5.2; 6.2.1, 6.3.3; 7.1.2; 7.2.1, 7.3.5.

Procedures

When planning physical activity games and experiences, individual children’s needs, interests, ages and capabilities will be taken into consideration.

Educators will set up the indoor/outdoor area in such a way as to:

- promote safe physical play for children of different age groups and capabilities;
- stimulate children’s interest and curiosity by being creative in their use of equipment and materials;
- offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- facilitate the inclusion of children with additional needs;
- support children to create their own games and experiences.

Educators will encourage children to help plan and set up physical play activities and equipment.

Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.

Educators will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences.

Educators will act as good role models by becoming involved in and enjoying children’s physical activities.

Amount and types of Physical Activity

OSHC contributes to the recommended daily physical activity for children in accordance with the physical activity recommendations for 5-12 year olds as published by the Australian Government Department of Health and Ageing.

Children are actively encouraged to participate in a combination of moderate and vigorous physical activities every day, as part of play and games.

To encourage children to play outdoors, television, computer and/or game consoles will be restricted to certain times of the day.

The service will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, suit their interests, skills and abilities and help to build their confidence.

Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.

Safe and supportive environments

Playgrounds, indoor and outdoor environments are checked regularly to ensure they are safe to use.

All physical activity sessions will be adequately supervised by an educator/s.

In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.
Educators and children wear broad-brimmed hats and apply a 30+ sunscreen on exposed skin at regular intervals when involved in outdoor activities (see Policy 4.8 – Sun Safety).

During outdoor play, children will be encouraged to play in shaded areas.

Drinking water is readily available with educators encouraging children to access it.

A well maintained first aid kit is on hand at each activity session.

**Equipment**

A wide range of safe, adequate and appropriate equipment for physical activity is available for children and, there are a variety of facilities available for children to use.

All play equipment is regularly maintained and cleaned with broken items identified and removed.

Equipment provided is flexible enough to allow children to move resources and equipment inside and/or outside to extend their learning opportunities.

**Learning about physical activity**

Educators inform children about the importance of physical activity for future health and wellbeing.

Physical activity information and guidelines for parents is available at the sign-in area.

There is allowance in the service budget for educators to attend training in relation to physical activity for children.

Appropriate physical activity manuals and other resources are available at the service.

**This policy was adapted from Qld Health ‘PANOSH’ Physical Activity Policy for OSHC.**

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3.8 Extra-curricular Activities Policy

The Service recognises that extra-curricular activities provide opportunities for children to engage in enriching extension programs which support their growth and development. Where possible, the service will work with local and wider community groups to support the provision of such activities within the legislative framework for OSHC.

The Service understands, from time to time, extra-curricular activities may be provided within or close to the school grounds and that some families may wish to access these for their children who are attending OSHC. It is therefore essential to implement practices which support the needs of children and families without compromising the capacity to provide quality care for all children attending the service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5; 1.2.2; 2.3.1; 4.1; 6.1.1; 6.2.1; 6.3.2; 7.3.1, 7.3.4, 7.3.5.*
- *Work Health and Safety Act 2011*

Procedures

The family shall be responsible for informing the OSHC service of any extra-curricular activities that the child/ren may be involved in whilst enrolled and registered to attend the service. This may be done by completing the activities escort form. (see Appendix C)

Educators may escort children to and from extracurricular activities should the educator and child ratio allow. Parents/guardians must provide written permission for their child to travel to and/or from the activity with an authorised nominee. The authorised nominee must then sign the child out of the service when leaving and sign the child back into the service when the child returns. Once a child has been signed out of the service by the authorised nominee, the service is no longer responsible for the child until they are signed back into the service. Children will not be permitted to travel to and from extra-curricular activities alone. (see Policy 2.4).

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3.9 Creative and Expressive Arts Policy

The Service recognises that by providing access to creative and expressive arts opportunities for children it encourages them to have fun, enjoyment, mastery and success. Children are encouraged to work collaboratively with educators and other children, to initiate and contribute to experiences from their own ideas.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- ‘My Time, Our Place’ Framework for School Age Care
- NQS Area: 1.1.1, 1.1.2, 1.1.4, 1.1.5, 1.1.6; 1.2.1, 1.2.2; 2.3.1, 2.3.2; 3; 4.1; 4.2.1; 6.3.3; 7.1.2, 7.2.1, 7.3.5.
- Policies: 3.1 – Educational Program Planning and Curriculum Development and Curriculum Development, 3.3 – Educators Practice, 6.2 – Provision of Resources and Equipment.

