

E-1 Daily Routines

NQS

QA. 1.1	The educational program enhances each child’s learning and development.
QA. 1.2	Educators facilitate and extend each child’s learning and development.
QA.2.1.1	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
QA. 2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
QA.2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA. 4.1.1	The organisation of educators across the service supports children's learning and development
QA. 4.2.2	Professional standards guide practice, interactions and relationships
QA. 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
QA. 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
QA. 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 56	Review and revision of quality improvement plans
Reg. 73	Educational Programs
Reg. 75	Information about educational program to be kept available
Reg. 168	Education and care service must have policies and procedures
Reg. 320	Staff to child ratios—children over preschool age

My Time, Our Place

LO. 1	Children feel safe, secure and supported
LO. 3	Children become strong in their social and emotional wellbeing
LO. 3	Children take increasing responsibility for their own health and physical wellbeing

LO. 4	Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
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Policy Statement

We aim to develop and implement daily routines to reflect a balanced program that is stimulating, interesting and exciting, maximising children's learning, while allowing children opportunities to play, explore and develop new skills. We recognise that children require structure and organisation as well as time for play and leisure therefore these needs will be reflected in our daily routines.

Related Policies

- MELROSE PARK OSHC Policy A-1: Hours of Operation
- MELROSE PARK OSHC Policy A-2: Priority of Access
- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy A-5: New Children Orientation
- MELROSE PARK OSHC Policy A-8: Dropping off and Picking Up
- MELROSE PARK OSHC Policy A-9: Absent and Missing Children
- MELROSE PARK OSHC Policy A-11: Maintenance of Records
- MELROSE PARK OSHC Policy A-13: Participation and Access
- MELROSE PARK OSHC Policy A-14: Complaints
- MELROSE PARK OSHC Policy A-15: Role of the Management Committee
- MELROSE PARK OSHC Policy A-19: NQF
- MELROSE PARK OSHC Policy C-3: Educators Orientation and Induction
- MELROSE PARK OSHC Policy D-3: Food and Nutrition
- MELROSE PARK OSHC Policy D-22: Child Protection Policy
- MELROSE PARK OSHC Policy D-23: Child Management
- MELROSE PARK OSHC Policy E-2: Written Programs
- MELROSE PARK OSHC Policy E-4: Movies, Videos and Television

- MELROSE PARK OSHC Policy E-8: Homework
- MELROSE PARK OSHC Policy E-9: Out-Of-Centre Activities

Procedure

A daily routine will be developed and implemented by the educators and Management Team.

The routine will reflect the Centre's philosophy.

The routine will be structured around regular events of the day such as arrival, departure, school drop off and collection and afternoon tea. The routine will incorporate times for a mixture of structured and unstructured activities.

The routine will take into consideration all children's needs in relation to their emotional, social, physical, creative and developmental areas (as per Regulation 73)

Developing each child's own creative leisure skills will also be a consideration when planning the daily routine.

The routine will be part of a review process and adapted to meet the varying and changing needs of the children in relation to before school, after school and seasonal conditions.

The routine will be recorded and displayed where educators and parents and children can clearly see (as per Regulation 75).

The routine will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the Centre.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard (NQS)
- My Time, Our Place
- Privacy Act 1988
- Public Health Act 2010
- Family Law Act 197

Endorsed Date:	October 2018
Review Date:	October 2019

E-2 Written Programs

NQS

QA. 1.1	The educational program enhances each child’s learning and development.
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QA.2.1.1	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
QA. 2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
QA.2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA. 4.1.1	The organisation of educators across the service supports children's learning and development
QA. 4.2.2	Professional standards guide practice, interactions and relationships
QA. 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
QA. 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
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Reg. 56	Review and revision of quality improvement plans
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Reg. 74	Documenting of child assessments or evaluations for delivery of educational program
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Reg. 76	Information about educational program to be given to parents
Reg. 168	Education and care service must have policies and procedures
Reg. 320	Educator to child ratios—children over preschool age

My Time, Our Place

LO. 1	Children feel safe, secure and supported
LO. 3	Children become strong in their social and emotional wellbeing
LO. 3	Children take increasing responsibility for their own health and physical wellbeing
LO. 4	Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

Policy Statement

We aim to develop and implement a balanced program that is stimulating, interesting and exciting; which allows opportunities for children to play, explore and develop new skills and is appropriate to the developmental and leisure needs of all children. Our Centre's program will be based on the "My Time, Our Place" Framework and reflect the cultural diversity of today's society. Children and parents are encouraged to be actively involved in the planning, implementation and evaluation of the program.

