

EOOSH NEWSLETTER

Ermington OOSH October Newsletter

CONTACT DETAILS:

ERMINGTONOOSH@LIVE.COM.AU

98744077



OPENING HOURS

MORNINGS 7AM-9AM

Just a friendly reminder that Children must be signed in and brought to the centre by an adult. Please do not drop your child at the gate and let them walk to the centre alone. Ermington OOSH Educators are not responsible for your child/ren before 7am or before they are signed in so please do not leave them unattended. Please do not drop your child/ren any later than 8:15am.

AFTERNOONS 3PM-6PM

Children will arrive at OOSH directly from school at 3pm. Please note that you need to notify the OOSH Centre via email and or call to let us know prior to 3pm, if your child is not attending. Non notification fees will occur if we have not been notified that a child is not attending prior to this time. If your child has extra curricular activities please be advised and advise your Child that they will need to sign at OOSH before going to their activities. Children must be collected before 6pm, or late fees will be applied .

IMPORTANT NOTICES

- Please remember to sign in your children upon arrival (morning) and departure (afternoon). Failure to do so on multiple occasions will result in the incident being reported to the committee
- Please remember we are a no nut centre. If you need help with healthy snack ideas, please reach out.
- Please remember that Parents and Carers are not permitted to take photos of children while they are under our care.
- Please do not use the driveway unless you have permission from the centre.
- If your child is absent or going home with someone else, please let us know prior.

IN THIS NEWSLETTER

OCTOBER NOTICE BOARD

POLICIES AND PROCEDURES

CONTRIBUTING TO OUR RECONCILIATION ACTION PLAN

SPRING VAC CARE

PHOTO PAGE

October Notice board



Menu

Please refer to the menu attached to see our menu rotation for the term.

Journal

The journal is a form of documentation which is used at OOSH to show what has been happening daily with the children. This includes activities, photos and comments. It is also an opportunity for the children to display their artworks / creative pieces if requested. Please feel free to check this out as it is displayed on the sign out table or ask an Educator to see it.



Lets dive back into October and see what's happening in November.

During the month of October, we held our Spring Vacation care program. This was made up of a variety of excursions, incursions and in-centre days that were chosen based on a variety of interests taken directly from the children. Some of the highlighted days included our adventures to family entertainment centre and Greenwich Baths as well as our colour run day and karaoke, gaming and slushy day. The vacation care period allows the children to explore out of their comfort zone as well as encouraged them to make new friends and memories.

****Summer Vacation Care bookings will be out 29th of November just after 6pm and close 13th of December at 6pm. The program will be sent out soon, so please pay attention to all communication****

Highlighted activities for the first 2 weeks of Term 4 included playground, handball, soccer, parachute, totem tennis, paper aeroplanes and drawing. These activities are usually played in groups of children and the children are able to play spontaneously with their own rules and game plans.

The children also helped to set up the room for Halloween and decorate around the building. This involved many of the children of all grades working together to put our decorations around the room to make it look as spooky as possible.

In November, we will be preparing for our upcoming Vacation care period and 2025 enrolments will open.



We have now added a QR code to a feedback survey at the front of the service.

If you have time please fill it out. The survey is completely anonymous, if you have any serious concerns please speak to an Educator or email us.



2025 Enrolments

Ermington OOSH enrolments restart every year meaning the waitlist does not carry over from the previous year and all families must re enrol their child via my family lounge.

Families are required to make a profile on my family lounge and complete all areas of enrolment before they are offered a position. This includes all of the child's details, emergency contacts, medical information etc. Families are required to then request days which will put them onto the waitlist and positions will be offered from there. The centre offers positions based on a first in best dressed basis, so it is crucial you follow all the appropriate steps to ensure you are eligible for a spot.

Families can access the enrolment page via our website at ermingtonoosh.com.au in the enrolments section.

IMPORTANT DATES to remember:

For existing enrolments or children who already attend OOSH re enrolments open 11th of November 2024 and close 22nd of November 2024.