Procedures

When planning creative and expressive arts experiences, individual children’s needs, interests, ages and capabilities will be taken into consideration.

Educators will encourage children to actively participate in a variety of creative and expressive experiences including art and craft, singing, dancing and imaginative play.

Educators will encourage and provide appropriate support to children to participate in new or unfamiliar creative and expressive arts experiences.

Educators will ensure the program provides a balance of planned experiences as well as those which are spontaneous and child initiated.

Educators will encourage children’s efforts to extend and express themselves creatively by providing open ended resources and materials, musical instruments, dress-ups, cd’s, stereo, and/or an iPod/ iPad.

When setting up creative and expressive arts experiences, educators will set the area up in such a way as to:

- promote safety for children of different age groups and capabilities;
- stimulate children’s interest and curiosity by being creative in their use of equipment and materials;
- offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- facilitate the inclusion of children with additional needs;
- support children to create their own experiences.
- assist children to engage with provided resources, and also collect their own using the natural elements of their surroundings.

Educators will encourage children to help plan, set up and document creative and expressive activities and experiences.

Educators will allow sufficient time and space for children to engage in sustained or extended activities based on the interest and capabilities of the children.

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3.10 Observational Recording Policy

The Service acknowledges the need to document children’s participation in the program to inform future program development and to ensure the needs, interests and abilities of all children are broadly considered. We acknowledge that children’s participation and experiences may be documented in different ways, depending on the context of the observation.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- ‘My Time, Our Place’ Framework for School Age Care
- NQS Area: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5; 1.2; 2.2.2, 2.3.4; 3.2; 3.3.1; 4.2.1, 5.2.2, 5.2.3; 6.3.2; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5.

Procedures

The service shall draw upon the ‘My Time, Our Place’ Framework for School Age Care in guiding practice and will use this framework as a foundation for observational recording.

The service shall take a collaborative approach to the documenting of children’s participation in the program as educators work with children to document their experiences and learning through a variety of methods including:

- Diary entries;
- Anecdotes;
- Photographs;
- Journals;
- Learning stories;
- Programming notes; and
- Evaluation forms.

Educators may be required to complete observations/documentation regarding specific children’s needs, particularly in relation to children with identified additional needs and/or medical concerns.

As part of the services ongoing planning, reflection and evaluation processes, educators will be required to document various aspects of children’s learning and experiences within the program to ensure the services’ identified goals are met.

The service may from time to time require educators to document long records of observations, particularly in respect to behavior incidents or issues relating to child protection matters.

The records and observations, if appropriate, may be made available to families upon request but shall under no circumstances breach confidentiality or privacy of another child or family in the sharing of such information.

Educators shall receive appropriate training and support to develop their observational recording skills.
3.11 Escorting Children Policy

The service seeks to maintain the health, safety and wellbeing of children and educators by ensuring that appropriate procedures are implemented with regards to escorting children between the OSHC service, school and/or any other designated activity/venue.

The service also acknowledges that, from time to time, families may arrange for their child to participate in extra-curricular activities whilst enrolled at OSHC. Any arrangements for escorting to and/or collection from these activities will be in accordance with this policy.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.3.1, 2.3.2; 4.1; 6.1.1; 6.2.1; 7.3.1, 7.3.2, 7.3.5.*
- *Work Health & Safety Act 2011*

Procedures

The service will seek written permission from a parent/guardian (or authorised nominee) for any activity requiring their child/ren to be escorted to/from the OSHC premises, including for the purposes of excursions.

If the excursion/outing is a regular one, written permission is only required to be obtained once in a 12 month period, unless there is significant change (i.e. building works).

Parent/guardian permission shall be obtained prior to the planned excursion or activity. Information included as part of the parent permission will include, but not be limited to:

- Reason for excursion or planned activity;
- Date and description of planned activity;
- Method of transport and proposed travel time;
- Ratio of educators to the number of children attending.

The service shall develop a risk assessment and implement a management plan to ensure the safety and wellbeing of all children and staff during excursions/escort periods. All educators will need to read and sign off on risk assessments prior to excursions or escorting of children.

The service shall maintain an appropriate ratio for excursions and/or activities where children are required to be escorted to another area.

The service shall ensure confidential storage and maintenance of parent/guardian permission relating to excursions and/or escorting of children.

