

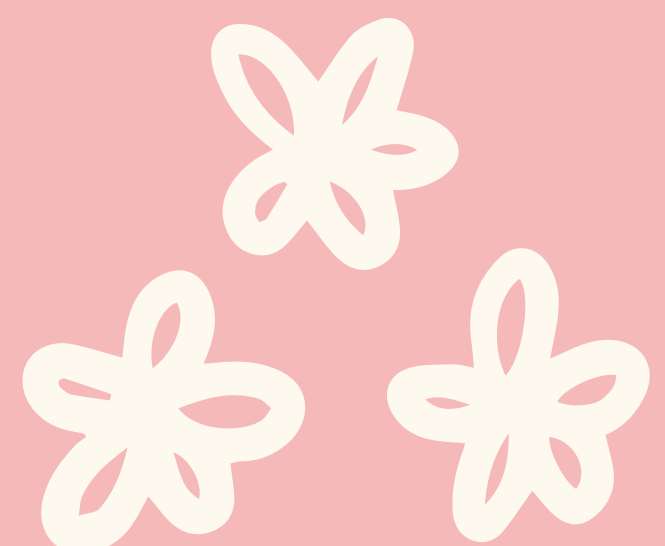
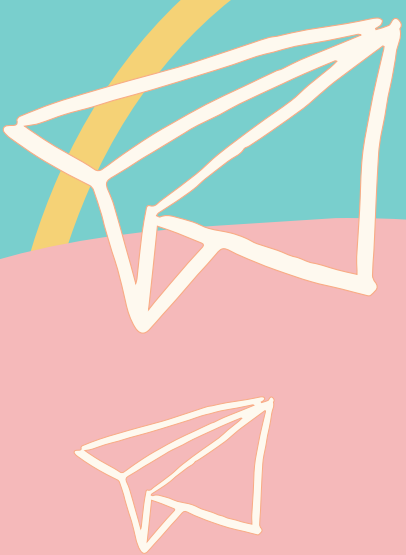


