

POLICY GROUP 3 - Program

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Educational Program Policy 3.1

POLICY GROUP: PROGRAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EDUCATIONAL PROGRAM POLICY 3.1	REVIEWED: 2020 REVISED:2020

Using an approved learning framework, the Educational Leader, in consultation and collaboration with educators, children and families, oversees the planning, designing and implementation of programs which cater for the diverse ages, developmental needs, skills, interests and abilities. The programs utilise a variety of resources and equipment to provide challenging and recreational activities. By providing opportunities for children, Ironside OSHC recognises the importance of play, relationships, collaborative decision making and respect for diversity.

Educational Program is designed to reflect the needs of the children in accordance with the Centre's Philosophy and the My Time Our Place Learning Framework. The following Learning Outcomes will be incorporated into the observations and planning:

- National Quality Standard, Quality Area 1: Educational program and practice
- National Quality Standard, Quality Area 3: Physical environments
- National Quality Standard, Quality Area 5: Relationships with children
- My Time, Our Place

RELEVANT LAWS & OTHER PROVISIONS

- *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: Including Children with Special/Additional Needs, Educators Practice, Physical Activity, Creative and Expressive Arts, Role and Expectations of Educators, Educational Leader.*

PROCEDURES

- A suitably qualified and experienced educator will be identified as the Educational Leader for the service. The Educational Leader is responsible for ensuring that a written program/ plan is prepared for each aspect of the Service.
- This program/ plan will be on display for all stakeholders.
- The Educational Leader shall monitor staff in the planning, development and implementation of programs and experiences for the children consistent with this Policy and which:
- Demonstrate that the five learning outcomes provide a focus for the activities and experiences planned for individuals and groups of children
- Take a holistic view of children's learning, focusing on their physical, personal, social, emotional and spiritual wellbeing
- Include a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles
- Include activities which would normally be a part of the children's home culture (this is particularly relevant during Vacation Care where excursions become an important part of the program)
- Demonstrate flexibility in program delivery by incorporating children's ideas, culture and interests to ensure the experiences are relevant and engaging. Learning stories, observations and conversations are used in the formation of the programs
- Promote 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 behaviour
- Takes account of necessary modification and enhancements identified through the Program and Documentation Evaluation Policy, as well as spontaneous child-initiated opportunities and moments of intentionality when required
- Provide 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
- Encourage and provide 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 is responsible, in consultation with educators, to continually recreate and adapt the indoor and outdoor environments to:
 - Facilitate the inclusion of children with special needs;
 - Respond to the developing abilities and interests of all children;
 - Ensure that all children in a multi-age group have positive experiences.
- Encourage children to participate in decision making, with their ideas and opinions listened to and wherever possible, acted upon. This allows children to share ideas and question what happens at their service.
- Where possible, the programs allow and encourage children to complete projects they have commenced over several sessions.

The Educational Leader is responsible, in consultation with Educators, to ensure that the environment of the Service allows children a choice of being engaged in activities with others or withdrawing to quiet areas. Furthermore, the environment should cater for children's respective physical abilities and any cultural barriers which may exist and otherwise respond to the needs of each child as far as reasonably possible. The service will follow the implemented planning cycle which outlines the following.

- Educators **Observe**: Gather information regarding children by way of conversations, observations, photos, activities. Thus enabling them to have a better understanding of the strengths and weaknesses of each child.
- Educators **Analysis & Reflect**: By analysing and reflecting on our observations we will be able to make adjustments within our care environment which will guide our program. However, we also want to promote a sense of agency within the children to make their own play-based choices and decisions.
- Educators **Plan / Program**: Programming is a necessity that enhances accountability and professionalism within a service. Educators can support children's agency through intentional teaching by purposefully planning activities that encourage children to be active agents. Alternatively, Educators can trust that children are competent decision makers and able to make choices on what they will do and how they will do it.
- Educators **Implement**: Encouraging children to try new things at the same time valuing and showing respect for children's autonomy and independence. Allowing children to assess and identify hazards while developing risk assessment strategies.
- Educators **Evaluate**: By evaluating and reflecting on programs we can influence the design of future programs. Collection of information enables the assessment and evaluation of planned or unplanned experiences. Ability to reflect on children's learning and our own pedagogical practices.
- Children will have input into the weekly program and their ideas and suggestions will be considered when programming.

