

Quality Improvement Plan for

Redwood Park OSHC

2026



Service name

Redwood Park School Governing Council

Service approval number

SE-00010831

Acknowledgement of Country

We acknowledge the **Kaurna community** as people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present, and extend that respect to all Aboriginal peoples.



Government
of South Australia
Department for Education

Context

Service Context

Redwood Park OSHC is situated at Lokan Street, Redwood Park. Parking is available on McEwin Avenue for OSHC staff and families.

Our enrolment capacity is 70 students. Our 2026 enrolment is 214 children. We offer care for preschool children during the term and for any home days in the holidays. We only group the children when providing our special groups which are OSHClings Preschool and Receptions and Quackers – Year 5 and 6. If other groups are needed its generally based on ages and activity dependent. For example like our all aged ooshie clubs.

Our OSHC is an inclusive service within the school accessing the Library, Gym, Hall and Japanese Room when needed.

We are a full-time service. We are following the DfE school term days and holidays.

We open from Monday to Friday

- 7am to 8.55am for Before School Care
- 3.05pm to 6pm for After School Care
- 7am to 6pm for Pupil Free and Vacation Care days

We are closed

- 2 weeks from 6pm on the 23rd of December 2026 to 7am on the 11th January 2027 and 26th of January 2027
- The service is closed every School Closure Day for Training. This year will be September 2nd, 2026.

Our OSHC webpage can be accessed [here](#) and our OSHC Facebook page can be access [here](#)

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Context

Statement of Philosophy

Redwood Park OSHC and VAC is a child focused service providing a safe and welcoming environment where children's knowledge, interests and abilities are promoted. This occurs by providing challenging opportunities through play and spontaneous and planned activities that are flexible and inclusive of children's learning. We strive to foster children's full potential and wellbeing by encouraging restorative justice which develops problem solving, self-regulation, self-esteem, respect and responsibility. Through the role modelling of professional educators, we aim to work towards a sustainable environment for all children and their families.

We aim to build a collaborative community for staff, children, families and the school to foster respectful and meaningful relationships which recognises diversity and equality. As a service we operate according to this philosophy and try to reflect the local community through discussion and inviting participation around issues relevant to running the service. Our program revolves around the outcomes stated in My Time Our Place. Children, families and staff are consulted to plan and implement programs that engage and challenge all children.

Comments from families and children



Strengths embedded in practice:

All educators work collaboratively to build on their knowledge of the NQF, EYLF and MTOP through staff meetings, routines and practice. (1.1.1/1.1.3) The staff's practice are embedded in the service operations through dedicated staff meetings to unpack the language around the framework to inform how we document children's learning. We utilise our philosophy within these meetings to ensure our practice supports the broad vision of the service.

The educators actively and purposefully support children to engage in the program through conversations, suggestions books, get to know me sheets, enrolment forms, educators joining in activities to learn more about children's skills or setting up an activity focusing on that child's interest. (1.2.1/1.2.2) Children feel confident to request or change the program or activities and always have options on where they can play, with what resources or experiences they wish to partake in, can suggest what excursions will be planned in the holidays and what snacks we will provide. For example, more resources were asked for in loose parts. This was requested to families through seesaw and any resources not donated were purchased to extend play and learning within that area.

The program is flexible and adaptable to meet the emerging needs of the children as children feel confident to request or change the program or activities, mainly achieved through our 2 main groups. Quackers is for children in year 5 and 6 to foster engagement and autonomy into the program. The expectations of the group and the activities are all directed by the children. This group came from discussions on how to actively engage the older children within to the program. Coinciding with ISS funding an extra educator provides an opportunity for the trial run in 2024 to continue in 2025 and 2026. We have added a third group for all children to participate and join in, being Oshies. This group first began in the school and was requested by children to have at OSHC. This now runs weekly with many children joining in and offers a wonderful connection between OSHC and School.

Additionally, we run a group for our preschool and preschool children called OSHCLings. This group fosters their independence skills and to provide an opportunity to engage into the program without feeling overwhelmed by the older and bigger children. We use the routine of the morning and afternoon care period to offer learning experiences. Intentional teaching is consistently used to reinforce and extend on children's learning. (1.2.1)

Having an accessible outdoor area adjacent to the main room is very beneficial as a range of play options are readily available. In 2025, the program was extended to utilise the tables more. Every morning different resources are available to children and provides a welcoming and engaging environment for children and their families. (1.1.2, 1.2.1 and 1.2.2) We have noticed this also supports children needing help to transition into the space a way to engage immediately into the program. With the assistance of ISS we have an additional educator in the morning. We have found offering these activities with the additional educators fosters deeper relationships with children and their families. Additionally having the blinds, heaters and lights in this space offer access to the table area in all weather.