kps00shcare

# kps00sh

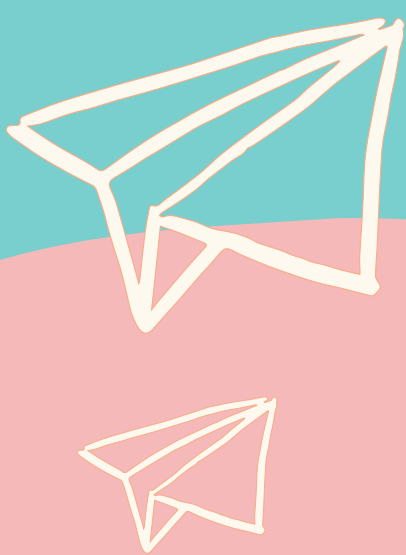
## orientation

Everything you need to know about  
starting KPSOOSH



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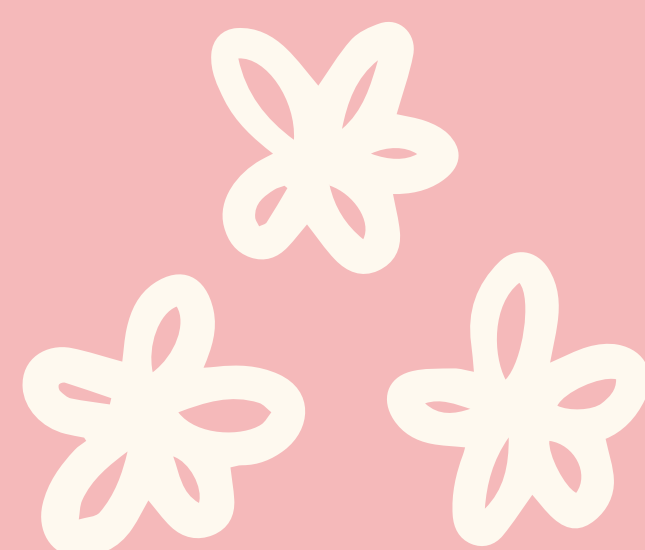
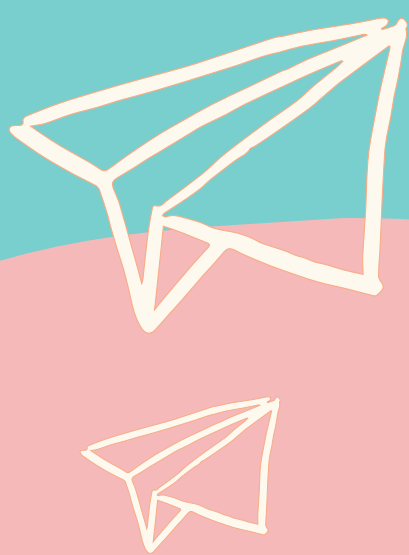
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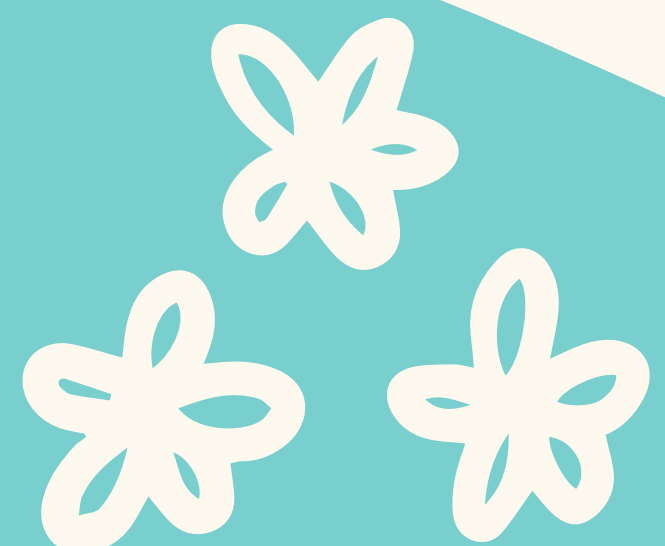
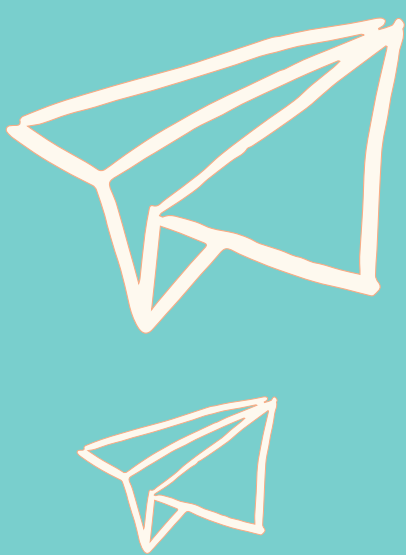
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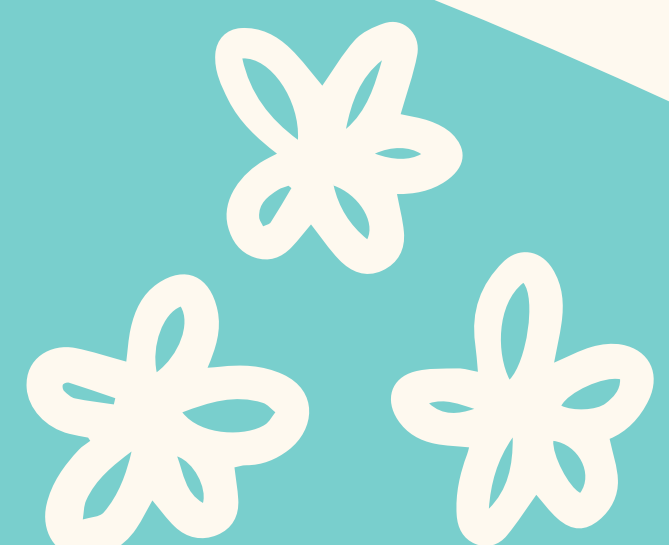
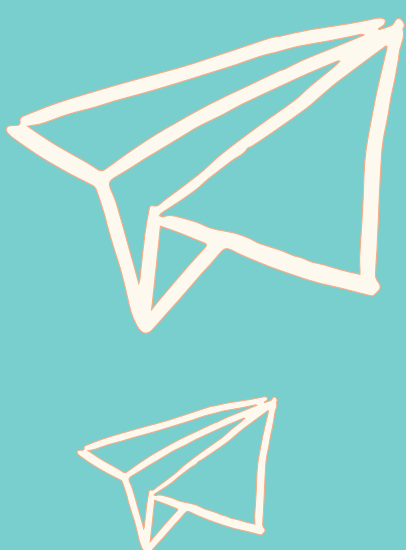
40. KU Inclusion

