



VIRGINIA PRIMARY SCHOOL

Learning Together, Learning for our Future

RESPECT

CARING

FAIRNESS

DIVERSITY

ACHIEVEMENT



Welcome | Our Family Handbook explains important information to assist you and your child's transition into care at Virginia Primary School OSHC.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how the Service operates. You will be required to sign and return the form on the last page of the handbook to confirm you have read and understand the information you have been given in your enrolment pack.

We have an open-door policy and you and your family are welcome to visit our Service at any time.



SERVICE PHILOSOPHY

REVIEWED JULY 2026

VISION:

Virginia OSHC is committed to providing a high-quality, affordable Before School Care, After School Care and Vacation Care service that supports children and families while parents and caregivers work, study, or undertake other commitments.

Our service celebrates diversity and actively promotes respect, inclusion, and equity for all individuals. We recognise children's differences, backgrounds, abilities, cultures, and identities as strengths that enrich our community.

Educators strive to create a warm, nurturing, and inclusive environment where strong, trusting, and respectful relationships with children and families are central to everyday practice. Children are known, valued, and supported as capable individuals, and families are consistently treated with dignity, respect, and sensitivity to their values and beliefs.

Virginia OSHC is dedicated to providing a safe, secure, and supportive environment where all children feel a strong sense of belonging, are protected from harm, and are empowered to participate confidently in the program.

Through participation in the Virginia OSHC program, children will:

- Engage in enjoyable, meaningful, and developmentally appropriate activities that are safe, inclusive, and welcoming, supporting the development of friendships, communication skills, confidence, and curiosity through play-based learning, including opportunities for adventurous and safe risk-taking.
- Experience positive, respectful, and supportive relationships with peers and educators, fostering collaboration, inclusion, empathy, and problem-solving skills.
- Participate in activities guided by the *My Time, Our Place* Framework for School Age care and Belonging, Being and Becoming for Preschool age children, supporting wellbeing, learning, and development.
- Have access to nutritious snacks and opportunities to participate in physical activity, promoting healthy lifestyle choices and overall wellbeing.
- Access supervised homework support and academic guidance in a calm and supportive environment.
- Engage in daily routines and experiences that support the development of independence, responsibility, resilience, and essential life skills.



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- Benefit from clear, consistent, and accessible communication between the service, families, and the community through multiple platforms, including face-to-face interactions, newsletters, emails, Facebook and DOJO

MISSION:

Virginia OSHC is proud of the strong relationships that exist between educators, children, and families. Our community recognises and values the professionalism, experience, and diverse skill sets of our educators, as well as their consistent, positive, and caring interactions with children.

As a service, our educators are committed to:

- Providing a welcoming, inclusive, and engaging environment where every child feels safe, respected, and valued.
- Maintaining a safe, supportive, and harassment-free environment for children, families, and staff.
- Building strong partnerships with children and families through open communication, collaboration, and mutual respect.
- Delivering a high-quality program that offers a broad range of engaging, developmentally appropriate experiences guided by the National Quality Framework (NQF) and *My Time, Our Place* for school age children and *Belonging, Being and Becoming* for preschool age children
- Creating meaningful social opportunities that promote connection, belonging, and positive peer relationships for all children.
- Upholding effective child safety practices at all times to ensure children's wellbeing, protection, and rights are prioritised.

GOALS:

- Children feel safe, supported, and confident at OSHC and are aware of strategies and processes for reporting concerns.
- Children are happy, healthy, and feel a strong sense of connection to peers and educators.
- Children demonstrate respect and take responsibility for themselves, others, and their environment.
- Children participate in a diverse range of experiences that broaden their interests and support the development of new skills and knowledge.
- Children collaborate with peers, educators, families, and the wider community to design relevant, engaging, and enjoyable experiences.
- Children and staff actively practise environmental, social, and economic sustainability, with a focus on caring for the natural environment and strengthening local community connections.



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VALUES:

The values of Virginia OSHC guide how children, families, and educators interact with one another and are embedded within daily practices, routines, and decision-making. These values support the development of strong relationships, a positive service culture, and a sense of belonging for all.

- **Caring** – We demonstrate kindness, empathy, and genuine concern for the wellbeing of children, families, and colleagues.
- **Respect** – We value each individual's rights, perspectives, cultures, and beliefs, and treat everyone with dignity and consideration.
- **Fairness** – We promote equity, consistency, and inclusive practices that ensure all children feel valued and supported.
- **Diversity** – We celebrate and embrace differences, recognising diversity as a strength that enriches our community.
- **Achievement** – We encourage children to develop confidence, independence, resilience, and pride in their efforts and accomplishments



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OUT OF SCHOOL HOURS CARE (OSHC) SERVICE INFORMATION

Our OSHC Service caters to primary aged children and young people (3 to 12 years). We are open Monday to Friday for Before School Care during the school term: 6.30am to 8.30am and After School Care 3.15pm to 6.00pm. Our OSHC office hours are 7.00am to 9:30am and 2:30pm to 6.00pm (during the school term). Our OSHC Service operates Vacation Care during the school holidays, Monday to Friday between the hours of 7.00am to 6.00pm. Our OSHC Service is closed on South Australian public holidays. Notice will be given in our newsletters and DOJO when these days occur.

Virginia Primary School OSHC is a relatively large service. We are licensed to provide care for 102 children. We cater for children aged 3-12. Kindy age through to year 6. Virginia Primary School OSHC is located in the township of Virginia. This is a well-established multicultural market gardening community about 30 km from the centre of Adelaide. Whilst the service is located on the northern outskirts of metropolitan Adelaide, it has a rural feel to it. Virginia Primary School OSHC has a culturally diverse population.