Related Policies

- MELROSE PARK OSHC Policy A-1: Hours of Operation
- MELROSE PARK OSHC Policy A-2: Priority of Access
- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy A-5: New Children Orientation
- MELROSE PARK OSHC Policy A-8: Dropping off and Picking Up
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- MELROSE PARK OSHC Policy D-22: Child Protection Policy

- MELROSE PARK OSHC Policy D-23: Child Management
- MELROSE PARK OSHC Policy E-2: Written Programs
- MELROSE PARK OSHC Policy E-4: Movies, Videos and Television
- MELROSE PARK OSHC Policy E-8: Homework
- MELROSE PARK OSHC Policy E-9: Out-Of-Centre Activities

Procedure

The Centre Director and Educational Leader will be responsible for the development of a child centred program, which reflects the philosophy of the Centre and meets the social, physical, recreational, intellectual, creative and emotional developmental needs of the children attending.

Programs will be developed for all aspects of the Centre, before school and after school.

The education program will explore the concepts of Belonging, Being and Becoming and will work on developing the key outcomes of all children:

- The child will have a strong sense of identity
- The child will be connected with and contribute to his or her own world
- The child will have a strong sense of wellbeing
- The child will be a confident and involved learner
- The child will be an effective communicator.

The centre will use the following Principles in developing the Educational Program:

- Secure, respectful and reciprocal relationships
- Partnerships with Families
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practice

Educators will use varying pedagogical practices to promote children's learning by:

- Adopting holistic approaches

- Collaborating with children
- Planning and implementing play and leisure activities
- Acting with intentionality
- Creating physical and social school age care environments that have a positive impact on children's development, wellbeing and community building
- Valuing the cultural and social contexts of children and their families
- Providing for continuity in experiences and enabling children to have a successful transition
- Using reflection processes and documentation about children's wellbeing and learning to inform and evaluate programs and to support children in achieving outcomes.

In order to achieve these outcomes, the written program will:

- Promote the importance of play
- Maintain the dignity and rights of each child at all times
- Respect the cultural and language diversity of the local and wider community.
- Foster friendships
- Consider individual and group interests, skills, needs, talents and abilities.
- Encourage cooperative and responsible behaviour
- Foster independence, self-help skills and problem solving skills
- Provide an environment to develop self-reliance and foster self-esteem
- Allow opportunities to explore and develop new skills through stimulating, exciting and interesting activities.
- Consider all developmental areas
- Provide variation in indoor/outdoor activities
- Provide variation in quiet/active activities
- Provide variation in structured/unstructured activities
- Consider the varying age ranges of the children within the service
- Provide variety and choice
- Provide positive examples and direction to allow children to develop self-discipline skills.
- Assist children in appreciating and caring for each other and their surroundings.

- Make children feel valued and welcomed in their surroundings.
- Encouraging the children to express themselves and their opinions

The written program will be prepared for each day and put on display for children and families to view (as per Regulation 75). Programs will also be displayed on the Centre's website where appropriate.

Where educators see fit they may post-plan to allow the children to develop their own interests and skills. Where a decision has been made to post-plan, educators will ensure this is written up in the appropriate manner.

Training in children's programming and activities will constitute part of educator's development and be included as an item in the Centre's budget each year.

Children and parents are encouraged to incorporate their views, ideas and specific interests into the program through both verbal and/or written communication.

Educators will encourage feedback and input from children and parents in relation to the program. This may be done verbally, through the newsletter or in the family information brochure.

Educators will regularly talk to parents concerning their child's interests and activities and respond to parents suggestions, requirements and expectations.

Children will be encouraged to be actively involved in the planning, implementation and evaluation of the program through group discussions, individual conversations and children's meetings. Likewise, parents and families will be actively encouraged to be involved in the programming through individual conversation, mail correspondence, meetings and the Centre Newsletter.

Each child's progress in their learning and development will be assessed and taken under consideration when planning, implementing, documenting and evaluating written programs.

Documentation will be taken of each individual child in the service to adequately evaluate their well-being, development and learning. This will be prepared in such a way that it is readily understandable to the parents and families as well as the educators in the Centre. Families will be presented with a copy of the documentation in respect to their child as requested. This information will be presented so that it explains the child's participation on the centres educational program. Information about the content and operation of the educational program will be readily available to parents, displayed at the centre at all times.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard (NQS)
- Education and Care Services National Law Act (2010) Section 168
- My Time, Our Place: A Framework for School Aged Care in Australia

Endorsed Date:	October 2018
Review Date:	October 2019

E-3 Gender Equity and Inclusion

NQS

QA. 1.1	The educational program enhances each child's learning and development.
QA. 2.2	Each child is protected.
QA. 4.1	Staffing arrangements enhance children's learning and development.
QA. 5.1	Respectful and equitable relationships are maintained with each child.
QA. 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QA. 5.2	Each child is supported to build and maintain sensitive and responsive relationships.
QA. 5.1.2	The dignity and rights of every child are maintained.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures

Policy Statement

We aim to help each child develop to their full potential regardless of their gender. All children will be treated in the same manner and provided with the same access to all materials and equipment.