- Once programs are evaluated the educational leader will assess the previous weeks program and utilize extensions ideas along with children's interests and input to format the following weeks program

Program Evaluation Policy 3.2

POLICY GROUP: PROGRAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: PROGRAM EVALUATION POLICY 3.2	REVIEWED: 2020 REVISED: 2020

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 & OTHER PROVISIONS

- *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.*
- *Policies: Use of Photographic and Video Images of Children, Educational Program Planning, Educators Practice,– Observational Recording, Role and Expectations of Educators, Educational Leader, Communication with Families.*

PROCEDURES

- Educators will regularly seek feedback from the children, including their responses to the programs delivered by the Service. The feedback will be recorded in the children's evaluation of the program in their handwriting wherever possible and depending on the writing ability of the children.
- Families are invited to make suggestions for the programs via email, facebook or other means of communication. Through written, electronic correspondence or verbal communication, parents can contact the Coordinator at any time with any comments, complaints or suggestions relating to the programs provided by the Service.
- The Educational leader will review all programs weekly and provide feedback to the educators regarding the preparation, completion and evaluation of programs. Educators will be invited to comment on the effectiveness of the programs delivered by the service during that week and discuss with the educational leader ways in which programs should be modified or enhanced because of any feedback or experience encountered in the delivery of the program during that week.
- The Coordinator will report to the executive and the community at P & C meetings about the evaluation of the Vacation Care program at the beginning of each term. Educators will evaluate the vacation care program daily.
- Considering all feedback received through these procedures, the Coordinator will if necessary report in writing to the Management Committee every six months on the evaluation of the effectiveness of the Service programs and the ways in which they have been modified or enhanced thus.
- Educators will ensure that from each program evaluation, successful activities will be acknowledged and used for future extension activities.
- In seeking feedback from parents or Educators, the Coordinator will treat all complaints relating to programs respectfully and in accordance with the Complaints Handling Policy and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.
- Educational Leader is responsible for ensuring the programs are evaluated on a weekly basis and any learning outcomes that have been achieved are documented.
- Educational Leader will then review the weeks program and document any relative information regarding standards or elements according to the terms Focus Quality Area.

Homework Policy 3.3

POLICY GROUP: PROGRAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: HOMEWORK POLICY 3.3	REVIEWED: 2020 REVISED: 2020

The Service will provide adequate time, quiet space and supervision by Educators to enable children to do their homework if they wish.

RELEVANT LAWS & OTHER PROVISIONS

- *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

- Educators will only aid the child with projects and homework to the extent possible
- Educators will not take responsibility for checking and finalising or signing- off on homework
- Educators will create and keep a homework list each day with the names of children who are to do homework that day if requested by parents.
- Educators can request child does homework at parents request however this cannot be enforced by Educators.
- Educators will ensure that children have a well-ventilated area with space and appropriate tools to complete homework if required.
- Educators will assist with homework where possible, however no –one on one time for homework will be available due to staff child ratios.
- Children may complete homework on Centre computers at discretion of Coordinator or Responsible Person on duty
- Children have access to internet sites to review information if required at the discretion of the Coordinator or Responsible Person on duty and under supervision
- Children may ask Coordinator to print off small amounts of information for children or information may be stored on a USB stick if provided.

Excursion Policy 3.4

POLICY GROUP: PROGRAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EXCURSION POLICY 3.4	REVIEWED: 2020 REVISED: 2020

This Service will include excursions as a valuable part of its overall program. Excursions 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. Children may not leave the premises without an Educator, nominated supervisor or authorised nominee. Staff to child ratios of 1:8 will be adhered to always. Excursions involving water will be staffed at the ratio of 1:5 at the discretion of the Coordinator/Assistant Co-ordinator.

RELEVANT LAWS & OTHER PROVISIONS

- *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.*
- *Policies: Educator Ratios, Educational Program Planning, Transport for Excursions, Escorting Children, Risk Management and Compliance.*