For new enrolments including 2025 kindy children's enrolments will open 25th of November 2024 and close on the 20th of December 2024.

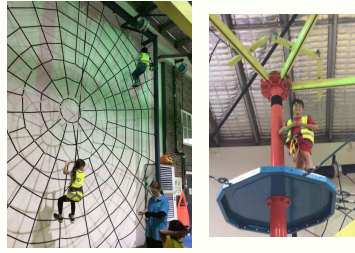
Please note: Families who are offered a position to their child in OOSH (who already attends the school) and have a new child starting in kindy 2025 will be included in existing enrolments to ensure that all children in the family get a position.

Please allow time for the centre to respond and offer positions once you have submitted your requests on my family lounge. This process is timely and may take a couple of weeks for correspondence from the centre.

Spring Vacation Care

Test your limits

On this day, we ventured to Peak Pursuits for an thrilling excursion. We put our harnesses on and got climbing as we tackled the high ropes course, rock climbing and many other obstacles in the air. The children said they had an absolute blast!!

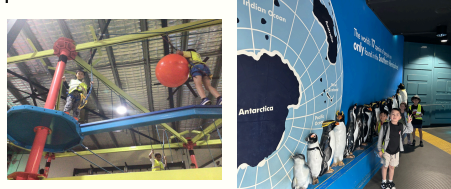


Bouncing off the walls

We all went to the family entertainment centre today. A place of excitement, fun and thrill as we jumped, dashed and climbed our way through the playground and trampoline areas. This day was definitely a highlight of vacation care!!

Karaoke, Gaming and Slushy

Sing, game, play! That's what we did all day today. We had some friends bring in a karaoke/juke box machine and a few arcades games for the children to play with. We also enjoyed slushies and engaged in a variety of games and activities.



Splash of colour kids dash

Today, we had a vibrant Colour Run Day with the children! This joyful event invited children to run, walk, and play while being splashed with colourful powders along the way. It was a celebration of movement, laughter, and creativity.



Safari Day

On this day we took an adventure to our infamous Taronga Zoo. The children were split into small groups and was given an educator to explore the whole map of the zoo. The children got to learn about our native animals, take a mini safari and see reptiles, Sealife and farm animals as well.



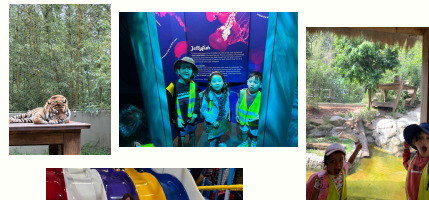
Fish out of water

Today was a day of so much fun. We splashed around in the water and made sandcastles on the sand. The children said they really loved the day and we received great feedback from all families.



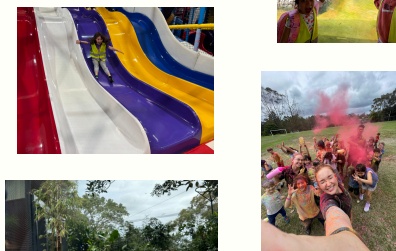
Extreme Sports day

Today, the children joined us for an exciting extreme sports day featuring Bubble Soccer! This unique and hilarious event, allowed children to bounce around in inflatable bubbles while playing soccer, creating a fun and safe environment for friendly competition. With laughter in the air and plenty of opportunities for teamwork, the children enjoyed a day filled with physical activity and unforgettable moments.



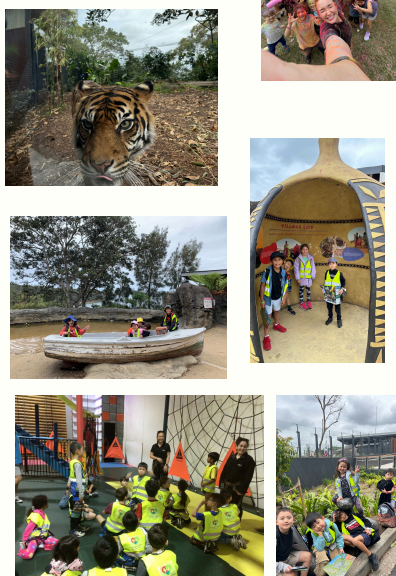
Around the world

The focus of today was to allow the children to flourish in their culture while appreciating others. We engaged in a variety of games and activities from all around the world and ate delicacy's from different cultures for lunch.