Related Policies

- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy C-4: Educator Professionalism
- MELROSE PARK OSHC Policy C-9: Relief Educators
- MELROSE PARK OSHC Policy C-13: Interactions with Children
- MELROSE PARK OSHC Policy D-22: Child Protection
- MELROSE PARK OSHC Policy D-25: Harassment, Bullying and Violence

- MELROSE PARK OSHC Policy D-30: Supervision

Procedure

Educators shall accept and value every parent and child regardless of gender or ability.

Educators are to be aware of the way in which they treat individual children in regards to language, attitudes, assumption and expectation, and will treat all children in the same manner regardless of gender.

Educators are to be aware of the way in which they treat individual parents and each other in regards to language, attitudes, assumption and expectation, and will treat all people in the same manner regardless of gender or lifestyle.

The program will present positive experiences for the children, which are not based on gender role stereotypes.

All children will be encouraged to try a variety of activities regardless of gender.

Resource materials used in the Centre will, as far as possible, be non-stereotyped, inclusive and will meet the needs of the children.

Educators should act as positive role models encouraging children to be involved in activities commonly stereotyped for the opposite gender.

Educators will be actively involved in a variety of activities regardless of gender.

Every effort will be made to employ educators, relief educators and volunteers from all genders.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia
- Children (Education and Care Services National Law Application) Act 2010
- United Nations Convention on the Rights of the Child

Endorsed Date:	October 2018
Review Date:	October 2019

E-4 Cultural Relevance / Anti-Bias

NQS

QA. 1.1	The educational program enhances each child's learning and development.
QA. 2.2	Each child is protected.
QA. 4.1	Staffing arrangements enhance children's learning and development.
QA. 5.1	Respectful and equitable relationships are maintained with each child.
QA. 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QA. 5.2	Each child is supported to build and maintain sensitive and responsive relationships.
QA. 5.1.2	The dignity and rights of every child are maintained.
QA. 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
QA. 6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
QA. 6.2.3	The service builds relationships and engages with its local community.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures

Policy Statement

We will recognise the diversity of cultures in Australia and help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program. All activities and behaviour in the Centre will be considerate of the cultural and linguistic diversity of the families within the community. Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

Related Policies

- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy C-4: Educator Professionalism
- MELROSE PARK OSHC Policy C-5: Professional Development
- MELROSE PARK OSHC Policy C-13: Interactions with Children
- MELROSE PARK OSHC Policy D-23: Child Management / Behaviour Guidance
- MELROSE PARK OSHC Policy D-25: Harassment, Bullying and Violence
- MELROSE PARK OSHC Policy D-30: Supervision
- MELROSE PARK OSHC Policy E-2: Written Programs
- MELROSE PARK OSHC Policy E-3: Gender Equity and Inclusion

Procedure

Educators shall accept and value every parent and child regardless of race, cultural background religion, gender or ability or sexual preference of parents.

Educators will make themselves aware of the specific cultures represented in the families and general community of the Centre.

No discrimination will be made against any family or child due to their culture, race or sexual preference.

Educators will not be judgmental towards the parents and respect any differences in childcare practices (with the exception of child protection concerns).

Educators will ensure parents have confidence in the Centre's quality of care for their child by seeking information regarding their cultural issues.

Educators will encourage feedback and input from parents in relation to the program, policies or other issues in the Centre, which are affected by the families' culture or race.

Parents will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program.

All educators will undertake training and sharing of information regarding the various cultures and multicultural programming.

Educators will be encouraged to share knowledge of their own cultures with other educators, parents and children and to incorporate this into the program.

Educators will make themselves aware of any issues or behaviour, which may be offensive to the various cultures and avoid possible offensive behaviour.

All activities and behaviour in the Centre will be considerate of the cultural and linguistic diversity of the families within the community.

Where possible, parent information will be translated into other languages.

Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

Educators shall research and gain ideas regarding appropriate activities to be incorporated in the program.

Educators should be aware of and ensure that festivals and celebrations of many cultures are included in the program.

Cultural awareness should be integrated throughout all activities in the program and reflect an attitude of respect and positive appreciation for the differences in our society.