PROCEDURES

PRIOR TO EXCURSION

- Children's age, interests and abilities will be taken into consideration when planning excursions. Alternative arrangements will be made in case of changed weather conditions. Parents/guardians will be informed of any venue change.
- The Management Committee will approve all excursions.
- Parent permission forms detailing staff attending, dates, destination, method of transport, departure and return times and activities undertaken will be required by the Service to be signed and returned by a parent/guardian prior to every excursion. There will be no changes to the notified itinerary except in an emergency and to ensure the well-being and safety of the children.
- Risk assessments will be made readily available to parents
- Adequate steps need to be taken when selecting transport. (See Policy -Transport for Excursions).
- Educators will ensure that all children attending the excursion are prepared with appropriate clothing for the excursion as outlined on the permission form. In addition, they will ensure that children are equipped with adequate food, a hat and a bottle of water.
- Accounts will be charged a fee (as stated on the vacation care program) for the cost of the excursion.
- All children booked into Vacation Care for the days that excursions are being held, are expected to attend. Unless otherwise specified by the Coordinator due to specific circumstances.
- Educators where possible will attend the excursion venue prior to the date to enable an appropriate risk assessment to be completed. (Not necessary if venue is regularly used by the service)

DURING THE EXCURSION

- The following items will be brought on all excursions and be readily accessible to Educators at all times:-
 - a) First aid kit.
 - b) Attendance record/roll
 - c) Centre mobile phone/ Educator mobiles
 - d) Risk Assessment
- Head counts will be made at regular intervals and when moving from one area to another.
- Educators will supervise children always. 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; Educators ratio policies for the Service will continue to apply during excursions.
- In the event of injury occurring during an excursion, see Illness and Injury Policy.
- If a child or children misbehaves on any excursion the parent will either be called to collect child from excursion destination or be informed upon return to the Centre. The Coordinator/ Assistant Coordinators in consultation will make the decision as to whether the child can attend any further excursions.
- All excursions fees are added to parent accounts and will be required to be paid per the Centre's fee payment policy.
- At least 1 responsible person will be assigned to every excursion, along with an educator that has a current first aid and CPR qualification.

Transport for Excursions Policy 3.5

POLICY GROUP: PROGRAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: TRANSPORT FOR EXCURSIONS POLICY 3.5	REVIEWED: 2020 REVISED: 2020

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 & OTHER PROVISIONS

- *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.*
- *Policies: Educator Ratios, Excursions, Vehicle Restraint, Risk Management and Compliance.*

PROCEDURES

Selecting Transport

- All vehicles used must be registered in Queensland.
- Educators generally are not permitted to transport children, but if permitted in any circumstances, the requirements of paragraphs above apply in relation to the Educator and the transport used.
- In selecting transport, the Service will ensure that a communication system is available for use in the event of emergency. In most cases this will be Centre mobile or staff mobiles.
- The Service will use buses fitted with seat belts or where this is not possible, ensure that suitable safety precautions are taken.
- "C" Class vehicles will not be used to transport children except in an emergency
- Children will not be left in the sole care and custody of bus drivers or others; Educators ratio policies for the Service will continue to apply during transportation.
- Vehicle breakdown/accident. The transport vehicle will have signage displayed which can be referred to in the event of breakdown or an accident. Signage will display the name of the service, a mobile contact number along with instructions of whom to contact in the emergency. This will be displayed in an area visible to all civilians.
- While waiting for replacement transport/repairs, children will be kept safe, comfortable and occupied with suitable activities
- 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.
- If a child misbehaves or causes disruptive behaviour whilst out on an excursion the Coordinator will make the decision as to contact the parent / guardian to collect the child. The parent will still be required to pay fees for this day.
- Excursion fees are added to parent accounts and will incorporate transport fees which are required to be paid per the Centre's fee payment policy.

Special Events Policy 3.6

POLICY GROUP: PROGRAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: SPECIAL EVENTS POLICY 3.6	REVIEWED: 2020 REVISED: 2020

We aim to host special events throughout the year and encourage family and friends to join with us to celebrate these occasions.

RELEVANT LAWS & OTHER PROVISIONS

- [Education and Care Services National Law Act, 2010 and Regulations 2011](#)
- [NQS Area 6](#)
- [Policies](#)

- There may be many special events that occur throughout the year including birthdays, Easter, Christmas, Mother's Day, cultural and religious celebrations, family breakfasts.

Consideration will always be given to the following:

- Cultural beliefs
 - Religious beliefs and family backgrounds
 - Jehovah witness
 - Dietary requirements
- Educators will endeavour to include all children throughout the program and no child will be isolated due to their beliefs
 - Where possible the program will be modified to ensure group participation and individual interactions
 - Educators will encourage parent participation and inform parents through emails, facebook page or notices display at the sign in area.
 - Educators will only be responsible for the children booked in on this day and siblings are to be in the care of the parents.

Extra-Curricular Activities Policy 3.7

POLICY GROUP: PROGAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EXTRA-CURRICULAR ACTIVITIES POLICY 3.7	REVIEWED: 2020 REVISED: 2020

Ironsides OSHC recognizes that extracurricular 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.