The sails over the playground have provided extra access to this outdoor area by providing more coverage from the sun and light rain. The nature playground provides an amazing extra space for children to challenge their skills and take risks.

Strengths informed by critical reflection:

In planning meetings, we critically reflect on the previous week, discussing what worked, what didn't, what changed, anything that can be used for the upcoming week. This meeting heavily focuses on children's ideas and interests to develop the program of activities offered. The information comes from observation of the children within their play environment, enrolment form, get to know you sheets, the floor book, discussions with the children, revisiting activities and suggestions within the suggestions box. We revisit this information with the children throughout the year in many formats such as group meetings which are run by our junior leaders (Year 5/6's), discussions with staff during different activities, suggestions box and floor book near sign out. (1.1.2)

After training on loose parts in 2020, we have extended the outdoor play space in 2021 to also include the tree area behind the nature playground. This space, called loose parts, is completely children directed and sees the children sharing resources, working as a team to manipulate larger items like logs, hessian, water, bark etc. This space allows for children to enhance their cognitive skills, boost curiosity, collaboration between each other, actively take risks while developing their critical thinking and problem-solving skills. (1.2.2)

During 2023, OSHC extended their play space again through cubby land. Children use this place to boost their development and creativity by allowing them to explore their imagination and develop unique ideas. This space is also used in conjunction with loose parts to offer areas for varying ages and interests. 2025 we updated cubby land with a fresh coat of paint on the cubbies. This was completed by a family member and ensures the longevity of these items.

We have developed a system to check that observations (with reflections and suggestions for next activities) have been made for our regular children and as many of our occasional children as possible. (1.3.1) From discussions with families we have added an AM and PM planning ideas to ensure the children who only attend the service in the morning are being planned for to ensure their voice is heard and their input into the program is successful. (1.1.2) Extension from this in 2025 was offering permanent activities in the morning on the outside table. This provides more places to play and creates a welcoming space for children entering the environment.

At the end of each vacation care period, as a staff group, we critically reflect on each day on what worked, what did not work, and what would change for next time. Daily reflections are done during the holidays to ensure children's input is included to develop their own critical reflection. (1.3.2) We use these reflections to adjust anything for the next time on the same excursion or similar home days.

Strengths shaped by meaningful engagement with families and/or communities:

A TV mounted on the wall displaying photos from the previous fortnight provides opportunities of communication between children, children to families and allows for any families choosing not to access Seesaw an opportunity to see their child's progress at OSHC. We send the weekly program on seesaw for all families view and to see what is happening while their child attends. (1.3.3) We have had great feedback on this as it allows children to discuss this with their families at home and look forward to the week ahead.

Meaningful engagement with families and the communities is very important to our service and sharing information with families is done in multiple formats including conversations with families, social media, displays in the service and seesaw and on the school website. (1.3.3) Families also feel comfortable to share their ideas on incursions, excursions or craft and game ideas. They have also done this through their own cultures, interest and skills. We have had a family attend and teach children how to make cold rolls. We attend Universal Balance accessed across the road which is family-owned business. We have also had a family member visit who is a vet in a local clinic. (1.3.3)

Our educators reflected on many of the children, particularly the younger ones forgetting the OSHC rules. A rhyming song was created to reiterate our OSHC rules. This has been shared with all families via our welcome video using our mascots. Children were asked to create a mascot, give it a name and explain how these mascots show the school values at OSHC. Children, families and educators voted for their favourite and Simon the Sandwich and Rusty the Fox were chosen. We were fortunate enough to have a family member create these as dolls. We have used them as emotional support toys, come on excursions with us and celebrate their birthday.

As a team we wanted to share our mascots more with the community, so our welcome video was created. The video provides new families and children a chance to see the OSHC room and play spaces before attending. The video fosters a sense of belonging, while having a fun way to engage with our 'rules' at OSHC. We use these as reminders on how to be safe and have fun while at OSHC.