Challenge Blitz

The children joined us for a fun-filled Challenge Day! This engaging event was all about teamwork, creativity, and problem-solving. Children participated in exciting activities that encouraged collaboration, built confidence, and fostered friendships. From obstacle courses to team games, each challenge was designed to inspire the children to think outside the box and support one another.



If your child attended any of these days, we encourage you to please use the link to fill out our evaluation survey. The survey is used to make adjustments, suggestions and changes to upcoming vacation care periods so your feedback is crucial :)

<https://www.surveymonkey.com/r/2PRS>
RXR

POLICIES AND PROCEDURES

Enrolment and Orientation

Ermington OOSH accepts enrolments to the service for primary school age children in accordance with funding priorities and guidelines. An orientation process is in place for children and their families. The purpose of this is to:

- enable educators to meet and greet children and their families
- Provide essential operational information
- Form the foundation for a successful and caring partnership between home and the service.
- To help the children develop a sense of belonging, feel accepted, develop attachments and trust those who care for them (“My Time, Our Place, Outcome 1”)

Fees

Ermington OOSH sets fees in accordance with its annual budget in order to meet the income required to develop and maintain a quality service for children and families. We strive to ensure that our service is affordable and accessible to families in our community. The approved provider ratifies the budget annually, or as necessary, and monitors it carefully throughout the year.

Dropping off and picking up

We will ensure that children arrive at and leave the service in a manner that safeguards their health, safety and wellbeing. Educators will manage this by adhering to clear procedures regarding the delivery and collection of children, ensuring that families understand their requirements and responsibilities and accounting for the whereabouts of children at all times whilst in the service’s care.

Absent and Missing Children

Families are required to notify educators as early as possible if children will be absent from the service. Educators will record the absences on the roll. Families will be informed of their notifying responsibilities upon enrolment and through the parent handbook. If a child only attends after school care the families must notify educators when a child has returned from an absence so they know to expect the child at the service.

Should a child not arrive at the service educators will:

- Ask the other children of their knowledge of where the child might be
- Approach the school office and ask for information regarding the child’s attendance at school
- If the child was present at school, call the child’s authorised nominees at a suitable time to remind them of their notifying responsibilities and find out when they should expect the child to return to the service
- If the child was present at school and the other children and the school staff are unaware of their whereabouts, educators will ask the school staff for assistance in searching for the child in the school area. Ensure supervision is maintained for other children during this process.
- If the child is unable to be located, educators will return to the service and call the child’s authorised nominees to gain further information.
- Continue to call the authorised nominees on the contact list until contact has been made.
- Maintain contact with the authorised nominees until the child has been located.
- Continue to keep in contact with the school during this time
- Arrange for appropriate supervision of children at the service and will send an educator back to the school area to continue looking for the child.
- Follow up on any leads regarding children going to a friend’s home and check common places in the local area.
- If the child remains missing, contact the police and keep the authorised nominees and school informed of the situations.
- Educators will notify the Department of Education and Communities within 24 hours of the incident occurring.

CONTRIBUTING TO OUR RECONCILIATION ACTION PLAN

Embedding Aboriginal and Torres Strait Islander perspectives within the service philosophy, and practices of all educators and service teams is a key tool to advance Reconciliation. This also contributes to 'Closing the Gap' commitments and fulfilling every Australian child's right to know about Australia's First Nations' histories, knowledge systems, cultures and languages.

Element 6.2.3: Community engagement – The service builds relationships and engages with its community.