Ironsides OSHC understands that extracurricular 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 & OTHER PROVISIONS

- *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.*
 - *Policies: Educator Ratios, Arrivals and Departures Policy, Escorting Children, Communication with Families.*
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- The family shall be responsible for informing the OSHC service of any extracurricular activities that the child/ren may be enrolled in whilst registered to attend the service.
 - The Coordinator or Assistant Coordinator shall discuss with the family the impact that this may have on the service. Such discussion shall include whether the child will be signed out of care by the OSHC or the activity provider and who shall be responsible for collecting the child from the service.
 - Suitable negotiations and arrangements shall be made to decide whether the service will be able to provide additional assistance to the family in having their request met if they are asking for their child/ren to be dropped off or collected from the activity.
 - In making an appropriate decision, the Coordinator shall be required to consider:
 - The accessibility and availability of Educators to fulfil such functions.
 - Legislative implications for the service such as maintaining excursion ratios for movement outside of licensed space.
 - Any financial implications or impacts on the service.
 - Any negative impacts on other children attending the service who are not directly involved in the extracurricular activity.
 - Manageability.
 - The Coordinator shall maintain the right to make an appropriate decision regarding possible arrangements.
 - The family shall maintain the right to appeal the decision of the Coordinator through the service's grievance procedure and direct such grievance to the management committee.
 - All families are required to complete a service activities permission form prior to their child attending.
 - Forms may be obtained from the centre website additionally we can print one for families to complete.
 - Any child without a permission form will not be eligible to attend any external curricular activities unless permission has been given from parent over the phone to the Coordinator and an email of consent has been sent whilst waiting for the correct permission form to be arranged.

Creative and Expressive Arts Policy 3.8

POLICY GROUP: PROGRAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: CREATIVE AND EXPRESSIVE ARTS POLICY 3.8	REVIEWED: 2020 REVISED: 2020

Ironsides OSHC aims to provide all children with appropriate, frequent, and varied opportunities to explore their creativity and expressive potential. Such activities engage children in fun and enjoyable recreational experiences.

RELEVANT LAWS & OTHER PROVISIONS

- *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: Respect for Children Educational Program Planning, Educators Practice, Provision of Resources and Equipment.*

Procedures

- The service shall encourage children to actively participate in a variety of creative and expressive experiences, which invite children to explore, discover and experiment
- All levels of ability and interest are catered for.
- Every child is provided with equal opportunity and choice to participate in an encouraging and supportive environment
- Gender, age, cultural and individual differences are considered when planning and implementing activities.
- The program includes a balance of planned experiences and those which are spontaneous, and child initiated
- Educators shall encourage children's efforts to express themselves creatively by providing a range of materials which extend children's creative interest and potential. This may include (but is not limited to) musical instruments, dress ups, props, art materials, building materials, puppets etc
- Educators will encourage children to help plan, set up and document their activities and experiences
- Children will be given sufficient time and space to engage in sustained or extended activities based on the interest and capabilities of the children.
- Educators will encourage children to express themselves creatively by introducing a variety of recycled craft materials

Educators Practice Policy 3.9

POLICY GROUP: PROGRAM	FORMULATED: 2012 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EDUCATORS PRACTICE POLICY 3.9	REVIEWED: 2020 REVISED: 2020

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 & OTHER PROVISIONS

- 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: Including Children with Special/Additional Needs, Educational Program Planning, Physical Activity, Creative and Expressive Arts, Role and Expectations of Educators, Educational Leader, Employee Orientation and Induction.

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.
- Support children to understand, self-regulate and manage their own emotions in a way that reflects and respects 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, evaluations 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 Coordinator, 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.

Physical Activity Policy 3.10

POLICY GROUP: PROGRAM	FORMULATED: 2018
	COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: PHYSICAL ACTIVITY POLICY 3.10	REVIEWED: 2020
	REVISED: 2020

Ironside OSHC aims to provide all children with appropriate, frequent opportunities for varied physical activity, focusing on enjoyment and participation, thereby encouraging positive physical activity habits in all children