The video was shared at Advisory Committee, Governing Council, with all families including past families who created one of the mascots for their children to engage with the video too. (1.1.2, 1.1.3, 1.2.2, 1.2.3 and 1.3.2)

Quality Area 2: Children's Health and Safety

Strengths embedded in practice:

Staff use 2-way radios to ensure adequate supervisions, maintain great communication and to offer a variety of play spaces available at all times, and relaying vital information about areas requiring extra supervision if required. We have created supervision plans and attended supervision training as a team. To extend on our supervision we complete daily roll calls after afternoon tea during the term time and after meal times during the school holidays. This ensures all children are accounted for throughout the sessions. (2.2.1)

We have preschool children and are diligent when maintaining ratios to ensure there correct at all times. To ensure the younger children's safety we walk all children from Preschool to year 2 to class and collect the Reception and Year 1's at the end of the day. Preschool children are brought over by preschool educators and Year 2 students walk all together through the classroom up to OSHC. (2.2.1) Through risk assessments, we run our ratios to a higher adult to child ratio to ensure adequate supervision to maintain their safety. This information is available to all families on the vacation care program. The preschool children / or children with high needs are also placed into different coloured vests when on site or on excursions. All other children wear yellow vests on excursions to ensure their visibility within the wider community. We also pay for 3 hours a week dedicated to any services required to be completed by the school's grounds man to maintain the safety of the OSHC areas. (2.1.2)

Our menu is displayed within the OSHC room and shared on seesaw weekly. The program is colour coded with the traffic light system (green is always, orange is sometimes and red is rarely) to educate children on their healthy eating and to demonstrate the variety of food on offer to both children and families. (2.1.3) We use the Eat Right Bite Right as a guide but is not enforced to allow for freedom and flexibility within the program to allow for engagement from some children with limited food options. To ensure children with allergies are catered for we served these children first, offer different meals when needed, and place children's names on the serving tray to ensure all educators are aware of who has allergies attending each session. Additionally, FullyBooked creates codes for children with allergies making it easy to see for all educators. These children's photos are displayed inside the kitchen Cupboard and is shown to all new educators within their induction. (2.2.2)

Physical spaces children can access is extensive including, OSHC playground, Upper Primary courts and Nature Play, Junior Primary courts and Nature Play, Big Playground, oval, OSHC cubby land and Loose parts and the gym. These spaces have risk and benefit assessments and provide great opportunities for children to take risks with their own bodies and support their physical wellbeing. Educators ensure supervision of these areas by only offering certain areas at one time. For example, cubby land, loose parts and UP Nature play would be open all together to offer a wide range of activities for varying ages and supervision can be managed effectively as they are all within sight of each other. (2.1.1, 2.1.3 and 2.2.1)

Strengths informed by critical reflection:

As a service we reviewed our hand washing procedures and has been adapted. We offer a mix of hand washing and hand sanitizer when cleaning hands for mealtimes. Children wash their hands in the morning before breakfast as this easily accessible inside the building. Children use hand sanitiser before afternoon tea. This offers less waiting time and more certainty on cleanliness as many children were just rinsing the soap without washing their hands. Hand washing is available to children throughout all sessions inside and outside and is used for craft or basic hygiene needs. We also provide sanitizer at iPad check ins for families and children. (2.1.2)

Children's wellbeing and comfort is supported in many ways such as having a daily routine visually available to children to let them predict what is happening. We use our routines to provide discussions on what each session will look like. For example, before the children play after A/Tea we perform a roll call and then inform the children of what activities will be on offer, which educators will be running these activities and if they need any additional resources like their drink bottles for the oval. (2.1.1)

In 2025, educators had discussions on how afternoon tea could be more child focused on their wellbeing to ensure this vital routine in our service is done with respect to noise levels and children feeling overwhelmed. It was noticed many of the younger children struggling during this time accessing seats safely and some children stating it was very loud. Now the children stagger off the playground into the space in year levels. First any children with allergies are served, to ensure their safety and remove any cross contamination. Then from youngest to oldest. With the additional educator this provides more structure for children, reduced noise levels, and generally a more calming experience. (2.1.1, 2.1.2 and 2.1.3)