Children in Prep will be taken to their classrooms by a staff member at 8:40am and collected from their classrooms at 3pm and brought back to the room to be signed in.

Children in Grade 1 will also be taken to their classrooms by a staff member by 8:40am and met in the Grade 1 undercover area at 3pm. In Terms 1 & 2 Grade 1 children will be bought down to OSHC by a staff member, however in Terms 3 & 4 they will be permitted to walk down to OSHC in small groups without a staff member to prepare them for Grade 2. The collecting staff member will communicate with the staff members in the room by 2 way radio to let them know when groups of grade 1 children are on their way to the room.

If a parent wants their grade 2-7 child dropped off or collected from the meeting area, arrangements can be made with the Nominated Supervisor.

Taken into consideration will be the children’s ages and abilities.

Educators will move children in appropriate group sizes from one area to another in a quiet orderly fashion.

Educators will have a 2-way radio with them at all times. 2-way radios have a range that covers the entire school grounds.
If a child requires toileting outside of the centre, an educator will accompany the child to the nearest toilets, check them and then wait outside.

If a parent has arrived to collect a child, an educator from the OSHC building will contact the other educators with the away group by 2-way radio to locate the child. Educators outside the centre carry a list of the children they are supervising. An educator from the OSHC building will meet an educator from the outdoors group with the child approximately half way between the away group and the OSHC building and escort the child back to the OSHC building, unless the parent/guardian agrees to meet their child in the play area. In this case the educator in the room will let the other educators know this so they can look out for the parent.

When crossing roads, car parks or thoroughfares where vehicles are used, a staff member will cross the road first and wait in the centre to control traffic while children walk across to the other side.

Head counts will be done at regular intervals.

Educators will supervise children at all times.

In the event of an injury occurring away from the OSHC building, all procedures will be adhered to as per the 4.5 – Incidents, Injury, Trauma and Illness Policy.

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3.12 Sustainability Practices Policy

The service is committed to ensuring policies and procedures developed as part of the program, minimize environmental impact and provide children with experiences of the natural world, helping them to understand their place in it and to take responsible action to preserve it. The service is also committed to establishing sound environmental practices relating to all operational aspects of the service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Environmental Protection Act 1994, Environmental Protection Regulation 2008
- NQS Area: 3.3

Procedures

The Nominated Supervisor and educators will be encouraged to follow sound environmental practices and understand their role in positive modelling for the children.

Educators work collaboratively with the children and their community to develop and implement sustainable practices related to the service program and routines, including (but not limited to):

- Recycling food scraps;
- Using recycled items in craft activities;
- Recycling scrap paper for use;
- Establishing a garden and using the produce in the service menu;
- Collecting rainwater and using it to water the garden;
- Establishing composting or worm farms for scraps;
- Creating play spaces for children to interact with the natural environment; and
- Undertaking regular reviews of sustainable practices within the service.

Educators will encourage children to be aware of energy efficiency, particularly in relation to the use of lighting, heating and air conditioners.

Information relating to sustainable practices will be accessed and readily available for educators, children and families at the service.

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3.13 Water Safety Policy

The service acknowledges that water activities are a significant part of our Queensland culture therefore we aim to provide children with experiences that are safe and fun. The service recognises that the safety and supervision of children in and around water is of the highest priority therefore children will be closely supervised at all times during water play experiences. The scope of this policy includes swimming activities, water play, excursions near water, hot water and drinking water within the service environment.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of care
- NQS Area: 2.3.1, 2.3.2; 4.1.1

Procedures

The Nominated Supervisor will:

- Provide information and guidance to educators and families on the importance of children’s safety in and around water.
- Ensure work, health and safety practices incorporate approaches to safe storage of water and play.
- Ensure clean drinking water is available at all times.
- Conduct a comprehensive risk assessment prior to any water activities taking place. The risk assessment shall identify the educator to child ratios required to ensure children’s safety.

Educators will:

- Ensure water troughs or containers for water play are filled to a safe level and emptied onto garden areas after use.
- Buckets of water used for cleaning are emptied immediately after use. Buckets are not to be left in play areas or accessible to children unless they are being used as part of a program experience.
- Encourage children to play in or near water safely, giving appropriate instructions and guidance.

If Grey water systems and/or water tanks are located within the service environment they will be labelled with ‘do not drink’ signage to ensure children are not accessing this water for drinking or hand washing.