RELEVANT LAWS & OTHER PROVISIONS

- 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; n2.2.2; 2.3.1, 2.3.2; 3.1; 3.2; 4.1; 5.1; 5.2; 6.2.1, 6.3.3; 7.1.2; 7.2.1, 7.3.5.*
- *Policies: Protection of Children, Educator Ratios, Including Children with Special/Additional Needs, Educational Program Planning, Educator's Practice, Sun Safety, Space and Facilities Requirement, Provision of Resources and Equipment, Educator Professional Development and Learning*
- 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 special/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 actively involved in (either physically or by umpiring) 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 old's 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 educators.
- In adverse weather conditions, outdoor playing time is substituted with equivalent indoor or under cover activities.
- Educators and children wear hats and apply a 50+ sunscreen on exposed skin at regular intervals when involved in outdoor activities
- On hot days, children will be encouraged to play in shaded areas wherever possible during outdoor play.
- Drinking water is readily available and educators will encourage children to remain well- hydrated.
- 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 discuss with children the importance of physical activity for 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.

Observational Recording Policy 3.11

POLICY GROUP: PROGRAM	FORMULATED: 2012 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: OBSERVATIONAL RECORDING POLICY 3.11	REVIEWED: 2020 REVISED: 2020

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 & OTHER PROVISIONS

- Education and Care Services National Law Act, 2010 and Regulations 2011
- "My Time Our Place" Framework for School Age Care in Australia
- Privacy Act 1988 and Regulations 2013
- 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
- Policies: -Respect for Children, Reporting of Child Abuse, Behavioural Support and Management, Inclusion of Children with Special Needs, Use of Photographic and Video Images of Children, Educational Program Policy, Program Evaluation Policy, Roles and Expectations of Educators

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:
 - Photographs;
 - Observational stories;
 - Planned Activities
 - Program evaluations
 - Programming notes
 - Minutes of meetings where discussion regarding observations of children has occurred
- 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 Service's 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 Service's identified goals are met.
- The Service may from time to time require Educators to document long records of observations, particularly in respect to behaviour 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.

Escorting Children Policy 3.12

POLICY GROUP: PROGRAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: ESCORTING CHILDREN POLICY 3.12	REVIEWED: 2020 REVISED: 2020

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 & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Guardian Act 2014*
- *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.*
- *Policies: Educator Ratios, Excursions, Extra-curricular Activities, Communication with Families.*

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 times;
 - 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.
- Educator's will utilise an appropriate roll marking system and will ensure that all children are accounted for during all stages of the excursion or escorting of children.
- The service shall ensure confidential storage and maintenance of parent/guardian permission relating to excursions and/or escorting of children.
- The serviced may also request a fee from families regarding escort to and from additional afterschool care activities if these tend to impact of educator ratios within an afternoon period.

Sustainability Policy 3.13

POLICY GROUP: PROGRAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: SUSTAINABILITY POLICY 3.13	REVIEWED: 2020 REVISED: 2020

The Service is committed to ensuring policies and procedures developed as part of the program, them to understand their place in it and to take responsible action to preserve it. The Service is also committed to establishing and promoting sound environmental practices relating to all operational aspects of the service.

RELEVANT LAWS & OTHER PROVISIONS

The laws and other provisions affecting this policy include:

- *Environmental Protection Act 1994 and Regulations 2008*
- *NQS Area: 3.3*
- *Policies: Educational Program Planning, Educator's Practice, Use and Maintenance of Air Conditioning, Employee Orientation and Induction, Communication with Families, Communication with Community, 9.6- Parent and Community Participation*

PROCEDURES

All staff will be encouraged to follow sound environmental practices and understand their role in positive modelling for the children.

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

- Recycling food scraps for compost
- Using recycled items in most craft activities
- Recycling scrap paper for use
- Establishing a garden and using produce in the service menu
- Establishing and maintaining compost bins or worm farms
- Switching off lights and air conditioners when the premises are unoccupied
- 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 sustainable practices will be accessed and readily available for Educators, children and families at the service. The service has a contract with Suez where all biodegradable food items are collected by Suez and then transformed into compost and used as garden fertilisers.

Water Activities & Safety Policy 3.14

POLICY GROUP: PROGRAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: WATER ACTIVITIES & SAFETY POLICY 3.14	REVIEWED: 2020 REVISED: 2020

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. Children will be closely supervised when in and around water as their safety is of paramount importance to the service. This policy refers to swimming activities, water play, excursions near water, hot water and drinking water within the service environment.