All activities in the Centre will be checked to ensure that negative and discriminating images of particular cultures or life-styles are avoided.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia
- Children (Education and Care Services National Law Application) Act 2010
- United Nations Convention on the Rights of the Child
- Anti-Discrimination Act 1977

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E-5 Excursions

NQS

QA. 1.1	The educational program enhances each child’s learning and development.
QA. 1.2	Educators facilitate and extend each child’s learning and development.
QA. 2.2	Each child is protected.
QA. 4.1	Staffing arrangements enhance children's learning and development.
QA. 4.1.1	The organisation of educators across the service supports children's learning and development
QA. 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
QA. 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
QA. 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
QA. 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
QA. 7.1	Governance supports the operation of a quality service.

National Regulations

Reg. 73	Educational program
Reg. 89	First aid kits
Reg. 99	Children leaving the education and care service premises
Reg. 100	Risk assessment must be conducted before excursion
Reg. 101	Conduct of risk assessment for excursion
Reg. 102	Authorisation for excursions
Reg. 166	Children not to be alone with visitors
Reg. 168	Education and care service must have policies and procedures
Reg. 170	Policies and procedures to be followed

My Time, Our Place

LO. 1	Children feel safe, secure, and supported
LO. 2	Children are connected with and contribute to their world
LO. 4	Children are confident and involved learners
	Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
	Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Policy Statement

We believe that excursions are an essential part of the centre's program as they provide variety and an opportunity to expand a child's experience, explore different environments and learn new activities. An authorised person's permission will be sought for all excursions. Children on excursions will be ensured proper supervision and care, for the full duration of the excursion. All educators/child ratios will be maintained according to best practice in the childcare field.

Related Policies

- MELROSE PARK OSHC Policy A-4: Enrolment
- MELROSE PARK OSHC Policy A-10: Acceptance and Refusal of Authorisations
- MELROSE PARK OSHC Policy C-10: Volunteers/Students/Visitors
- MELROSE PARK OSHC Policy C-11: Educator Child Ratio
- MELROSE PARK OSHC Policy D-1: Dealing with Medical Conditions
- MELROSE PARK OSHC Policy D-2: Hygiene
- MELROSE PARK OSHC Policy D-6: Transportation
- MELROSE PARK OSHC Policy D-7: Animals
- MELROSE PARK OSHC Policy D-8: Sun Protection
- MELROSE PARK OSHC Policy D-9: Emergency Procedures
- MELROSE PARK OSHC Policy D-10: First Aid
- MELROSE PARK OSHC Policy D-11: Management of Incident, Injury and Trauma
- MELROSE PARK OSHC Policy D-15: Allergies
- MELROSE PARK OSHC Policy D- 16: Asthma
- MELROSE PARK OSHC Policy D-17: Anaphylaxis
- MELROSE PARK OSHC Policy D-20: Medication
- MELROSE PARK OSHC Policy E-7: Water Safety

Procedure

Planning

Excursions will be planned taking into account children's ages, suggestions, interests and developmental abilities. Children's safety will always be first priority.

All planned excursions will be subject to a risk assessment to identify and assess risks that the excursion may pose to the safety, health and wellbeing of any child being taken on the excursion, and specify how the identified risks will be managed and minimised, as per Regulation 101. A risk assessment must consider:

- the proposed route and destination for the excursion
- any water hazards
- any risks associated with water-based activities
- the transport to and from the proposed destination for the excursion
- the expected number of adults and children involved in the excursion

- 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 specialised skills are required (e.g. life-saving skills)
- the proposed activities
- the proposed duration of the excursion
- the items that should be taken on the excursion (e.g. a mobile phone and a list of emergency contact numbers for children on the excursion).

Educators are to visit or be familiar with a venue before undertaking the excursion to ensure it is suitable, safe and accessible by all. Arrangements will be made with the venue when special requirements are needed, where necessary. The venue will be assessed to determine whether children with special needs can be accommodated, where applicable.

When planning an excursion, alternative arrangements will be made for adverse weather conditions. Prior to departing on an excursion, educators must consider wet weather, cold or hot weather or extreme weather conditions.

Authorisation and Notification

Under regulation 102, the approved provider and nominated supervisor of an education and care service must ensure that a child being educated and cared for by the service is not taken outside the education and care service premises on an excursion unless written authorisation has been provided. The authorisation must be given by a parent or other person named in the child's enrolment record as able to authorise the taking of the child outside the education and care service premises by an educator. The authorisation must state:

- the child's name
- the reason the child is to be taken outside the premises
- the date the child is to be taken on the excursion (unless the authorisation is for a regular outing)
- a description of the proposed destination for the excursion
- the method of transport to be used for the excursion;
- the proposed activities to be undertaken by the child during the excursion
- the period the child will be away from the premises
- the anticipated number of children likely to be attending the excursion
- the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
- the anticipated number of educators and any other adults who will accompany and supervise the children on the excursion
- that a risk assessment has been prepared and is available at the service.