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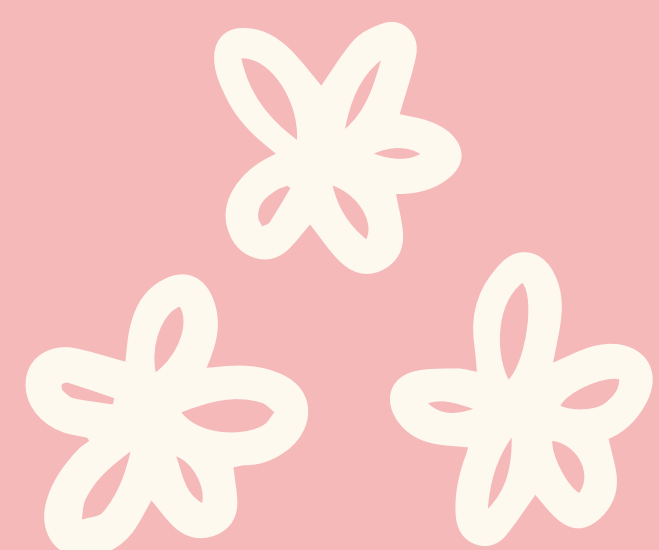
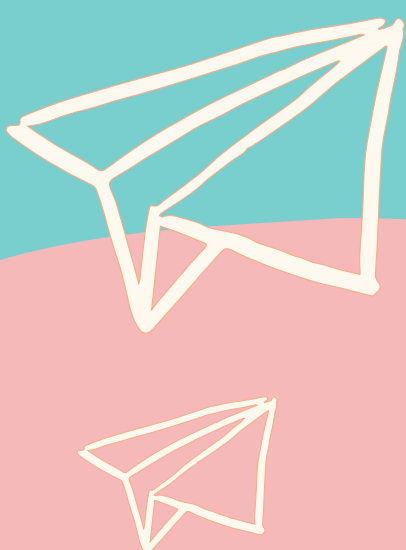
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# Welcome!

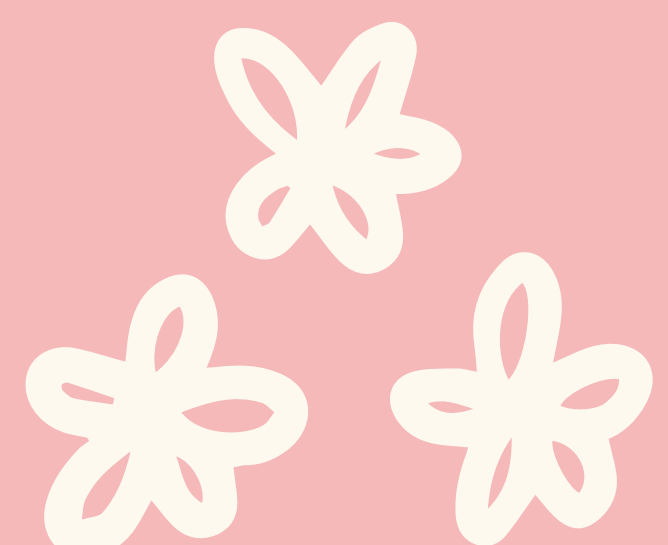
The Kindy Orientation Pack/Parent Handbook for incoming OOSH students document guides educators and staff members on practices, families, our goals and standards, and the wider community on what makes our Centre unique.

Your child/s transition to Kindergarten is a wonderful and daunting process for all involved. So we have compiled the Parent Handbook to explain imperative information for you to understand whilst your child/ren are in attendance at our Centre.