The OSHC space provides opportunities for rest and relaxation on the couches inside which access a sensory board for those children requiring additional support to self-regulate. Other opportunities include offering Yoga activities and meditation which is run by some of the older children. A grassed area is also available near the back tables called the Zen Zone for older children to rest and relax when needed. Additionally, there is another grass area near the bike shed called Chill Zone for younger children to access. These spaces have been adapted through request of the children to have more bean bags and pillows to access while using these spaces. The emotional wellbeing of all children is a focus with all staff to ensure the transition from home to OSHC to school and back is as seaming less as possible. We have developed spaces further with more resources available at the back tables with a book stand and art and craft readily available for children when they wish to partake in these activities. (2.1.1)

To ensure the emergency procedures are embedded into the service we practice every term and school holidays. These are done by different staff members, each time to ensure all staff are aware of their requirements. We adapted how the incursion is run through practices every day for a week. The children were consulted on where the best location was to meet for this procedure. All documentation was updated to meet this new procedure. (2.2.2)

Strengths shaped by meaningful engagement with families and/or communities:

Open communication to families around our policies and procedures occur to better support families and their children. For example, when we conduct emergency procedures families are informed via email and seesaw and are encouraged to have these same conversations at home (2.2.2) We also send messages to families around first aid and reminder on head bump notices. We find this is a successful way to ensure the information is relayed to all collecting adults for the child.

To include families and communities into our service we plan excursions/incursions surrounding safety such as the Bike Safety Centre, Universal balance (an OSHC family runs this program for self-defence and yoga) MFS visits, Police visits and visits to learn first aid. The first aid teaches children how to administer asthma puffer, EpiPen, deal with bites and strap arms or legs in the event of an injury. We now have our first aid stock checked by an external company that maintains our records and ensures all our products are in date and have the mandated minimum requirement. (2.2.1)

As a service we link with the school to address matters of child protection. We work collaboratively with school leadership to ensure we are all aware of any concerns regarding children or families attending OSHC. Meetings have occurred to discuss these concerns as needed with school leadership as well as meetings with families to best support them and put any practices into place to offer individual needs. For example, a family is currently going through Child Protection System. A photo of the parent who is now unable to collect their children has been placed in a strategic location for educators to access. This was shared with the staff via email and discussed individually. The educator the child was disclosing to was offered access to online counselling and support. (2.2.3)

Quality Area 3: Physical Environment

Strengths embedded in practice:

There is great accessibility of outdoor play areas – playground, courts, oval, nature playground, loose parts play space, cubby land, shade area and other play areas in the natural environment. We also have access to the gym, Japanese room, hall and library during inclement weather. We have developed the outside area through the development of cubby land and loose parts. These areas are used to engage the children in different quality experiences while engaging in natural and repurposed resources. (3.1.1/3.2.2)

The environment we have created promotes children's exploration through play by having resources spread across the spaces available and including sensory experiences. Educators can foster a flexible program following children's request and adapt the environment as needs arise. The proximity of the wetlands and creek in our local community is a bonus to incorporate natural resources into the program. Redevelopment of OSHC has provided a better inside space providing more resources and suitable for all ages of children. Sails on the playground have allowed access to the playground during warmer or wet weather when it is safe. (3.2.1)

OSHC pays for an additional 3 hours for the Groundsman to be available for any maintenance that is required for the OSHC areas. (3.1.2) All equipment and resources are regularly checked for safety and any broken equipment removed cleaning is done on a regular basis (on roster) to maintain healthy practices. All toys are sanitised on a weekly basis and has increased since COVID -19. Educators' complete daily safety checks on all outdoor spaces and have also completed risk and benefit documents on these areas. If there are any hazards these are reported accordingly and action by the groundsman. All daily cleaning tasks including the toys and other equipment is completed by designated educators. (3.2.1)

Sustainable practices are encouraged by educators with the children to actively use the correct bins for their rubbish, food scraps or crafting. We actively participate in regular yard clean ups including clean ups in the local creek area. We take donations from families and the school including craft supplies, books, loose part resources, doll house, dress ups and art supplies. (3.2.3)

Strengths informed by critical reflection:

Our outdoor space has been updated over the years, including a new table to provide more eating space for the increased attendance. The other tables were moved together to create a family style bench seating which as improved behaviour management during eating times. This set up is much easier to manage for staff to ensure the safety and wellbeing of children while accessing these tables. The staff now provide activities for the children to utilise this space even more. (3.1.1)

We have also installed blinds (installed by an OSHC parent), heaters and lights to the outdoor space to access this area regardless of the weather. This space is an additional adaptive area that children can use to support their learning and use for additional activities. Another addition to the outdoor space was the fence around the school, which has given OSHC an extra space to play and more accessibility to natural resources. (3.1.1)