CONTACT INFORMATION

Phone: [8380 9292](tel:83809292)

Fax: [8380 9576](tel:83809576)

Director Email: Nisha.Tsorvas442@schools.sa.edu.au

Website: <https://virginiaps.sa.edu.au/>



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MANAGEMENT STRUCTURE

Approved Provider: *Virginia Primary School Council Inc*

Nominated Supervisor: *Nisha Ahrens*

Director: *Nisha Ahrens*

OUR TEAM OF EDUCATORS



Nisha Ahrens: Director



Karen McKeon: Vac Care
Supervisor



Nelsie Hale: Responsible
Person/ Supervisor



Anastasia Sissis: Responsible
Person/ Supervisor



Maddison Bray: Responsible
Person/ Supervisor



Bailey Jones: Responsible
Person/ Supervisor



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Jemma Hanson: Responsible
Person/ Supervisor



Jasmine Stevens: Responsible
Person/ Supervisor



Taylor Scott :
Responsible Person/ Supervisor



Alyssa Desteno: Educator



Jamiee Leonello: Educator



Alessia Manno: Educator



Lilly Stiles : Educator



Lauren Noto: Educator



Olivia Campbell: Educator



Samantha Kea: Educator



Charlie Son: Educator



Rose Khon: Educator



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Sky Miller: Educator



Hanna Kingsmill: Responsible
Person/Vac care



Jaimaya Harris: Vac care



Adrian Soa: vac care
Responsible person



Oanh Tran: Educator

Sophie Houston

OUR COMMITMENT TO CHILD SAFETY

Our OSHC Service is committed to ensuring the safety and wellbeing of children and young people is maintained at all times whilst being educated and cared for by educators and staff at Virginia Primary School OSHC. We promote a child safe environment that minimises the risk to all children in our care from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to comply with both the Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.



Our staff carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons (Care and Protection Act 1998) and maintain up to date with knowledge of child protection law.

Our staff are recruited through a robust screening process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to child in addition to holding a validated Working with Children Check.

We have a zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly by management. We request that you contact our nominated supervisor if you have any concerns on 8380 9292

We aim to ensure our OSHC Service is a tobacco, drug and alcohol-free environment at all times in accordance with Education and Care National Law and Regulations. Smoking or vaping is not permitted in or on surrounding areas of the Service by educators, staff, parents or visitors.

CODE OF CONDUCT

The Code of Conduct establishes the standards for all employees of our OSHC Service. Employees are committed to adhere to the ethical responsibilities of early childhood professionals outlined in the Early Childhood Australia's Code of Ethics. The values that underpin our work ethic include equality, respect, integrity and responsibility.

OUR EDUCATORS AND STAFF

Our OSHC Service is made up of a team of high-quality professional educators that are committed to and passionate about school aged care. Our staff promote the human rights, safety and wellbeing of all children and consider and respect the diverse backgrounds and needs of children.



We create an environment that promotes and enables children and young people's participation and is welcoming, culturally safe and inclusive for all children and their families.

Our educators take into account children's learning styles, abilities, interests, linguistic and cultural diversity and family circumstances when planning and implementing learning programs. We support and respect the history and backgrounds of Aboriginal and Torres Strait Islander people and aim to foster each child's sense of identity.

All staff are encouraged and supported to attend professional training and development to further their knowledge and skills.

All staff hold valid Working with Children Checks/Cards and all responsible persons (placed in charge of the day-to-day running of the service) have current ACECQA approved First Aid, Emergency Asthma and Anaphylaxis qualifications.

For further details on the qualifications of the educators, please see our nominated supervisor.

NATIONAL QUALITY FRAMEWORK

Our OSHC Service complies with the Australian Government's National Quality Framework (NQF) which consists of the legislative framework of the Education and Care Services National Law and National Regulations, the National Quality Standard and a rigorous assessment and rating system. Our educational program and curriculum are based on the School Aged Care Learning Framework-*My Time, Our Place*.

We regularly self-assess our practices against the National Quality Standard and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP assists our Service to identify quality aspects of care we are already providing and assists in developing future goals for further improvement. Families are welcome to provide feedback and suggestions for improvement.

Additional information about the NQF can be found at [ACECQA/nqf/about](https://www.acecqa.gov.au/nqf/about).



REGULATORY AUTHORITY

Our OSHC Service is regulated by the national body for early education and care – the Australian Children’s Education and Care Quality Authority (ACECQA) as well as the state licensing department in our State/Territory. To contact our Regulatory Authority, please refer to the contact details below:

SOUTH AUSTRALIA

Education Standards Board SA

South Australian Department of Education phone: 1800 882 413

GPO Box 1811, Adelaide SA 5001

<https://www.esb.sa.gov.au/> or email: educationstandardsboard@sa.gov.au

EDUCATOR TO CHILD RATIOS

We comply with the National Regulations for educator to child ratios across our Service to ensure adequate supervision is provided for all children and young people. Our Service meets the prescribed educator-to-child ratio of **1:15** at all times.

EDUCATIONAL PROGRAM

We provide a range of both structured and non-structured play-based learning experiences that are designed to be stimulating, challenging, inclusive and meet the needs and interests of all children and young people attending our Service. Children and young people’s learning in school age care settings complements their learning at home, school and in the community. Our educators collaborate with children and young people to provide play and leisure opportunities that are meaningful and support their wellbeing, learning and development. Children and young people are provided with choices and control over their play, leisure and learning.

The development of our program guided by the *My Time, Our Place* Framework for School Age Care in Australia and is informed through ongoing observations, evaluations and collaboration between



educators, children, families and relevant stakeholders. Our program format varies for before and after school care and during vacation periods.

‘The Framework provides broad directions for school age care educators to ensure children and young people are supported, celebrated and connected to their community, taking account of their wellbeing, learning and development.’ (MTOP, 2022, p. 7)

MY TIME, OUR PLACE (MTOP)

PRESCHOOL PROGRAMMING – Belonging, Being and Becoming

Fundamental to the Framework is a view of children and young people’s lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning take place through these relationships, particularly within families, who are children’s first and most influential educators. As children and young people participate in everyday life, they develop interests and construct their own identities and understandings of the world. A vision for children and young people’s play and leisure is provided in the MTOP Framework:

“All children and young people engage in learning through play and leisure that promotes creative and confident individuals and successful lifelong learners. All children and young people are active and informed members of their communities, with knowledge of Aboriginal and Torres Strait Islander perspectives.” (MTOP, 2022, p. 6).

BELONGING

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. In school age care, and throughout life, relationships are crucial to a sense of belonging. Children and young people belong first to families, neighbourhoods and a global community. Belonging acknowledges



children and young people's interdependence with others and the basis of relationships in defining identities. Belonging is central to being and becoming in that it shapes who children and young people are now and who they can become.

BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the present, as well as the past in children and young people's lives. It is about knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. During the school age years children and young people develop their interests, curiosities and explore possibilities. School age care settings give children and young people *time* and *place* to collaborate with educators to organise activities and opportunities meaningful to them.

BECOMING

Children's identities, knowledge, understandings, dispositions, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* acknowledges children and young people's ongoing learning and development. It emphasises the collaboration of educators, children and young people and families to support and enhance children and young people's connections and capabilities, and for children and young people to actively participate as citizens.

(MTOP, 2022. V.2.0. p. 7)

GOALS FOR YOUR CHILD AT OUR SERVICE

Children in school age care settings are challenged to be curious about what is of interest to them while at the same time developing self-identity and social competencies.

(Adapted from Stig Lund, Danish National Federation of Early Childhood Teachers and Youth Educators and Nordic Teachers Council)

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the 5 outcomes outlined in the Framework for School Age Care-*My Time, Our Place*. These include:



OUTCOME 1: CHILDREN AND YOUNG PEOPLE HAVE A STRONG SENSE OF IDENTITY

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

OUTCOME 2: CHILDREN AND YOUNG PEOPLE ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children and young people develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary as active and informed citizens
- Children and young people respond to diversity with respect
- Children and young people become aware of fairness
- Children and young people become socially responsible and show respect for the environment

OUTCOME 3: CHILDREN AND YOUNG PEOPLE HAVE A STRONG SENSE OF WELLBEING

- Children and young people become strong in their social, emotional and mental wellbeing
- Children and young people become strong in their physical learning and wellbeing
- Children and young people are aware of and develop strategies to support their own mental and physical health, and personal safety

OUTCOME 4: CHILDREN AND YOUNG PEOPLE ARE CONFIDENT AND INVOLVED LEARNERS

- Children and young people develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children and young people develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children and young people transfer and adapt what they have learned from one context to another



- Children and young people resource their own learning through connecting with people, place, technologies and natural and processed materials

OUTCOME 5: CHILDREN AND YOUNG PEOPLE ARE EFFECTIVE COMMUNICATORS

- Children and young people interact verbally and non-verbally with others for a range of purposes
- Children and young people engage with and gain meaning from a range of visual images and texts
- Children and young people collaborate with others, express ideas and make meaning using a range of digital technologies and media and communication technologies

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the educator is to work in partnership with families; children's first and most influential educators.

DOCUMENTATION OF CHILDREN'S LEARNING

Children and young people's learning may be documented as a part of our continual planning cycle. Documentation may be collected in a variety of ways to assist with ongoing reflection, evaluation and assessment of their wellbeing, strengths, interests, behaviours and relationships. Documentation may include:

- child's profile
- child details form
- goals from families and educators
- observations
- objectives for further development
- work samples
- checklists
- SNAP SHOTS



The individual child's documentation is maintained and used as a direct tool for critical reflection, evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not to be used as a means of comparison between peers or stereotypes. [You will be given your child's documentation/portfolio at the end of the school career here at Virginia Primary School or as they finish at the Service]. This documentation will be used in parent/educator meetings throughout the year and is always available for you to review at your convenience.

COMMUNICATION

We work in partnership with you and your family. We support and encourage communication with your child's educators about your child's unique needs and their general enjoyment of the time spent at our OSHC Service. Everybody has a preferred time and method of communication. Sometimes, mornings and afternoons can be a little rushed, and not the best time to discuss your child's day and enjoyment at the service. You are encouraged to talk to our nominated supervisor to arrange to meet your child's educator at a mutually convenient time.

Our OSHC Service uses Class Dojo, Email, Facebook and phone calls to provide real time updates about your child.

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

- newsletters
- phone calls
- emails
- letters
- face to face
- Facebook/DOJO
- formal meetings



ENROLMENT INFORMATION

Prior to your child commencing at our Service, you'll be required to complete an enrolment form, provide documentation and pay the bond and administration fee.

ENROLMENT FORM

If you require assistance completing the enrolment form, please contact our nominated supervisor or reception staff for assistance.

We will require the following documentation:

- a copy of your child's birth certificate or identity documents
- your child's Medicare number (if available)
- certified copies of any court order, parenting orders or parenting plans
- an immunisation history statement from the Australian Immunisation Register
- Any Dietary requirements/Allergy's/Doctor letters/Medication plans/Asthma plans

Please note, the names written on the enrolment form must match the names on your child's birth certificate. Enrolment Records will be required to be updated annually or whenever your circumstances change.

FAMILY LAW AND ACCESS

We request that management is kept up to date with any parenting court orders or parenting agreements under Family Law if applicable. Our OSHC Service will uphold any responsibilities or obligations in relation to Family Law and access to the service. We require certified copies of any court order, parenting orders or parenting plans, relating to your child as part of the required enrolment documentation and request that if situations change, a copy of the Court Order is provided to our Service. We will only allow children to leave the Service with the written permission of the custodial parent/guardian. Without a Court Order we cannot stop a parent collecting a child.

The approved provider will ensure that any documents of the child that is required to be disclosed that contains personal information of people, must first obtain written consent prior to disclosing. These



people may withdraw their consent in writing prior to personal information being disclosed. [Reg. 177 (4, 4A, 4B, 4C)]

All documentation relating to custody and access are held and maintained securely in accordance with our *Record Keeping and Retention Policy*.

INCLUSION OF ALL CHILDREN

If your child has a disability please speak to our nominated supervisor prior to enrolment. We provide a supportive and inclusive environment that allows each child to fully participate in quality education and care.

We aim to develop and sustain supportive relationships with families and encourage discussions about how we can support your child to have equitable access to resources and participation. If your child has a National Disability Insurance Scheme (NDIS) package, we may need your consent to make contact with services and/or therapists who are working with your child to seek information regarding their learning plan to support continuity of learning.

Our OSHC Service may be able to apply for additional support through the Inclusion Support Program (SIP) to assist your child's access.

AUTHORISED NOMINEES

You will be requested to provide information about authorised nominees on your child's enrolment form. These are persons that you provide permission to:

- collect your child from the Service
- provide consent for medical treatment for your child from a medical practitioner, hospital or ambulance service
- provide consent for the transportation of your child by an ambulance service
- provide consent to go on an excursion.