QA7: Governance and Leadership

Element 7.1.1: Service philosophy and purpose – A statement of philosophy guides all aspects of the service's operations.

Element 7.2.3: Development of professionals – Educators, co-ordinators and staff members' performances are regularly evaluated and individual plans are in place to support learning and development.

What is the change?

The MTOP V2.0 includes three new principles, including Collaborative leadership and teamwork. diversity brings to know more about the world. What is the change?

The approved learning framework principles have been expanded to include three new principles. There is a new principle focusing on Aboriginal and Torres Strait Islander perspectives.

Rationale for the change

- Strengthening Aboriginal and Torres Strait Islander knowledges, cultures, and perspectives throughout the EYLF is a priority, supported by the Terms of Reference, reflects the [Alice Springs \(Mparntwe\) Education Declaration](#) and aligns with the [Australian Curriculum V9.0](#).
- The Alice Springs Agreement (Mparntwe) Education Declaration:
 - » describes the importance of learning that builds on and 'includes local, regional and national cultural knowledge and experience of Aboriginal and Torres Strait Islander peoples and work in partnership with local communities' (p.5).
 - » recognises children and young people become active and informed members of the community who 'come to understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures' (p.8).

This understanding is supported by a guiding principle of the National Quality Framework.

What will this change look like in practice?

Educators:

- are responsive to children and young people in ways that are affirming of their cultural identity, contributing to building their pride and strength.

- regularly assess themselves, their attitudes, their interactions and the learning environment for cultural competence, as defined by Elders, community and family members and in line with guidance provided by key and national bodies such as the Secretariat of National Aboriginal and Islander Child Care (SNAICC).
- think deeply and seek assistance where possible, through engaging with Aboriginal and Torres Strait Islander people, about how to embed Aboriginal and Torres Strait Islander perspectives in the philosophy of the setting, their planning and implementation of curriculum.
- create [culturally safe places](#), working in intercultural ways through pedagogy and practice. They seek out ways in which Aboriginal and Torres Strait Islander and western knowledge systems work side by side respectfully.
- grow their knowledge of [kinship](#) systems and cultural connections in their local communities so they can build engaging reciprocal relationships between services and community.
- acknowledge the strengths and capabilities of Aboriginal and Torres Strait Islander families and local community while supporting wellbeing to assist in reinforcing and affirming a positive sense of identity for their children and young people.

Practice is evident for school age children when:

Educators:

- proactively collaborate and explore, maintain and nurture respectful relationships with local Aboriginal and Torres Strait Islander organisations and individuals to build knowledge and understanding
- acknowledge Aboriginal and Torres Strait Islander people's ownership and stewardship of Country and their unique relationships to the land, sea, and waterways and explore these histories, cultures and relationships with children and young people
- acknowledge Aboriginal and Torres Strait Islander people ownership and stewardship of Country and explore this with children and young people
- implement [place-based pedagogy](#), in particular connection with Country, to inform interactions and experiences with children and young people on a daily basis
- encourage children and young people to explore their [kinship](#) networks and connections to Country
- actively participate and collaborate with children and young people in the development and implementation of the service's Reconciliation Action Plan (RAP).



UPCOMING IMPORTANT DATES

OCTOBER 26: ANNIVERSARY OF THE ULURU HANDBACK

DECEMBER 10: HUMAN RIGHTS DAY



AT OUR CENTRE:

We have recently engaged in activities that incorporate Aboriginal and Torres Strait Islander culture. For example, shrink art and sand art as activities which promote the children to be culturally sensitive while understanding and celebrating the culture.

This aligns with the 'My Time, Our Place' framework:

- 'Educators think deeply and seek assistance where possible, through engaging with Aboriginal and Torres Strait Islander people, about how to embed Aboriginal and Torres Strait Islander perspectives in the philosophy of the setting, their planning and implementation of curriculum'
- 'The history and culture of Aboriginal and Torres Strait Islander peoples are respectfully and truthfully reflected through community involvement and culturally sensitive practices.'

Photo page