If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period.

The centre phone will be on divert to the Nominated Supervisor / Responsible Person on Duty's mobile to ensure the educators and children can always be contacted. The Nominated Supervisor will ensure the mobile phone used is fully charged.

Educator Ratios and Supervision

There will be no supervision at the Centre as planned excursions are compulsory.

A minimum of two educators will be present on all excursions.

The following educator/child ratios will be met at all times (see C-11 Educator: Child Ratio Policy)

- There will be a maximum of 10 children to 1 carer for excursions
- There will be a maximum of 5 children to 1 carer for swimming

A Certified Supervisor will have overall responsibility for the excursion. It is their responsibility to maintain head counts and take the roll at appropriate times and regular intervals. All educators will be responsible for adequate supervision.

Responsible adult volunteers over the age of 18 may be used to augment educator/child ratios on excursions. Parents may also be invited to assist.

Swimming excursions will only be undertaken with children in a well-supervised municipal pool or water park (see E-7 Water Safety Policy). Adequate supervision will be maintained at all times. A special permission form is required for children who wish to swim on the excursion.

Dams, rivers and beaches will be avoided for swimming purposes because of the dangers that they present.

Transportation

All transport used for excursions will comply with the Roads and Maritime Services Standards. The Transportation Policy will apply in relation to travelling to and from any venue.

Both public and/or private modes of transportation may be used. Details will be outlined on the relevant authorisations and a risk assessment developed for each mode of transport used.

Consideration will be given to children with special needs, where applicable.

Educators, volunteers and parents attending an excursion will be made aware of the Transportation Policy and procedures for supervising children while travelling on public or private transport or on walking excursions. Particular attention will be made to assisting children when boarding or alighting from public transport and when crossing roads or in crowded areas.

While on the Excursion

No changes to the excursion itinerary will be made unless it is in the best interest of the children's safety and wellbeing. This will be decided only by the Responsible Person on Duty.

All children will wear a wristband outlining the service name and contact phone number.

Information and equipment to be taken on the excursion will include:

- A list of all children on the excursion, with relevant personal details and parent contact numbers
- Information on any relevant medical conditions or special needs/requirements along with any required medication (i.e. asthma puffers etc)
- A list of all relevant emergency procedures and contact numbers, to be readily accessible to all educators at all times
- A fully stocked and up-to-date portable First Aid Kit
- Spare drinking water, if possible

All children will be instructed regarding behaviour on the excursion and what to do if they are separated from the group.

The following policies will be implemented as required on excursions:

- Acceptance and Refusal of Authorisations
- Medication Policy
- Asthma Policy
- Anaphylaxis Policy
- Allergies Policy
- Dealing with Medical Conditions Policy
- Transportation Policy
- Educator Child Ratio Policy
- Water Safety Policy
- Sun Protection Policy
- First Aid Policy
- Emergency Procedures
- Management of Incident, Injury and Trauma Policy
- Hygiene Policy
- Animals Policy

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Children (Education and Care Services National Law Application) Act 2010
- My Time, Our Place Framework for School Age Care in Australia
- Roads and Maritime Service NSW

Endorsed Date:	October 2018
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E-6 Technology

NQS

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QA.2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA. 4.1.1	The organisation of educators across the service supports children's learning and development
QA. 4.2.2	Professional standards guide practice, interactions and relationships
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 73	Educational Programs
Reg. 74	Documenting of child assessments or evaluations for delivery of educational program
Reg. 75	Information about educational program to be kept available
Reg. 76	Information about educational program to be given to parents
Reg. 168	Education and care service must have policies and procedures
Reg. 320	Educator to child ratios—children over preschool age

My Time, Our Place

LO. 1	Children feel safe, secure and supported
LO. 3	Children become strong in their social and emotional wellbeing
LO. 3	Children take increasing responsibility for their own health and physical wellbeing
LO. 4	Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

Policy Statement

We aim to develop and implement a program that is stimulating, interesting and exciting, and allows opportunities for children to experience different technologies whilst also having times of relaxation and leisure. The Nominated Supervisor will ensure all technology is used appropriately and any movies, television programs and video games are suitable for the children's developmental level, and are rated G or PG.