Please understand that it is essential we have up-to-date information on your child's enrolment record in case of an emergency. It is important that you notify the nominated supervisor (or responsible person) of any changes to enrolment information including:

- your residential address
- health of your child
- telephone/mobile numbers
- contact details for any parent or authorised nominee
- family changes (parenting orders)
- emergency contact information details etc.

AUTHORISATIONS

The enrolment form will include additional authorisations for our Service to seek medical treatment and emergency transportation for your child if required. Authorisations will also be requested for permission to administer emergency medication to your child in the case of an asthma or anaphylaxis emergency (Ventolin or Epi-pen), permission to access medical treatment and transport in case of an emergency. Parents must also provide the name, address and contact details of any person authorised to authorise our Service to transport your child or arrange transportation for your child. This may be for authorisation for your child to go on an excursion and/or for your child to be transported by our service.

TRANSPORTATION

As part of our OSHC Service, we provide transportation between our service location and other locations during school holidays whilst participating on excursions. The safety of children and young people enrolled in our Service is paramount and we take every reasonable precaution to protect children from any hazard that could cause injury or harm. We undertake comprehensive risk assessments, ensure adequate supervision at all times and ensure all attendance records are checked and maintained when children embark and disembark a vehicle. Educator to child ratios are strictly adhered to at all times. For regular transportation, including transporting your child to and from school, written authorisation will be required once every 12 months and every vacation care program, the form must be signed unless circumstances change. Any other forms of transportation will require individual written authorisation. Please see our *Safe Transportation Policy* for further information.



EXCURSIONS/INCURSIONS

As part of our program, we, on occasion will plan excursions within the local community and incursions at the Service. While these activities enhance the program, children's learning experiences and involvement in the community, they are optional. Safety is an essential part of all excursions and they are only undertaken after risk assessments have been conducted and risk management strategies implemented.

Written authorisation will be requested from parents prior to any activity and must be received by the Service before any child can participate in the excursion. During any excursion, attendance records are maintained accurately, a qualified first aid officer is always present, staff ratios based on the risk assessment are strictly adhered to as a minimum and children are supervised at all times. For further information, please refer to our *Excursion Policy*.

PHOTOGRAPHS, SOCIAL MEDIA, PROMOTION

As part of the enrolment process, we will also ask for your permission to take photographs and video of your child during normal activities and excursions. Photographs and video may also be used as part of our observation and programming process and shared with our Service app ClassDojo/facebook .

Photographs and video may also be shared parent community through social media and/or to promote our Service to the community through marketing and promotional materials.

Families are asked to respect that staff are not allowed to share information on any other children, families or staff members and staff are encouraged to not join any families social media.

MEDICAL CONDITIONS- ALLERGIES, ASTHMA, DIABETES OR EPILEPSY

It is vital that we are aware of any medical condition including diabetes, epilepsy, allergies, eczema, asthma, risks of anaphylaxis of your child including any potential triggers. Families are required to indicate any allergy or asthma on the enrolment form.

Our OSHC Service requires a medical management plan or ASCIA Asthma/Anaphylaxis Action Plan to be completed by your general practitioner to assist in managing your child's needs. This needs to be provided prior to your child's commencement at the Service. In consultation with the nominated



supervisor, you will be asked to develop a risk minimisation plan and communication plan to assist our educators and staff. Any prescribed medication that your child may require must be provided each day they attend our OSHC Service.

To ensure the safety and wellbeing of your child, please update your child's medical management plan/ Action Plan every 12-18 months or whenever a change in their medication or treatment occurs. (Australasian Society of Clinical Immunology and Allergy) (ASCIA).

FEES, REBATES AND ATTENDANCE

FEES

Below is our full fee schedule, before Child Care Subsidy (CCS) has been applied.

Before School Care: \$16 per session

After School Care: \$25 per session

Early finish: \$27 per session

Vacation Care and pupil free day: \$70 per session

Pupil free day: \$70 per session

STATEMENT OF FEES

Each week we will send you a statement via email. Please check these statements to ensure all details are correct and accurate. If there is any discrepancy, please contact the nominated supervisor as soon as possible.

PAYMENT METHODS

Our service offers in service payments with a debit machine for families wanting to pay during before and after school care. The service also provides the BSB and Account Number for the service on the statement given to families weekly. Out service DOES NOT have any cash on premises



PENALTIES

- Late collection fee: **\$1 per minute per child**

CHILD CARE SUBSIDY (CCS)

We remind families that there are some compliance areas that the Service has no influence over such as Child Care Subsidy, and timing of payments to the Service and your account. When families enrol their child into our OSHC Service, it is the family's responsibility to provide us with the required information to receive Child Care Subsidy. This includes the correct Customer Reference Number (CRN) and date of birth of the child and parent/guardian the child is linked with.

Child Care Subsidy offers assistance to families to help with the cost of child care aged 0-13 years. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

- Combined annual family income
- Activity test – the activity level of both parents
- Service type – type of child care Service and whether the child attends school

Families who wish to receive Child Care Subsidy as reduced fees must apply through the myGov website. This includes completing the Child Care Subsidy activity test. Child Care Subsidy is paid directly to our Service to be passed on to families as a fee reduction. Families will contribute to their childcare fees and pay the difference between the fee charged by our Service and the subsidy amount received. This is called the 'gap fee'.

On enrolment we will need the Customer Reference Number (CRN) of the person linked with the child, along with the child's CRN so we can confirm the attendance and ensure that you are receiving the appropriate subsidy.

Families are required to advise Centrelink of any changes to circumstances within 14 days to avoid a debt. Changes to circumstances may impact CCS payments.



Should you wish to raise concerns regarding the management of Child Care Subsidy, please speak to the nominated supervisor as soon as possible. Concerns can also be directed to the Department of Education on 1800 664 231 or email: tipoffline@education.gov.au

COMPLYING WRITTEN AGREEMENT (CWA)

A Complying Written Agreement (CWA) is an agreement between our Service and a parent or guardian to provide childcare in exchange for fees. The CWA includes information about your child's enrolment including your child's full name and date of birth, the date the arrangement is effective from, session details and details of the fees to be charged. Before Child Care Subsidy can be paid, you must approve the enrolment information within the CWA via the [MyGov website](#).