# ACKNOWLEDGMENT OF COUNTRY

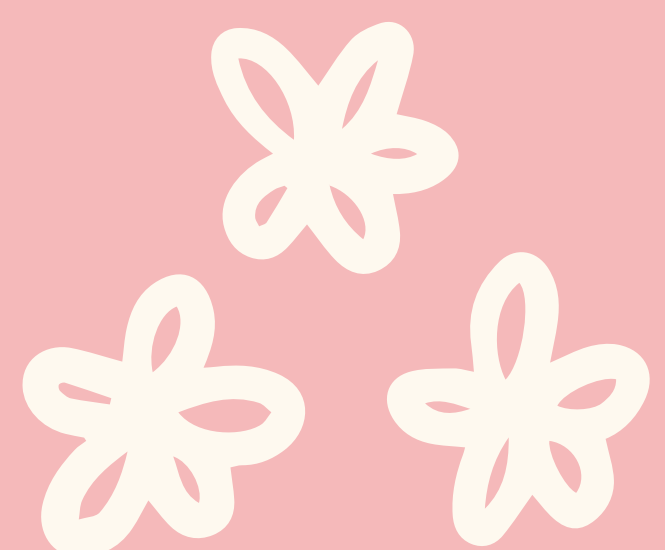
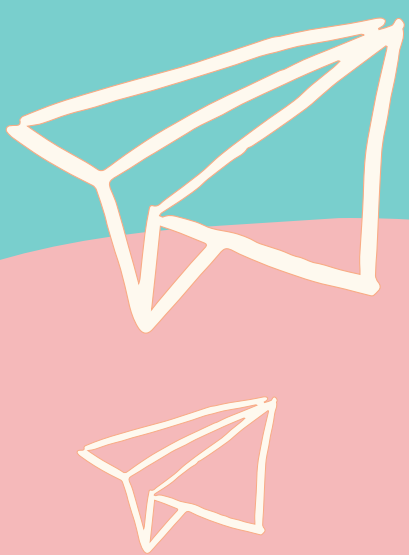
Kensington Public School OOSH Care acknowledges the Traditional Owners of the land on which we reside and practice, the Gadigal and Bidjigal peoples. We recognise their continuing connection to land, waters and culture and pay our respects to Elders Past, Present and Emerging throughout Australia



# Who are we?

KPSOOSH Care is a nonprofit association run by a voluntary Parent Management Committee. We thrive on reflective practice and actively encourage children, families and the community to participate in decision making throughout the centre.

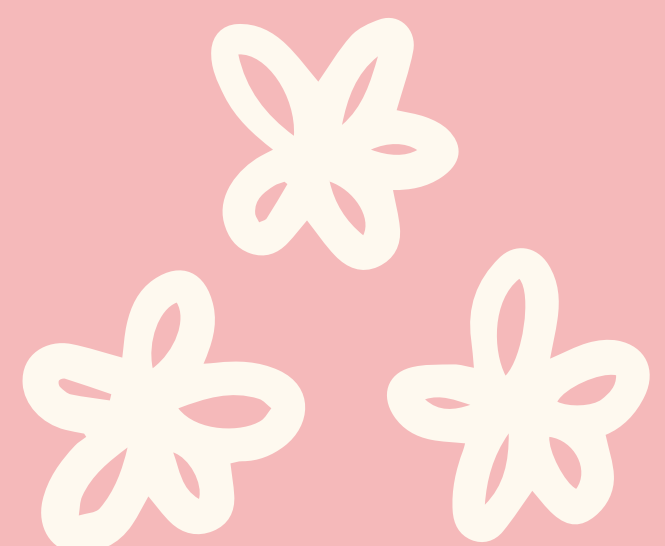
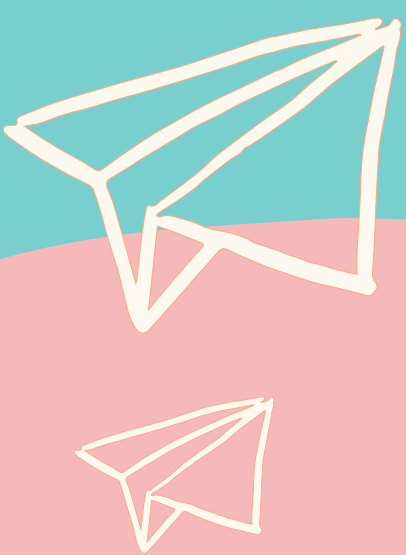
Kensington Public School OOSH Care Incorporated provides before and after school care for the children of Kensington Public School, and Vacation care for primary school-aged children in the wider community, that is based on values and respect.





# Service Philosophy

We believe that the primary years are an important time in a child's life and focus on understanding the unique differences and holistic needs of children. We recognise that play is paramount for healthy development. Our program aims to treat each child as an individual by facilitating experiences that guide and foster connectedness, wellbeing, identity, learning through play and communication.