Related Policies

- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy A-11: Maintenance of Records
- MELROSE PARK OSHC Policy A-14: Complaints
- MELROSE PARK OSHC Policy D-23: Child Management
- MELROSE PARK OSHC Policy E-2: Written Programs

Procedure

Various mediums of technology will be used at the centre when appropriate. This includes computers, televisions, video games and other hand-held devices.

Computers

Computers available at the centre will only be used for educational purposes and will be adequately supervised whilst they are in use. The computers will be connected to the Department of Education network. This will ensure the blocking of any inappropriate websites, and will ensure children have to use their own logins whilst on the computers.

Computers will be used of an afternoon, generally for a maximum of 30 minutes per child. This will be monitored by educators and will allow for all children to have equal opportunity to use the computers.

During Vacation Care, children will be able to use the computers during 'screen time', which will run for approximately one hour per day. This will generally be split up into two sessions, 30 minutes in the morning and 30 minutes in the afternoon. It remains that these computers will only be used for educational purposes and will only have access to a limited amount of websites.

Computers will be setup to ensure educators can easily monitor the children's activities.

Movies / TV / Video games and hand-held devices

Movies, television programs and video games will be planned as part of a balanced program of activities, which reflects the philosophy of the centre. These may be used to highlight a particular activity or interest in the program, and each child's participation time will be limited. Where

programmed, such activities will be displayed for children and families to view (as per Regulation 75).

The program will be recorded in the program folder and clearly displayed upon entrance to the Centre for all educators, parents and children to view (see Policy E-2: Written Programs).

Educators should attempt to preview the movie, television program or video game prior to showing it to the children. In cases where this is not possible, the Nominated Supervisor will ensure the media has been checked for suitability using the online tool from the Australian Council on Children and the Media (<http://childrenandmedia.org.au/>)

Video games, hand-held devices and other electronic equipment will not be encouraged to be brought to Melrose Park OSHC unless the program advises otherwise. Educators will not be held responsible for any equipment brought to the centre and children will be encouraged to label their equipment and ensure the safe storage of their items.

Alternative activities will always be available when movies, television programs or video games are being shown, and the use of such media in the program will not replace the supervision responsibilities of the educators.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard (NQS)
- Education and Care Services National Law Act (2010) Section 168
- My Time, Our Place: A Framework for School Aged Care in Australia

Endorsed Date:	October 2018
Review Date:	October 2019

E-7 Water Safety

NQS

QA. 2.1	Each child's health and physical activity is supported and promoted.
QA. 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
QA. 2.2	Each child is protected.
QA. 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA. 4.1	Staffing arrangements enhance children's learning and development.
QA. 4.1.1	The organisation of educators across the service supports children's learning and development
QA. 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

National Regulations

Reg. 77	Health, hygiene and safe food practices
Reg. 78	Food and beverages
Reg. 100	Risk assessment must be conducted before excursion
Reg. 101	Conduct of risk assessment for excursion
Reg. 102	Authorisation for excursions
Reg. 168	Education and care service must have policies and procedures

My Time, Our Place

LO. 1	Children feel safe, secure, and supported
LO. 3	Children take increasing responsibility for their own health and physical wellbeing

Policy Statement

We recognise that the safety of children is paramount when in or around water. We will ensure that children are supervised at all times especially during water play, excursions and around hot water. We will ensure that the appropriate hygiene policies are followed in relation to all drinking water provided at the Centre.

Related Policies

- MELROSE PARK OSHC Policy A-10: Acceptance and Refusal of Authorisations
- MELROSE PARK OSHC Policy A-20: Nominated Supervisor
- MELROSE PARK OSHC Policy B-6: Indoor Environment

- MELROSE PARK OSHC Policy B-7: Outdoor Environment
- MELROSE PARK OSHC Policy C-11: Staff Child Ratio
- MELROSE PARK OSHC Policy D-2: Hygiene
- MELROSE PARK OSHC Policy D-3: Food and Nutrition
- MELROSE PARK OSHC Policy D-8: Sun Protection
- MELROSE PARK OSHC Policy D-10: First Aid
- MELROSE PARK OSHC Policy D-11: Management of Incident, Injury and Trauma
- MELROSE PARK OSHC Policy E-5: Excursion

Procedure

Children will be provided with clean, fresh drinking water at all times. This will be monitored to ensure that it is hygienic and safe for consumption. The water will be served from containers which will remain securely sealed at all times and always emptied and cleaned thoroughly at the end of each day.

All hot water accessible to children must be no higher than 43.5°C. Any kitchen appliances used to heat water will be kept in an area not accessible to children. It is the responsibility of the Nominated Supervisor to ensure this is maintained and serviced annually.