ALLOWABLE ABSENCES

Parent/guardians must notify the Service by 3.15 pm if a child will be absent from an After-School care session if the child is booked in. This is so that staff aren't searching the premises for a child that has been collected or was not at school.

We encourage families to notify the Service as soon as possible if your child will be absent for any day or session you have booked. It is recommended that absences are notified to the Service by email or via phone

Child Care Subsidy will be paid for any absence from an approved childcare Service your child attends for up to 42 days per child per financial year. Full fees are payable for absences after the initial 42 days. Additional absences beyond 42 days may be approved for specific reasons with supporting documentation. Please talk to the nominated supervisor about additional absences.

You can access your child's absence record on your online statement by selecting 'View Child Care Details and Payments' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#).



Public holidays will be counted as an absence if your child would normally have attended the Service on that weekday, and fees have been charged for that day for your child. If your child has not attended our Service for 14 continuous weeks, your child's enrolment will be cancelled, and Centrelink will stop paying your CCS subsidy.

Child Care Subsidy (CCS) is generally not payable for absences on the first or last days of enrolment. If a child is due to start enrolment on a set date and does not attend, CCS will not be paid until the child physically attends. Also, if the child does not attend care on their last booked day, CCS may not be paid for any period after the child's last physical attendance at the Service. There are some circumstances where CCS may be paid in these situations, please speak with the nominated supervisor for further information.

FINANCIAL SUPPORT

If you are experiencing financial hardship, please speak to the nominated supervisor or director. Payment plan option may be available to support your family.

SERVICE CLOSING TIME AND LATE COLLECTION FEES

Please be aware our OSHC Service and program closes at 6:00pm. In accordance with National Regulations and licensing, we are not permitted to have children in the Service after 6:00pm. A late fee is incurred for children collected after 6.00pm.

The fee is \$1 per minute per child for every 15 minutes. The late fee is strictly adhered to, as two staff members are required to remain at the Service until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, we may need to contact the Police or other authorities to take responsibility of your child.

PERMANENT AND CASUAL BOOKINGS

Permanent bookings are an ongoing booking that:

- remains the same from one week to the next



Casual bookings are a one-off booking that:

- can be booked at the last minute for emergency care.
- are designed to support families taking on casual work and shift work

WAITING LIST VACATION CARE

We will create a casual waiting list for bookings that have been requested for a session that we are at capacity. If positions become available, we will allocate them in order of application whilst adhering to recommendations of Priority of Access.

PRIORITY OF ACCESS

Our OSHC Service aims to assist families who are most in need and may prioritise filling vacancies with children who are:

- at risk of serious abuse or neglect
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.
- We send the program out to Virginia primary school families first and a week later we then send the program out to the rest of the community

VACATION CARE

Our OSHC Service provides Vacation Care during the School holidays. Our program is developed towards the end of term and includes a variety of activities including excursions, themed and incursion days. The program and booking form will be distributed to parents in week 7 of term. Parents/guardians will need to complete and return by the specified cut-off date in order to secure your child/ren's position.



SERVICE POLICIES AND PROCEDURES

You will find a copy of our Service policies and procedures in the Service and office. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations and Family Assistance Law.

Educators cannot make exceptions for individuals unless the nominated supervisor or management do so on account of serious and/or extraordinary circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures meet family's needs and adhere to required regulations. Your involvement helps us to improve our Service and may lead us to change our policies and procedures.

FAMILY CONDUCT GUIDELINES

The *Family Conduct Guidelines* work in conjunction with our Service's *Enrolment Policy*, *Dealing with Complaints Policy*, *Privacy and Confidentiality Policy*, and the Early Childhood Australia Code of Ethics. The *Family Conduct Guidelines* are in place to emphasize the commitment and ethical responsibilities each family adopts when enrolling their child/ren. If parents or family members are consistently in breach of these guidelines and following an evaluation by the nominated supervisor and/or the approved provider, any related enrolment/s may be at risk of being terminated.

Families and educators are expected to communicate openly, respectfully and collaboratively, sharing relevant information to support each child's development and learning while adopting qualities such as honesty, inclusivity and confidentiality. We encourage families to arrange a time away from the learning environment for in-depth discussions, where the educator can give families their full attention and make decisions that have been given careful consideration. All stakeholders are expected to show respect toward educators, children, and families, model appropriate behaviour in all interactions, and understand that any threatening conduct may result in police involvement.



To maintain confidentiality, families and staff are responsible for protecting personal information and refraining from sharing sensitive details or photos on social media. If you have a complaint or grievance, contact your child's educator to arrange a suitable time to discuss the issue or complete a 'Complaints/Grievance Form', forms can be returned to the Service in person or via email Nisha.Tsorvas442@schools.sa.edu.au. Management will uphold confidentiality unless the complaint involves a notifiable incident, in which case the regulatory authority will be informed as required.

ARRIVAL AND DEPARTURE

For safety and security reasons ALL children must be signed in on arrival and signed out on departure using our attendances with an educator. Families must sign their child in and out

No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the nominated supervisor and advice has been given in writing. Photo identification will be required for any person collecting children not known to educators. No child is permitted to travel home or to another activity on their own.

TECHNOLOGY, TELEVISION AND DEVICES

(including mobile phones)

Our OSHC Service encourages the use of technology to assist with the implementation of our program, activities and research. Children and young people are able to access a range of technologies at the Service to facilitate their homework and other areas of interest (such as, song requests during group musical games). This will always be carried out under staff supervision. Permission for children to use computers and other technology is requested in our enrolment form.

We also provide movie times during quiet/rest time or wet weather. Consideration is made of the content and the suitability to the age of the children involved. All permitted media (films, music and games) are classified G or PG.



Mobile phones are not permitted to be used in our Service as we provide a balance of activities for students where a mobile device is not required. Some children and young people with a disability or health condition, may rely on the use of a mobile device for support needs will be exempt from this restriction. Exemptions must be made to management or the approved provider and clearly documented in the child's enrolment record.

Children are not allowed to bring any electric device into the service, Ipad, Switch, etc

HOMework

We understand that many children may need to complete homework whilst in care. Whilst we do not offer a one-to-one homework/tutoring program, we support children and young people by providing them with the space, staff support and resources to complete their homework.