# Contact Information

Phone – 0425 291 281

Address – 77-79 Doncaster Ave, Kensington 2033 NSW

General Enquiries – [admin@kpsoosh.com.au](mailto:admin@kpsoosh.com.au)

Program-related Enquiries – [educationleader@kpsoosh.com.au](mailto:educationleader@kpsoosh.com.au)

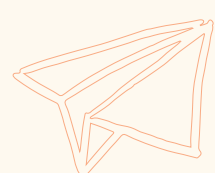
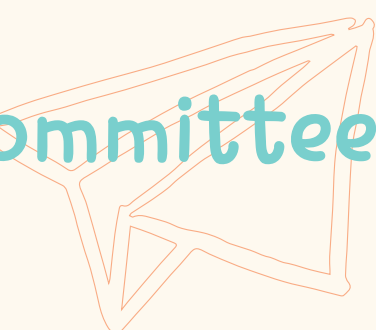
Medical Management or WHS-related Enquiries –  
[whs@kpsoosh.com.au](mailto:whs@kpsoosh.com.au)

Complaints – [director@kpsoosh.com.au](mailto:director@kpsoosh.com.au)

Parent Committee President – [president@kpsoosh.com.au](mailto:president@kpsoosh.com.au)

Parent Committee Treasurer – [treasurer@kpsoosh.com.au](mailto:treasurer@kpsoosh.com.au)

Parent Committee Secretary – [secretary@kpsoosh.com.com.au](mailto:secretary@kpsoosh.com.com.au)



# Hours of Operation

## Office Hours:

Monday – Friday 10:30 am – 2:30 pm

You are also welcome to come in during the morning Before School Care (BSC) session, or the After School Care (ASC) session to talk to our lovely educators, or our wonderfully dedicated director, Hannah Smith.

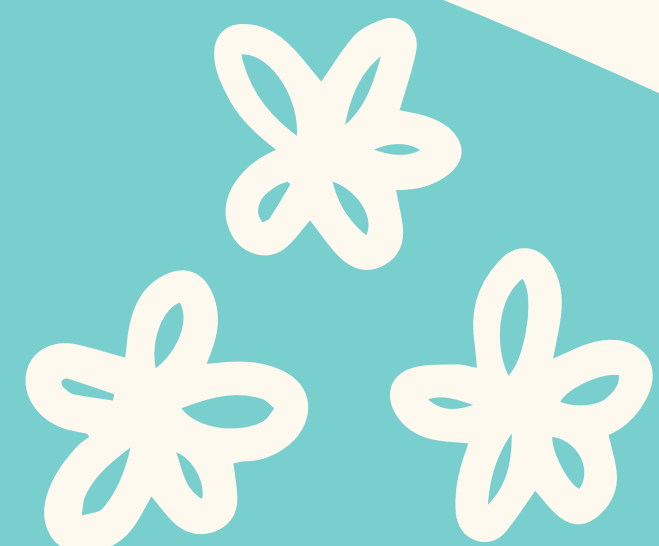
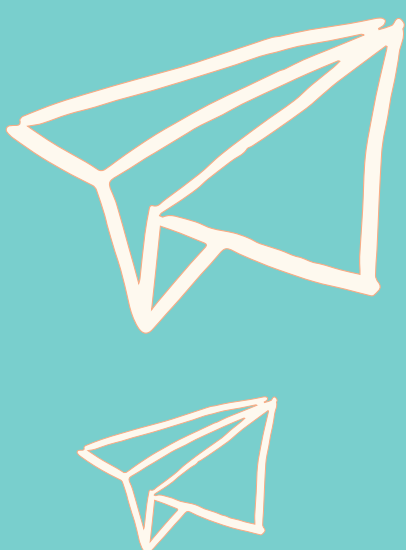
## Face to Face Hours:

Before School Care – 7:15 am to 9:00 am

After School Care – 3:00 pm to 6:15 pm

Vacation Care – 7:15 am to 6:15 pm

NOTE: The best point of contact is through email. This ensures that we are able to read your enquiries and respond in a timely and accurate manner.



# Our Staff!

Service Providers: Kensington Public School OOSH Care  
Incorporated

Service Director: Hannah Smith

Nominated Supervisor: Hannah Smith

Assistant Director: Brianna Milne

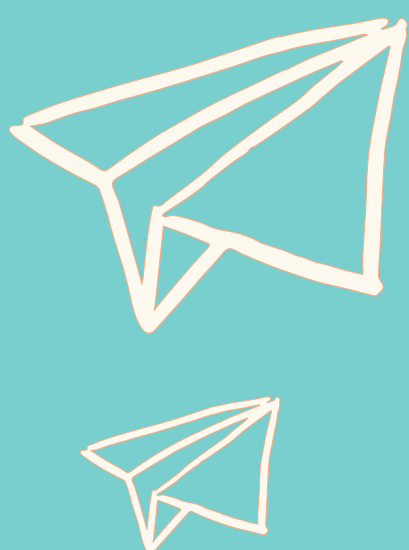
Educational Leader: TBD

WHS Officer: Oliva

Student Wellbeing/Welfare: Amira

Within our Centre, we have four (4) non-management RP's, or Responsible Persons. They are the point of contact for parents and staff in the absence of the nominated supervisor. Each RP has undergone additional child protection and first aid training.


