

# EOOSH NEWSLETTER

## Ermington OOSH September Newsletter

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## 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

- Spring vacation care is fully booked now
- 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.

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# September 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 September and see what's happening in October.

During September, we celebrated book week as a day where the children, teachers and Educators dressed up as their favourite book characters. We saw characters like thing 1 and thing 2, minions, Minecraft figures, harry potter, Pikachu, maleficent and much more. The Educators got their tutus, ears and glasses on as we dressed up as Alvin and the Chipmunks and the Chippettes.

R U OK? Day was on 12/9/24. The week leading up to this, we utilised roll times to speak about the importance of asking friends and family if they are okay and how powerful this statement can be. The children engaged in colouring in printed directly from the R U OK site which shows steps on how to approach asking if someone is okay. On the day, Educators had a big chat to children about how the day and how they all felt reassuring them that if there is anything they would like to talk to someone about they can always speak to an Educator or their friends and family.

Highlighted activities during this past month include handball, soccer, playground, scavenger hunts, chalk and drawing. The children have said they enjoy changing up routine once a week and having afternoon tea served outside. This has encouraged more of the children to eat and sit down and socialise with one another during the 3pm-4pm periods.

Spring Vacation care program is fully booked. Families who have booked are required to hand in permission notes and waiver forms to the centre to finalise bookings.

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.

Link to feedback form

<https://www.surveymonkey.com/r/6Z5NZ98>



# 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



## Information sheet MY TIME, OUR PLACE

### Aboriginal and Torres Strait Islander perspectives



#### Links to the National Quality Standard (NQS)

The NQS recognises the potential of the educational program and practices to enhance each child's learning and development. The MTOP V2.0 Principle, Aboriginal and Torres Strait Islander perspectives is reflected in several quality areas of the NQS, with a particular focus in:

##### QA1: Educational program and practice

**Element 1.1.1:** Approved learning framework – Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

**Element 1.1.2:** Child-centred – Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

**Element 1.2.3:** Child directed learning – Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

##### QA3: Physical environment

**Element 3.2.3:** Environmentally responsible – The service cares for the environment and supports children to become environmentally responsible.

##### QA5: Relationships with children – all standards and elements

**Standard 5.1:** Relationships between educators and children – Respectful and equitable relationships are maintained with each child.

##### QA6: Collaborative partnerships with families and communities

**Element 6.1.2:** Parent views are respected – The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

MY TIME, OUR PLACE – Framework for School Age Care in Australia – V2.0, 2022 | 1



## 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.'