Staff will ensure all hot drinks are consumed away from the children and outside centre opening hours.

During the daily grounds check, staff will ensure no pools or containers of water are present and in the case of extreme rain, staff will thoroughly inspect outdoor areas for any pooling of water before allowing children to play outside.

All buckets of water will be emptied immediately after use and no full buckets will be left in the children's play area. All water play involving water containers or troughs will be directly supervised at all times and emptied on to garden areas immediately after use. Children will be discouraged from drinking this water during play.

Staff will ensure that all water carrying vessels that can reasonably present a drowning hazard for children are stored in a manner so as to prevent inadvertently collecting water and causing a drowning risk to children.

All grey water or rain tanks will be clearly labelled "Do Not Drink" and all children playing in areas with water tanks located nearby will be monitored closely by staff to ensure that do not attempt to access the water supply.

Excursions that involve swimming or activities closely located to water will be planned to enable a staff child ratio of 1:5. Staff will ensure children are kept in sight at all times. Parents will be asked to consent to the swimming capabilities of their child and any child who is deemed not competent will not be allowed to swim. A risk assessment will be conducted prior to any excursions, including any in or around bodies of water.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Children (Education and Care Services National Law Application) Act 2010
- Kidsafe NSW – ‘Hot water burns like fire’ and ‘Kids in & around water’
- Occupational Health and Safety Act 2000
- Royal Lifesaving NSW

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E-8 Homework

NQS

QA. 1.1	The educational program enhances each child's learning and development.
QA.2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
QA.2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA. 4.1.1	The organisation of educators across the service supports children's learning and development
QA. 4.2.2	Professional standards guide practice, interactions and relationships
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 73	Educational Programs
Reg. 74	Documenting of child assessments or evaluations for delivery of educational program
Reg. 75	Information about educational program to be kept available
Reg. 76	Information about educational program to be given to parents
Reg. 168	Education and care service must have policies and procedures
Reg. 320	Educator to child ratios—children over preschool age

My Time, Our Place

LO. 1	Children feel safe, secure and supported
LO. 3	Children become strong in their social and emotional wellbeing
LO. 3	Children take increasing responsibility for their own health and physical wellbeing
LO. 4	Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

Policy Statement

Melrose Park OSHC recognise children who attend the Centre full time may find it difficult to undertake homework tasks at home. We believe that all children should have access to

uninterrupted play and leisure time to balance their education and learning. Melrose Park OSHC supports positive relationships between parents and children and therefore understands that the time and place for homework to be undertaken within the OSHC service is of importance.

Related Policies

- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy D-23: Child Management

Procedure

Educators will attempt to provide a quiet, safe area for children to undertake homework tasks.

Whilst Melrose Park OSHC will support children completing their homework each afternoon, responsibility will not be taken for completion of homework - this is the responsibility of the parent and child.

Where a child wishes to leave the homework area and has not finished their homework, educators will allow them to do so, and partake in the normal Programmed activities for the session.

In cases where a parent has requested their child complete their homework and the child becomes visibly distressed or anxious at needing to do so, the educators will not be expected to force the child to do their homework and the parent will be informed. If deemed necessary a meeting with the parent and Centre Director will be scheduled to discuss strategies to encourage the child to complete some of their homework before moving off to play.

Educators are available to aid children with homework but will not provide a tutoring service, as the educator:child ratio must be maintained.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard (NQS)
- Education and Care Services National Law Act (2010)
- My Time, Our Place: A Framework for School Aged Care in Australia

Endorsed Date:	October 2018
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E-9 Out Of Centre Activities

NQS

QA. 7.1	Governance supports the operation of a quality service.
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National Regulations

Reg. 99	Children leaving the education and care service premises
Reg. 168	Education and care service must have policies and procedures
Reg. 181	Confidentiality of records kept by approved provider

My Time, Our Place

LO. 1	Children feel safe, secure and supported
LO. 3	Children become strong in their social and emotional wellbeing

Policy Statement

We recognise the importance of additional extra-curricular activities in providing a holistic, well-rounded education. We will work with parents to assist in delivering children to their extra-curricular on school site activities at the required time. In line with Regulations, Authorisation will be sought for all out of centre activities, prior to a child being released into the care of others running such classes. Educators will walk children to and from their extra-curricular activities. The responsible person on duty may refuse authorisation if they believe the safety or wellbeing of the child may be compromised.