As we only have a small space, it was vital to make this as a more welcoming and calming atmosphere which has been achieved through fairy lights and warm lamps around the space. Feedback from families has been really positive and a noticeable positive change in children's behaviour while engaging in the space. (3.2.1)

Strengths shaped by meaningful engagement with families and/or communities:

Donations from families have extended learning and play at OSHC including scooters and helmets, resources for loose parts and craft activities. Educators have also outsourced resources sustainably like marketplace and local second-hand stores. (3.2.2)

We incorporate environmental resources into our programming and use this to encourage more sustainable practices. With support from the school, we now have 4 dedicated bins for hard rubbish, paper and cardboard, recycle and green waste. We also have a dedicated hand washing paper towel bin. We also recycle boxes, cartons, lids for art and craft activities both inside and outside play. (3.2.3)

To ensure children a transition from school to OSHC is smooth we have updated our bag rack space to only be accessed by OSHC children during high traffic time. Between 8.30am and 9am and between 3pm and 3.20pm signs are placed to remind the school community this is an OSHC only space. This allows the environment to be calm and reduce the feeling of overwhelm, especially for the younger children. (3.2.1)

Quality Area 4: Staffing Arrangements

Strengths embedded in practice:

The budget at this service allows for above ratio requirements which allows the program to be flexible and ratios adjusted as per age and needs of children. This also provides the setting with the flexibility to offer different spaces to engage children within the program. With higher ratios this allows staff to engage in 1 on 1 moments when children require it to assist and scaffold how to actively engage in the learning program. (4.1.1) Additionally, we now have Novita funding to allow for an additional educator every morning, 2 additional educators in the evening and during the school holidays. This provides a wonderful opportunity to foster deeper connections with the children as this role is rotated around to ensure all educators are across all children's needs. We are also able to offer more shifts to staff creating more predictability for children and families.

Staff have had regular team building activities and these will continue this year. Communication to staff is done in multiple ways such as face to face, through the communication book, in emails, in staff and planning meetings and if necessary formal meetings. Staff have been designated different areas in accordance to their strengths and skills to be coordinators to encourage collaborative relationships amongst staff. These areas ensure cleaning and restocking of resources are maintained. (4.2.1)

As a staff unit we incorporate staff interests into the program to make a deeper connection with the children. When a new staff member starts, they are connected with mentors based on their individual strengths to assist in a smooth transition. This allows for the new staff to ask any questions necessary and for the mentor to demonstrate key elements such as documentation of children's learning, completing safety logs etc.

Staff share appropriate information about their lives to find a common ground with the children on their interests and hobbies. We also have similar discussions with the children to foster deeper connections around individual interests and hobbies. (4.2.2)

Strengths informed by critical reflection:

During our monthly staff meetings, we openly discuss children's needs and personal achievements to develop and build on individual relationships. The staff's professional standards are addressed in any situations requiring. In staff meetings we discuss the code of ethics and ensure this is accessible for all educators and a copy is provided to new educators. In staff meetings we also play the ACECQA Quest for Quality game. We find this game encourages all staff to discuss the national quality standard in a fun way and allows for further discussion on issues brought up if necessary.

All staff work hard on assessing individual child's needs and circumstances to ascertain when they can include themselves into the children's activities to generate meaningful relationships. All permanent staff have a rostered day off a week to ensure a life, work balance and for mental health. Leadership ensures to find time to check in personally with educators. Resources has been made available for educators regarding mental health services they can access. (4.2.2)

Weekly planning meetings, happening every Monday morning with 4 permanent educators to evaluate the previous week. We discuss what has worked, what has not worked and what we will change for the next week. Daily discussions with staff occur to relay this information as needed. (4.1.1)

Strengths shaped by meaningful engagement with families and/or communities:

We are fortunate to have a great team unit that is diverse from different communities, varying ages, gender, sexuality to provide unique experience for the families and children. The service aims to ensure majority of the staff are permanent to ensure continuity of care for children. The core unit of educators have been working here on average 10 years plus which provides an opportunity to have deep connections with families and their children. (4.1.2)

To ensure familiarity with the educators their faces and three facts are available on the main door and within the family handbook that is emailed to all new families and accessible on the OSHC website. New educators are shared via email and on Facebook for families to familiarise themselves with a new face within the service. (4.1.2)