If you would like your child to be encouraged to complete their homework, please notify the responsible person. Please note that educators will not force your child to do homework while in care.

FOOD/MENU

Our OSHC Service provides a nutritious menu that has been developed in consultation with the Australian Dietary Guidelines. We provide breakfast, afternoon tea and a late snack.

A weekly menu will be on display in the kitchen and activity room. Children have the opportunity to contribute to the development of the menu by providing us with suggestions and feedback. We encourage families to do the same.

We cater to children's individual special dietary requirements by providing alternate options to what is being offered on the menu. Please ensure that your child's health, allergy and cultural dietary requirements are kept up to date to ensure that our team are providing appropriate food options for your child/ren.



BEHAVIOUR GUIDANCE

Educators follow a *Behaviour Guidance Policy* that extends across the whole OSHC Service giving consistency of expectations. This policy allows children and young people to develop self-discipline, respect for others, for property and respect for self, whilst learning to regulate their behaviour in different environments.

Our OSHC Service has a set of rules which we have developed along with the children and families. We use these rules as a point of reference to guide children's behaviour in a positive manner. This ensures that children have a clear understanding of the minimum expectations of their behaviour whilst in our care.

If you require further information on this policy, please ask educators and refer to the Policy manual.

PHYSICAL PLAY

Physical play includes activities that use physical movements to allow children and young people to use their energy, enhance their concentration, co-ordination, motivation, learning and wellbeing. We feel that physical play is a vital part of everyday life and is especially important in an Out of School Hours Care (OSHC) setting given the amount of time children have been non-active in the classroom throughout the day.

Our OSHC Service provides children with a wide range of both indoor and outdoor physically active play based learning experiences.

Physical play provides children with the opportunity to:

- use their imagination
- foster self-esteem and confidence
- develop strong bones and muscles
- build resilience



- promote peer groups/friendships
- become more independent
- improve strength and balance
- test abilities and experience adventure
- challenge their fears
- develop flexibility and coordination
- improve spatial awareness
- develop and improve mathematical concepts
- be confident as they learn to control their bodies and understand their limits
- learn to cooperate and share with others
- promote healthy growth and development

SUSTAINABILITY

Our OSHC Service is passionate about sustainability. We believe in supporting children and young people to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching. Further, we support children to appreciate that sustainability embraces social and economic sustainability as we engage in concepts of social justice, fairness, sharing, democracy and citizenship.

In order to empower our sustainability program, we emphasise children and young people's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, developing an appreciation of the natural world, encouraging them to participate in a recycling program and reducing energy and conserving water. We aim to provide children and young people with the skills and knowledge required to take an active role in caring for the environment and to think about ways they can contribute to a sustainable future.



SUN SAFETY

Children and educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (SPF50+ broad-spectrum water resistant) which is reapplied according to the manufacturer's recommendations. We have a Sun Smart station where children can apply sunscreen upon arrival to After School Care and before playing outside during Vacation Care.

SUN HAT

A sun protective hat must be worn every day when playing outside for protection against the sun (this can be their school hat). Please make sure to include it in your child's bag every day regardless of the weather conditions. Please note that educators will enforce the 'no hat, no outdoor play' rule and children will be instructed to play under shelter or indoors.

PARENT PARTICIPATION AND FEEDBACK

Our OHSC Service has an *Open-Door Policy* and actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills and experiences that the children and the program will benefit from and providing feedback.

You can be involved in our Family Committee. Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's educator at a time that suits you throughout the year and offer email, SMS, Facebook, Newsletters, DOJO and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a *Dealing with Complaints Policy* that supports all stakeholders in our community and like all



policies, is available for families to consult and implement at any time. Copies of our policies are available in each room, the office and parent library. You are welcome to take a copy home and review at your leisure.

FAMILY INVOLVEMENT

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

YOUR OCCUPATION OR HOBBY

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g., music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

YOUR HOME CULTURE

We aim to foster relationships among families and community and invite you to share aspects of your culture, history, language and celebrations with our Service. Your involvement greatly assists us to enrich the lives of all our families and children.

READING

Children love to be read to. If you or your parents have the time, please contact your room educators to organise a day for reading. We love grandparents visiting our Service.

RECYCLABLE ITEMS



We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

SPECIAL EVENTS

Our OSHC Service organises special events throughout the year. We will communicate these to families in a timely manner. We encourage parent input in all aspects of these events. Some of these include fundraising, celebrations and information sessions.

SUGGESTIONS

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service, please let us know.

If you have any concerns, please see your child's educator or the nominated supervisor. We have a grievance/complaints procedure if you would like to formally raise any concerns.

COMMUNITY INFORMATION

We have a community notice board at the entry to our OSHC Service. This board is used to display relevant programs, menus, notices, updates and reminders for children and families. Please ensure you check this on a regular basis. We also have a wall full of information inside the OSHC room

Our staff can also provide information for families about a range of topics including early intervention; supported playgroups; Child Care Subsidy; Aboriginal Child and Family centres; health clinics.

HEALTH AND HYGIENE

Our OSHC Service has effective and systematic risk management systems in place to identify any possible risk of hazards to our learning environment and practices.



All staff diligently practice and model personal hygiene measures such as hand washing, cough and sneeze etiquette and disposal of tissues. We request that all children and visitors to our Service wash their hands or use the alcohol-based hand sanitiser upon arrival.

Our educators teach and model correct hand washing techniques to children and regularly clean and disinfect high touch objects throughout the Service to reduce the spread of infection.

WHEN SHOULD I NOT SEND MY CHILD TO THE SERVICE?

Please monitor your child's health and do not bring your child to the OSHC Service if they are suffering from an infectious disease/illness or are generally unwell. Our Service cares for children and young people before or after a busy and demanding day for the bodies and minds of our children at school and during vacation care. We are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

To minimise the spread of infections and diseases, and maintain a healthy environment for all children, educators and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC)- *Staying healthy: Preventing infectious diseases in early childhood education and care services, 6th Edition*. Our policies and procedures for *Dealing with Infectious Diseases* is available for all families to view.