Hot water that may be accessible to children during service operation will be maintained at an appropriate temperature (43.5°C or less).

Water for pets at the service must be changed regularly and only accessible to children when educators are present.

Swimming Activities

All bodies of water present a significant risk to children therefore the service will ensure the following procedures are implemented:

- A comprehensive risk assessment of the venue and activity will be conducted to determine the required educator/child ratio. Consideration will also be given to the capacity of educators to rescue children from water.
- Families must complete a ‘Swimming Ability Form’ for each child attending the activity. Information gained through this form will identify children’s swimming competence and assist educators to manage their safety while in the water.
- Educators will be positioned both in and out of the water to allow them to directly and actively supervise any child accessing the water.
- At least one educator with a current first-aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training as required by the Education and Care Services National Regulations 2011, is in attendance and immediately available in an emergency.

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3.14 Valuing Diversity, Culture and Reconciliation Policy

The Service supports, respects and actively promotes principles of diversity and equity. These principles are seen as integral to embedding culture within the service’s day to day program experiences for children. Educators, children and families are encouraged to share relevant aspects of their culture with the service enabling the service to make informed and appropriate responses to the multiple ways of being and belonging.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Commission for Children and Young People and Child Guardian Act 2000
- NQS Area: 1.1.2, 1.1.5; 5.1.1, 5.1.3; 5.2.3; 6.1.2, 6.1.3; 5.2.1, 6.2.1; 6.3.1, 6.3.3, 6.3.4; 7.3.1, 7.3.5
- Policies: 2.1 – Respect for Children, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 5.6 – Menu Development, 8.4 – Educator Professional Development & Learning, 9.2 – Enrolment, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.6 – Parent and Community Participation

Procedures

Management, supervisors and educators shall be committed to providing a service which embraces children and their families holistically. They will be active, focused and reflective in embracing these principles and demonstrate sensitivity and respect for cultural differences.

The Nominated Supervisor and educators support children’s cultural experiences through:

- Talking about culture with children;
- Responding to children’s curiosity about culture with thoughtful and appropriate experiences;
- Encouraging children to value the multiple ways of seeing, being and belonging;
- Actively challenge bias through conversations;
- Demonstrate principles of equity and anti-bias through their own behaviour and interactions with others.

The Nominated Supervisor and educators will actively seek opportunities to develop their own knowledge and skill demonstrating their commitment to cultural competence.

Management, the Nominated Supervisor and educators will collaborate with families and explore opportunities to embed culture within the program’s experiences and activities.

Management, the Nominated Supervisor and educators will demonstrate value and respect for Australia’s Aboriginal and Torres Strait Islander cultures and collaborate on the development of a reconciliation plan which includes:

- Identifying the local elders within the community;
- Building a relationship with local elders and exploring ways in which these elders can share in the service’s plan for reconciliation;
- Including an ‘Acknowledgement to Country’ in appropriate ceremonies and events;
- Other aspects as seen relevant to supporting the local needs of the service.

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Cooking with Children Policy

The Service acknowledges the value of offering experiences that develop children’s life skills as part of the program including food preparation and cooking experiences. The service also recognises that children’s competence and skill level with food preparation and cooking activities will vary therefore effective risk assessment and management procedures are implemented to ensure children’s safety.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- NQS Area: 1.1.2, 1.1.3, 1.1.5; 1.2.2; 2.1.1, 2.1.3; 2.2.1; 2.3.1, 2.3.2; 3.1.1, 3.1.3; 3.2.2; 4.1.1, 4.2.1; 5.1; 5.2.1; 6.1.2; 6.2.1; 7.3.5.
- Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition, 5.5 – Cleaning and Sanitising, 5.6 – Menu Development, 6.1 – Space and Facilities, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.

Procedures

Cooking experiences will be regularly provided as part of the service program to enhance children’s life skills and provide an opportunity to promote healthy eating.

The service may require families to give written permission prior to their child participating in cooking activities that include cutting with knives and/or using hot cooking utensils and equipment.

When planning cooking experiences for the program, educators will ensure healthy food options are considered as first preference with occasional foods being kept to a minimum.

Cooking experiences shall have a completed risk assessment conducted prior to implementing the experience. Such an assessment should consider as a minimum:

- The risk benefit analysis;
- Ages of the children participating;
- Number of children participating;
- Ingredients and allergies;
- Cooking utensils available;
- Exposure to extreme heat;
- Hygiene; and
- Food preparation practices.

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