Communication is open between the educators and the families through Seesaw. Educators actively engage with the families here and answer any direct questions or requests that come through. (4.1.1)

The service actively encourages educators to gain a Cert 3 qualification as a minimum. Currently all educators are actively engaged in gaining qualifications. (4.1.2)

Quality Area 5: Relationships with Children

Strengths embedded in practice:

All staff respect the rights of the child and their dignity while in our service. They have relaxed two-way conversations with children to foster positive, trusting relationships. (5.1.1 and 5.1.2) Staff take and collect children from class providing opportunities outside of OSHC activities to engage children in conversation. Staff are encouraged to sit with children during mealtimes to further develop their relationships with the children while providing a great opportunity to role model.

While staff are engaging and role modelling with children, they have open conversations to develop a deeper understanding of the children. The staff do this while remaining professional but approachable to develop respectful, warm and trusting relationships.

Children are requesting their own learning experiences to engage the younger children in a collaborative and scaffolded experience. All older children are given opportunities to be junior OSHC leaders to increase their leadership abilities and provide a collaborative learning experience. (5.2.1)

With the introduction of loose parts play in the natural space behind the nature playground, and the cubby land space we have found issues with behaviour guidance is minimal. Loose parts foster collaborative discussions with other children. The children engage with different types of resources, share, take turns, risk take, and work as a team to a common goal. Cubby land enhances their social development through imaginative play and strengthens their communication and language skills. These spaces also provide children to self-regulate as they have the capabilities to pick and choose what they engage with. (5.2.1 / 5.2.2)

The educators at the service focus on positive behaviour guidance by re-direction, early intervention and assisting children to resolve their own conflicts in an appropriate manner. All staff have covered Code of Ethics for ECA and SA public servants. Information regarding this is reviewed in staff meetings to ensure all information is retained, for new staff members. (5.1.2) We work hard on building children's growth mindset to encourage children with their resilience, problem solving skills and working through our 3-step resolution process. (5.2.2)

Children's emotional needs are supported through buddy systems, sensory toys and quiet spaces, educators getting to children's level and conforming them, offering different activities, experiences and resources linked to their interest and needs. Educators additionally discuss with families on how to support the children and their teachers as needed.

Strengths informed by critical reflection:

Educators discuss within the group in staff meetings, daily chats, planning meetings, emails and communication book around different children's needs and interest. Educators have also been consulted for individual plans for children as required. For example, a child currently has a feel thermometer and break cards that match what is used in class. This was discussed between the educators and the class teacher and school leadership to offer consistency in this child's support. (5.1.1)

The OSHC rule song was created within consultation with the children as a fun and engaging way to recall the rules for all children but mainly the younger ones. The song was adapted with our mascots into a welcome video for all children and families to engage with. Feedback from this shows families engaging with the song at home as well. (5.2.1)

In 2025, we reflected on other ways we could foster different relationships with children while also offering opportunity for self-regulation. We discussed offering other craft options when offering mainly physically active activities. We now offer craft in many different locations such as nature play tables, on a mat at the oval or at the tables at the big playground. This offers children more choice in the program, an alternative to be active and an engaging way to provide regulation as needed. (5.2.2)

Strengths shaped by meaningful engagement with families and/or communities:

Communication to families on their child occurs mainly in person and pick up and drop off in a confidential manner. Other formats include seesaw, text message and email. (5.1.1) Children's learning is shared through seesaw and offered access from the beginning of the enrolment process. Families attend an orientation process to offer an opportunity to discuss each child and their needs.

Information on families is gathered through enrolment forms, discussions, seesaw, surveys, get to know you sheets, suggestion books, floor books and through the family directly. Some families have also suggested different experiences, activities or incursion or excursion locations. (5.2.2)

Quality Area 6: Collaborative Partnerships with Families and Communities

Strengths embedded in practice:

Our effective online enrolment and orientation process allows for all documentation to be processed onto the computer and relevant information discussed with all staff if necessary. The orientation time is required to provide families and children an opportunity to meet OSHC staff and accustom themselves with what OSHC has to offer. This process assists in the transition from school or home, provides an opportunity to ask questions and for educators to gain some information on the children. For example, if the child expressed, they like unicorns or colouring in, this will be available on their first session to help them transition into OSHC (6.1.1) Any child struggling to transition into OSHC would have their photo taken and parent's informed via Seesaw of how their child is feeling. Feedback from families' states this is very helpful to allow families to know their child has regulated themselves into OSHC. (6.2.2)