If your child becomes ill whilst at the Service, we will contact you or an authorised nominee to collect your child. If your child is unable to be collected, educators will contact the child's emergency contact for collection. When your child is collected, you will be provided with an *Injury, Incident, Trauma and Illness Record* completed by the educator which includes information about your child's illness, their symptoms, general behaviour and any action taken. You will be requested to sign and acknowledge the details in this record. If your child becomes ill whilst at school and returns home, please ensure our Service is aware.

Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been had diarrhoea



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and/or vomiting, they will be excluded until there has not been any diarrhoea or vomiting for at least **24 hours**. For certain illnesses, a medical clearance certificate may be required before your child returns.

INFECTIOUS DISEASES

The National Health and Medical Research Council have supplied the following information regarding minimum exclusion period for children from an early childhood education and care Service. Please inform staff if your child has any of the following infectious diseases so that we can notify the Public Health Unit and other families of any infectious disease/illness. (Confidentiality is always maintained).

[Exclusion for common or concerning conditions](#) (Australian Government, National Health and Medical Research Council, Staying Healthy 6th Edition 2024)

CONDITION	EXCLUSION
Chicken pox	Exclude until all blisters have dried – this is usually at least 5 days after the rash first appeared in non-immunised children, and less in vaccinated children. See the guidelines for contact exclusions
Conjunctivitis or eye discharge	Exclude until discharge from the eyes has stopped (unless a doctor has diagnosed non-infectious conjunctivitis)
Ear infection	Not excluded unless they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding)
Fever	Exclude until the temperature remains normal, unless the fever has a known non-infectious cause. If the child has gone home from the Service with a fever but their temperature is normal the next morning, they can return to the Service. If the child wakes in the morning with a fever, they should stay home until their temperature remains normal. If a doctor later diagnoses the cause of the child's fever, follow the exclusion guidance for that disease.
Gastroenteritis ('gastro') • Campylobacter infection • Cryptosporidiosis • Giardia infection (giardiasis) • Rotavirus infection • Salmonella infection (salmonellosis)	Exclude until there has not been any diarrhoea or vomiting for at least 24 hours



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Shigella infection (shigellosis)	
Norovirus infection	Exclude until there has not been any diarrhoea or vomiting for at least 48 hours
Hand, foot and mouth disease	Exclude until all blisters have dried
Head lice	Not excluded, as long as effective treatment begins before the next attendance at the Service. The child does not need to be sent home immediately if head lice are detected
Hib (Haemophilus influenza type b)	Exclude until the person has received treatment for at least 4 days
Measles	Exclude for at least 4 days after the rash appeared. See the guidelines for contact exclusions
Meningitis (viral)	Exclude until person is well
Meningococcal infection	Exclude until the person has completed antibiotic treatment
Mumps	Exclude for at least 9 days or until swelling goes down (whichever is sooner)
Pneumococcal disease	Exclude until person has received antibiotic treatment for at least 24 hours and feels well
Rash	Not excluded unless combined with other concerning symptoms (fever, tiredness, pain, poor feeding)
Respiratory conditions and infections - Bronchitis and bronchiolitis - Common cold - COVID-19 (also refer to state or territory advice) - Croup - Flu (influenza) - Human metapneumovirus - Pneumonia - RSV (respiratory syncytial virus)	If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), exclude them only if: - the respiratory symptoms are severe, or - the respiratory symptoms are getting worse (more frequent or severe), or - they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) Otherwise, do not exclude. A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the Service
Shingles (zoster infection)	Exclude children until blisters have dried and crusted. Adults who can cover the blisters are not excluded (they are excluded if blisters cannot be covered)



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	See the guidelines for contact exclusions
Skin-related infections • Cold sores (herpes simplex)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot maintain these practices (for example, because they are too young), exclude until the sores are dry. Cover sores with a dressing, if possible.
• Fungal infections of the skin or scalp (ringworm, tinea, athlete's foot) • Impetigo (school sores) • Scabies and other mites causing skin disease	Exclude until the day after starting treatment For impetigo, cover any sores on exposed skin with a watertight dressing
• Warts	Not excluded
Strep throat	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well
Whooping cough (pertussis)	Exclude until at least 5 days after starting antibiotic treatment, or for at least 21 days from the onset of coughing if the person does not receive antibiotics. See the guidelines for contact exclusions
Worms	Not excluded

IMMUNISATION

When enrolling your child at our OSHC Service you will be asked to provide an Immunisation History Statement as recorded on the Australian Immunisation Register (AIR) to prove that your child is up to date with their scheduled immunisations. This statement is available through your online Medicare account through [myGov](#).

For eligibility for Child Care Subsidy and other family payments, immunisation must be in accordance with the National Immunisation Program (NIP) Schedule.

If your child is not fully immunised and an outbreak of a vaccine preventable disease occurs at the Service, your child will be considered as not being immunised and will not be able to attend the Service.

MEDICATION



If your child requires medication whilst at our OSHC Service, you must complete an *Administration of Medication Record* to give your consent for an educator to administer prescribed medication to your child. Medication must be given directly to an educator for appropriate safe storage. Under no circumstances should medication be left in children's bags.

Educators can only administer medication that is:

- prescribed by a registered medical practitioner (with instructions attached to the medication or in written form from the medical practitioner)
- in its original packaging and have the original label clearly showing your child's name
- before the expiry/use by date.

If the child is also required to take the medication during school hours, an educator will take/collect the medication to/from the school office.

Any child's prescribed medication such as asthma inhalers, adrenaline auto injectors (EpiPen) or Insulin (for diabetes), must accompany the child each day to our Service or parents ensure our Service has adequate supplies of the required medication at all times.

Upon collection of your child at the end of the day, you or an authorised person will be requested to sign the *Administration of Medication Form*.

Children may self-administer medication provided written authorisation is provided on the child's enrolment form. Medication must be provided to educators at the start of the session. An *Administration of Medication Record* must be completed at the start of the session and at the end of the session to acknowledge the dose and time medication was administered.

INCIDENTS, INJURY OR TRAUMA

We aim to minimise the risk of accidents and injury as much as possible however, through play, exploration and adventure, children sometimes have accidents. We always have an educator with a First Aid, emergency asthma, anaphylaxis management and CPR qualification on shift at all times we provide education and care to children. First Aid kits are located throughout the OSHC Service.