Related Policies

- MELROSE PARK OSHC Policy A-4: Enrolment
- MELROSE PARK OSHC Policy A-8: Dropping off and Picking Up
- MELROSE PARK OSHC Policy A-10: Acceptance and Refusal of Authorisations
- MELROSE PARK OSHC Policy A-11: Maintenance of Records
- MELROSE PARK OSHC Policy A-17: Privacy and Confidentiality
- MELROSE PARK OSHC Policy A-20: Nominated Supervisor

- MELROSE PARK OSHC Policy E-9: Out-Of-Centre Activities

Procedure

Written authorisation from parents/guardians will be required for the following:

- A child leaving the service to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than the OSHC service.

The authorisation must contain:

- the name of the child enrolled in the service
- the date
- the activity the child will be participating in
- signature of the child's parent / guardian or nominated person who is on the enrolment form
- the approximate time the child will leave the service and the time they will return to the service (if applicable)

Authorisations will be sighted and signed by the responsible person and the original copy will be kept on file at the Centre. Authorisations for extra-curricular activities will be kept in the Extra Curricular Activity Folder.

The Centre may exercise the right to refuse the request if written or verbal authorisations do not comply with the requirements outlined above. The responsible person on duty also has the right to refuse the authorisation if the child's safety or wellbeing is deemed to be compromised. If refusal of an authorisation is delivered, parents will be notified of the decision and reason for refusal as soon as is practicable by either phone, email and/or on collection of the child.

Children are to be collected from, taken to their activity and returned to the Centre. OSHC educators will endeavor to have the children ready to leave for their activity at the required time. This will only occur whilst the child is in the centre's care and has not been signed out by the parent/authorised nominee.

OSHC Educators will ensure children are signed in and out of the Centre during their time at their activity by marking them as 'interim out' and 'interim in' on the touchscreen, noting the name of the person collecting the child and the activity the child is attending. Whilst attending the out-of-centre activity, the child is not under the duty of care of the Centre and OSHC does not accept responsibility for the child.

Where a child is collected directly from the out-of-centre activity, the parent / authorised collector must ensure they sign the child out and advise the educators that the child will be leaving directly from the activity.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Children (Education and Care Services National Law Application) Act 2010
- “Getting Parents Authorisation” FAQ on ACECQA website 27/02/2012
- Privacy Act 1988

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E-10 Community Involvement

NQS

QA.6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
QA.6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
QA.6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
QA.6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
QA.6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
QA.6.2.3	The service builds relationships and engages with its local community.

National Regulations

Reg. 73	Educational program
Reg. 74	Documenting of child assessments or evaluations for delivery of educational program
Reg. 75	Information about educational program to be kept available
Reg. 76	Information about educational program to be given to parents
Reg. 86	Notification to parents
Reg. 111	Administrative space
Reg. 157	Access for parents

My Time, Our Place

LO. 1	Children feel safe, secure, and supported
LO. 2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
LO. 2	Children respond to diversity with respect
LO. 2	Children become aware of fairness
LO. 3	Children become strong in their social and emotional wellbeing

Policy Statement

We recognise the importance of community involvement in facilitating and enhancing each child's learning and development and in doing so, strengthening their sense of belonging. We aim to promote community involvement in the day-to-day running of the centre by organising programs and routines to encourage each child's connection to their community, encourage family and community participation and create a welcoming environment which reflects the lives of the children, their families and the broader society they live in.

Related Policies

- NORMANHURST OSHC Policy A-4: Enrolment
- NORMANHURST OSHC Policy E-2: Written Programs
- NORMANHURST OSHC Policy E-4: Cultural Relevance and Anti-Bias

Procedure

The Centre Director and educators will ensure that the program and practices at the Centre incorporate and reflect the importance of the local and wider community in relation to the individual circumstances of each child.

Information about the individual communities specific to each child will be obtained through enrolment documentation informal conversation, surveys, interaction and discussion with families and meetings.

The environment will set up in such a way that is welcoming, inclusive and representative of the children, their families and the local community. This can include the presentation of children's art work, photographs of the children at the Centre, images of the local community etc.

Families and will be invited and encouraged to participate in and contribute to the Centre's program through newsletters, informal discussions and conversations, family handbook, emails and signage.

Local community resources area will be set up at the Centre, near the touchscreen. This could contain any current information which may be of interest to the community such as relevant information with regards to current events occurring in the local area, updates to public health legislation, recipes, craft ideas, extra-curricular providers etc.

The Centre will endeavour to develop links, share information and work in collaboration with other community organisations and OSHC Centres to gain ideas, feedback and strategies for the betterment of the children and families in the service.

Sources

- Education and Care Services National Regulations (2011)
- Education and Care Services National Law Act (2011)
- Jones, N., & Bastion, F. (2002). Creating a Community Vision for the Care and Education of Young Children. *Rattler*, 63, 27-30

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