Information regarding the service, welcome video, QIP, handbook, medical information, enrolment form and vacation care is all available online for all families via the OSHC page on the school website. Any new information is emailed to the families, or they can access up to date relevant information on the OSHC Facebook page. (6.1.1 and 6.2.2)

Preschool and school collaboration with teachers and leadership leads to a more holistic approach in learning and understanding of the children and allows for any issues to be addresses consistently. (6.2.1) We have a notable number of children with additional needs attending the service regularly, so the educators access a range of support for training and developing our skills and additional resources to meet these children's needs along with funding from Novita to provide additional educator support. (6.2.2)

We access services in the community during the school holidays for example, a family run business across from the service, water world, bike riding safety centre, TTG library, local parks, local cinema, local emergency services, Bunnings and other local services. Other services we link with include Novita, RSB, Gowrie, OSHC SA etc. Additionally, children have delivered handmade cards to families within walking distance of the school and made Christmas Cards for a local aged care facility. (6.2.3)

Strengths informed by critical reflection:

Educators noticed family's information on agencies they could access might be better accessed in the privacy of their own home. Permanent educators were tasked with investigating local services families could access, web links or actual locations to be collated. Our Assistant Director located a website called AskIzzy. This provides support on an array of things such as housing, counselling, everyday needs, health and wellbeing, food, and advocacy. This link is now available for all families on our website and a pinned post on our Facebook Page. (6.1.3)

Director and Assistant director collaborate with other OSHC's through hub meetings and mystery bus tours. This provides us with opportunity critically reflect on our practice incorporate new experiences and resources within the program to trial.

In 2025, we reflected on how to deepen our relationships with families and their children. We now insist families come for a visit of our service. This ensures families are aware of the key elements of our service while offering an opportunity for educators to meet the children and vice versa. The walk through is done throughout all our spaces and gives families opportunities to ask any questions and aids in transition for the children when coming on their first day. Additionally, throughout the year we reflected on the best times to offer this, it is now done daily between 8 and 8.30am. We critically reflected on our other procedures to be able to offer this. Breakfast finishes at 8am now to provide this service for families and with the additional educator this educator can be off the floor to provide the welcoming walkthrough. (6.1.1 and 6.2.2)

Strengths shaped by meaningful engagement with families and/or communities:

All educators feel comfortable interacting with families when they arrive to drop off and collect their children from the service. This can be observed in the light-hearted and caring interactions. Permanent staff member tries to greet parents / caregivers by name to ensure they feel comfortable and welcome, but all parents and caregivers are greeted upon arrival. Educators' photos and facts are displayed on the door where majority of family members will see and is also accessible within the family handbook. (6.1.1 and 6.1.2)

Meaningful engagement from families occurs through donations of goods for the service to use, attending the biggest morning tea, donations for charities staff are involved with and resources from home etc. (6.1.2) As a team unit we have previously donated our time to Backpacks for SA kids for a morning session, families have also contributed toiletry items for over 30 bags to be donated and have helped fundraise throughout the year. (6.2.3) COVID-19 saw our families donate items such as milk, bread, hand sanitizer, gift cards, and activity sheets for the children in our care.

Family contributions to the program are important and they do this through photos of their families, information on their jobs, their interest and family culture and celebration or contributing to running activities such as making cold rolls, grandparents attending Grandparents Day or talking about their job. We also provide an online survey for families to complete with very positive results. All suggestions to improve the service in were followed up and met where possible. (6.2.2)

Quality Area 7: Governance and Leadership

Strengths embedded in practice:

The service's philosophy is embedded into all service operations and decisions and brought up in all staff meetings and is also used as a foundation to all programming activities. (7.1.1) The service has a pool of staff who are committed to the service, are reliable and flexible and contribute to the program consistently. Staff meetings provide a safe place for staff to voice their ideas and goals for the term and year ahead. Understanding the policy and procedures around grievances and complaints is embedded into all educators. This information is given to new staff members as part of the new comprehensive induction processes. (7.1.2) Further discussion on this has been discussed within staff meetings to be able to successfully support and manage their own wellbeing. (7.1.3)