RELEVANT LAWS & OTHER PROVISIONS

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Guardian Act 2014
- Duty of Care
- NQS Area: 2.3.1, 2.3.2, 4.1.1
- Policies: Educator ratios, Protection of Children from Harm, Anti Bias and Inclusion Policy, Inclusion of Children with additional needs, Educational Program planning, educator Practices, excursions policy, 3.10- Physical activity policy, Sun safety, Communication with Families, Risk Management and Compliance.

PROCEDURES

- Nominated Supervisor/ Coordinator 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 always
 - Conduct a comprehensive risk assessment prior to any water activities taking place. The risk assessment shall identify educator to child ratios required to ensure children's safety
 - Ensure that at least one educator completes a pool bronze qualification
- Educators will:
 - Encourage children to play safely in or near water, giving appropriate instructions and guidance
 - Ensure water troughs, portable swimming pools 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 or placed in an inaccessible area

Water tanks will be labelled with "do not drink signage" and children are not permitted to access water from the tanks for handwashing or drinking

Hot water will be maintained at an appropriate temperature (43.5 degrees Celsius or less).

SWIMMING ACTIVITIES:

As all bodies of water present a significant risk to children, the service will ensure the following procedures are implemented:

- A comprehensive risk assessment of the venue and activity will be conducted, and the educator/child ratio will be determined

- At least one Educator qualified with a pool bronze medallion will be rostered on for activities in or near bodies of water
- Parents/Guardians must complete a “Swimming ability form” for each child attending the activity. This information will be used to assist Educators to manage the safety of children in the water
- Educators will be positioned both in and out of the water away from each other to allow them to directly and actively supervise all children

ACTIVITIES NEAR WATER:

- A comprehensive risk assessment of the venue will be conducted and the educator/child ratio will be determined
- At least one educator with a pool bronze qualification will be in attendance. In addition, at least one Educator with First Aid, CPR, Asthma and Anaphylaxis qualifications will be in attendance.
- Educators will be positioned in such a way as to be able to effectively supervise all children within their care.

Cooking with Children Policy 3.15

POLICY GROUP: PROGRAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: COOKING WITH CHILDREN POLICY 3.15	REVIEWED: 2020 REVISED: 2020

The Service acknowledges the value of offering experiences in food preparation and cooking as part of the program for developing children's life skills. 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 & OTHER PROVISIONS

- Education and Care Services National Law Act ,2010 and 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: Respect for Children, Educator Ratios, Anti Bias and Inclusion, Inclusion of Children with Special needs, Educational Program, Educator's Practice, Hygiene Policy, Food handling and Storage, Food and Nutrition, Cleaning and Sanitising, Menu Development, Space and facilities, Provision of Resources and Equipment, Communication with Families, Parent 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.

When planning cooking experiences for the program, Educators will ensure that healthy food options are considered first with other food options being kept to a minimum and only for special occasions.

Risk assessments will be conducted prior to the cooking experience. The following should be considered:

- The risk benefit analysis
- Ages of children participating
- Number of children participating
- Educator/child ratio
- Ingredients and allergies
- Cooking utensils available
- Exposure to extreme heat
- Hygiene and food preparation practices
- Children's cultures and religious expectations

Valuing Diversity, Culture and Reconciliation Policy 3.16

POLICY GROUP: PROGRAM	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: VALUING DIVERSITY, CULTURE AND RECONCILIATION POLICY 3.16	REVIEWED: 2020 REVISED: 2020

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

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Qld Anti-Discrimination Act 1991*
- *NQS Area: 1.1.2, 1.1.5, 5.1.1, 5.1.3, 5.2.3, 6.1.2, 6.2.1, 6.2.2, 6.3.1, 6.3.3, 6.3.4, 7.3.1, 7.3.5*
- *Policies: Respect for Children, Inclusion and Anti-bias, Including Children with Special/Additional Needs, Educational Program Planning, Educators Practice, Menu Development, Educator Professional Development and Learning, Enrolment, Communication with Families, Communication with Community, Parent and Community Participation*

PROCEDURES

Management, Co-ordinators 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.

Co-ordinators 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.
- Recognition of Reconciliation week within the services program

Coordinator, Assistant Co-ordinators and Educators will collaborate with families and explore opportunities to embed culture within the program's experiences and activities

Management, Coordinator, Co-ordinators and Educators will demonstrate value and respect for Australia's Aboriginal and Torres Strait Islander cultures by:

- Identifying and acknowledging the custodians of the local area.
- Including an 'Acknowledgement to Country' in appropriate ceremonies and events.

Other aspects as seen relevant to supporting the local needs of the service.