In the event of a minor injury, first aid will be provided as required. An *Incident, Injury, Trauma and Illness Record* will be completed and when you collect your child, you will be notified about the injury and asked to acknowledge and sign the record. If your child injures their head, even if it is a small bump, you will be contacted to advise you of the injury. Our educators will continue to monitor your child closely and advise if you should come and collect them.

If an injury or incident is serious and we believe urgent medical attention is required, the nominated supervisor will contact an ambulance immediately. We will then attempt to contact a parent or guardian or an authorised nominee to advise of the situation. If you are unable to meet the ambulance at the Service, we will send one of our educators/staff members to accompany your child in the ambulance. Please note that Ambulance cover is the responsibility of each family.

An *Incident, Injury, Trauma and Illness Record* will be completed, and a parent will be required to acknowledge and sign this record. A copy of any documentation from the hospital or treating doctor will also be requested. Our Service will also be required to notify the Regulatory Authority in the event of any serious incident or injury. In these circumstances, you may be contacted by our approved provider and the Regulatory Authority to follow up the incident and actions taken by our Service.

SAFETY IN OUR SERVICE

EMERGENCY AND EVACUATION PROCEDURES

Our Service conducts risk assessments regularly and develops emergency management plans for a range of possible hazards. Throughout the year we follow our policies and procedures to carry out emergency and evacuation drills. These may occur at any given time throughout the Before/After/Vacation School Care session. Emergency and evacuation drills are carried out in a well-organised and orderly manner and will simulate a range of possible emergency situations such as fire (bush fire), lock down or flood. Under regulations, we are required to practice emergency and evacuation drills every three months. Our service practices these every month, we try and implement these 5 days in that one week



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Educators are trained to use the fire extinguishers that are in the Service. An emergency evacuation plan and lock down procedure are displayed in every room and exit locations are clearly indicated.

DROP OFF AND PICK UP TIME

We ask that parents be extremely mindful of danger when arriving and departing from our OSHC Service and closely supervise your child/ren. Children and young people will be effectively supervised at all times while attending the OSHC Service.

- Please always hold young children's hands in the carpark area
- Be alert of reversing drivers in the car park as it is very difficult to see small children
- Use the kerbside, rear passenger door
- Never leave a child or infant in the car unattended
- Never leave the front entry door/gate open
- Always do a visual check around your vehicle before driving
- Please ensure children do not enter areas in the Service that are for adults/staff only.

WORKPLACE HEALTH AND SAFETY

We are committed in providing an environment that is safe and healthy for every employee, volunteer, child, family and visitor. We have made every reasonable effort to minimise the risk of serious injury and request all persons to our Service to adhere to our policies regarding Workplace Health and Safety.

Each morning and afternoon, our educators conduct safety checks of the indoor and outdoor environment and will alert management of any potential risk or hazard to children to ensure this is rectified before children use the equipment or area.

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general Work health and Safety, please contact the nominated supervisor immediately.

SOCIAL MEDIA

We use social media to communicate, share information and celebrate what is happening in our Service with enrolled families and our service community.



We promote safety and wellbeing of all children and are committed to ensure safe online environments when engaging in digital technology including social media. Our social media accounts are managed by the nominated supervisor, and we set the highest level of privacy and security settings on the accounts. Content is regularly scanned, and any offensive language or comments removed immediately, and these users blocked.

Photographs of your child will only be added if written authorisation has been provided on the enrolment form.

We maintain appropriate privacy of families, children and educators by not publishing any personal information online.

PRIVACY AND CONFIDENTIALITY

We are committed to protecting the privacy and confidentiality of children, young people, individuals and families and have policies in place to ensure strict confidentiality is maintained.

Information, including personal information (addresses, telephone numbers, email addresses) will not be disclosed to any individual without obtaining prior written permission of the respective person, including educators, staff, family members and parents. Families must ensure they do not share data or personal information of other family members, children or staff members from the Service with anyone, including other families of the same Service. (See *Privacy and Confidentiality Policy*).

All families are not to use or share images obtained from the Service, via the Service's app, Facebook pages or other format. Families are not to share photographs taken during special events for publishing on any social media or for sharing in any format.

Families are asked to respect that staff are prohibited to share information about other children, families or staff members without expressed written consent to whom the information relates to. Additionally, families are not to connect with staff on social media platforms except the regulated Services private Facebook page.



To plan programs for your child/ren, we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law.

We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file.

Our *Privacy and Confidentiality Policy* is available to view at any time. This policy sets out how we ensure our Service acts in accordance with the requirements of the Australian Privacy Principles and the Privacy Act 1988. We ensure all personal information is protected, records and documents are maintained and stored in accordance with Education and Care Services National Regulations and that all staff understand the requirements of the Notifiable Data Breaches (NDB) scheme. Any Privacy complaints will be managed promptly and in a consistent manner as outlined in our *Dealing with Complaints Policy*.

Our OSHC Service is required to keep and maintain detailed records about children, young people, parents and staff in accordance with relative legislation contained in the National Law and Regulations and Family Assistance Law. We ensure all records are stored in a secure and locked location. We must keep records for the prescribed periods of times as legislated related to child enrolment, attendance, medication records, incident, injury, trauma and illness records, child assessments and any relevant legal information/documents. Full details about record keeping is available in our *Record Keeping and Retention Policy*.

PARENT ACKNOWLEDGEMENT

I/we have read this handbook carefully and agree to comply with the requirements set out in this handbook and in the Virginia Primary School OSHC policies.



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I/We understand the commitment that you are undertaking providing education and care for our child, and our responsibilities to the Service.

I/we have completed the enrolment form and provided the required documentation for our child.

I/we agree to notify Virginia Primary School OSHC of any changes that may affect the education and care of our child (changes to court order, parenting orders, authorised nominees, Medical Management Plans, medication etc).

ACKNOWLEDGEMENT OF FAMILY HANDBOOK

I have read and understood the information in this handbook and agree to the terms and conditions provided in relation to my child/ren's enrolment.

Child's name			
Parent/Guardian 1 name		Date	
Parent/Guardian 1 signature			
Parent/Guardian 2 name		Date	
Parent/Guardian 2 signature			

Nominated supervisor name		Date	
Nominated supervisor signature			

Please list what skills talents, interest and culture that you and your family (not forgetting grandparents) are able to share with the Service.

--