Educational Leader is a shared role between the Director and Assistant Director. This allows leadership to ensure all areas of the program are discussed, reviewed and shared with all staff. As we have casual staff working different days, this allows for the EL's to chat and catch these educators. We have daily discussions on practice, children, families and educators as needed. We action any items risen here collaboratively to foster positive organisational culture and professional environment. The EL's also attend Educational Leader hub meetings within the local community to extend their understanding of their role and offer networking opportunities with other EL's. (7.2.2)

Continuity of educators is a priority and while working with staff members availability we work hard to coordinate regular staff for families and children with 5 permanent staff working a minimum of 6 shifts a week. Good structures are in place to ensure fit and proper persons are employed at the service and they sign these forms annually. Staff also sign confidentiality forms annually to remain up to date with legislative requirements. (7.1.3)

All staff are supported for inclusion into the program by considering staffing needs. This supports a positive culture within the service. The staff are called upon to deliver the curriculum for the children by taking ownership of their own strengths and abilities. Planning for the program is conducted collaboratively, with the educators and the educational leaders to ensure a wide range of the team is helping to plan from the children's suggestions. (7.2.2)

Strengths informed by critical reflection:

We consistently promote continuous improvement of the service by updating our philosophy yearly (7.1.1) to remain up to date, performance appraisals of all staff and Training and Development from these appraisals as staff require. As a service we continue to review the QIP every 3 months throughout the year in staff meetings with all educators to ensure we are all striving for the same goals. (7.2.1 and 7.2.3)

The planning cycle has improved as we are now using 'get to know you sheet' to follow up with our planning and programming. Junior leaders have also been introduced to ensure the voice of our older children are being heard. As a staff unit we evaluate and critically reflect on all programming activities and discuss how we will improve them in the future and implement new activities (7.2.2)

All roles and responsibilities are made available at the beginning of employment and are used to critically reflect on performance (7.1.3 and 7.2.3). The director holds a diploma in leadership and management to drive continuous improvement within the service. All records and information are stored appropriately to maintain confidentiality.

Leadership went through a mock assessment in 2023 to ensure staff were prepared as feedback from staff indicated they were unsure of the process and what to expect. This process was also very helpful for leadership to create a compliance folder to ensure all documentation pertaining to educators are easily accessible for updating as required. (7.2.3)

Strengths shaped by meaningful engagement with families and/or communities:

To engage families into the service we have advisory committee meetings once a term for approximately one hour. Information is shared with the governing council via a parent, the principal or assistant principal. Families are encouraged to maintain up to date information with the service via their online enrolment details and reminders around the service. The structure of the service is detailed in the family handbook given to all new families and is available online. (7.1.2)

The Director ensures all services policies and procedures are reviewed every 2 years and signed off by Governing Council or as needed or when policies need to be updated or changed to meet practice. If any changes to practice occurs it is discussed within staff meetings as a whole unit. All families are informed 14 days prior to any of these changes. The QIP is accessible online and has been emailed to all families at the beginning of each year after its approval from the Principal. (7.2.1)

Learning Improvement Plan

Goal: Development of educator and children wellbeing

Challenge of Practice	If we promote the wellbeing of educators, they can build strong, caring relationships with children and support children's emotional and social development.			
Actions	NQS Link	Resources	Responsibility	Timeline
<i>Create calm, inclusive environments to foster self – regulation and consistent routines for predictability</i>	3.2.1 Inclusive environment	Sensory resources, flexible environments Visual routines	All educators	Ongoing
<i>Purchase resources for children from their suggestions and collaborate discussions with families</i>	2.1.1 Wellbeing and Comfort 6.1.2 Parents views are respected	Requests from children and educators	OSHC Leadership	Term 1 2026
<i>Facilitate activities and experiences and actively engage children needing inclusive and calming activities</i>	5.1.1 Positive educator to child interactions	Stored within the activity cupboard or in other cupboards within those spaces	All educators	Ongoing
<i>Schedule reflective practice meetings with educators, celebrate success, identify challenges and build strategies for supporting wellbeing</i>	1.3.2 Critical Reflection 4.2.1 Professional Collaboration 7.2.2 Educational leadership	Planning sheets in the planning folder	All educators Review with Planning Committee and Educational Leaders	Ongoing
<i>Evaluate resources</i>	2.1.1 Wellbeing and Comfort	Purchase more if damaged or new items are needed	OSHC Leadership	As required
Success Criteria	Educators will display calm, supportive interactions and working collaboratively. Children will demonstrate feeling secure, engaged confidently and have trusting relationships with educators, demonstrating improved emotional and social wellbeing.			