Our Responsible Persons: Amira, Claire, Ella, Georgia



# Our Management Team!

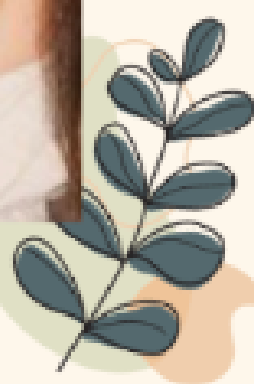



**Hannah**  
Director




Assistant Director


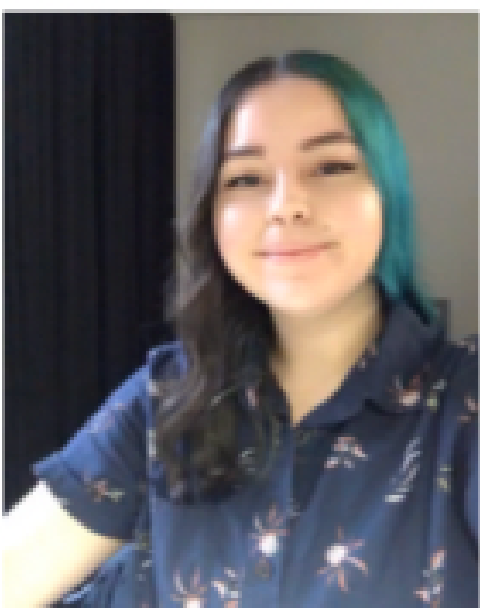
**Bree**



**LEV**  
WHS OFFICER




**AMIRA**  
EDUCATOR  
AND RP



# Our RP's!






**Hannah**  
Director

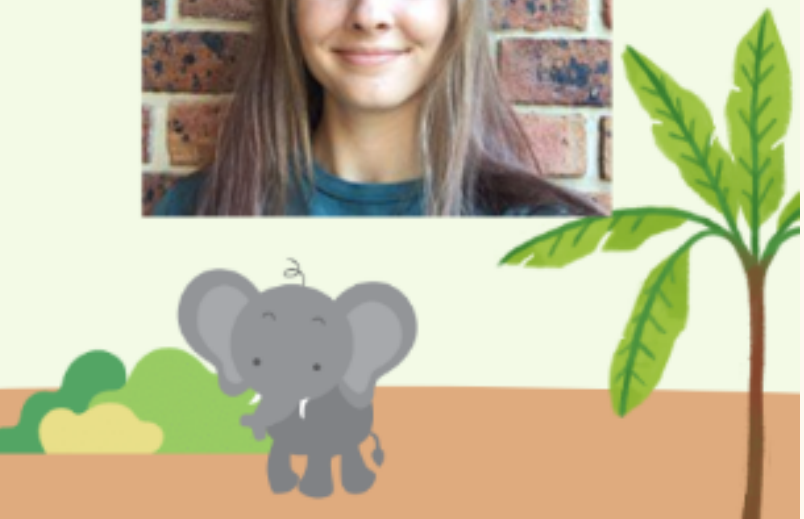



Assistant Director


**Bree**



**LEV**  
WHS OFFICER



**AMIRA**  
EDUCATOR AND RP



EDUCATOR AND RP

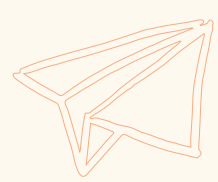
**Claire**



**Ella**  
Educator and RP



**Georgia**  
educator and rp




# Our Team!



**RHONDA**  
MASTER CHEF



**Alex**  
EDUCATOR




**ARYA**  
EDUCATOR




**BAVITHRA**  
EDUCATOR



**AVA**  
EDUCATOR



**BARBARA**  
Educator



**Elliena**  
EDUCATOR




**NICOLE**  
EDUCATOR



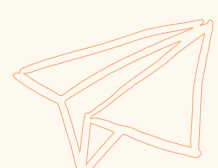

**HARRY**  
Educator



**KRISHNA**  
Educator

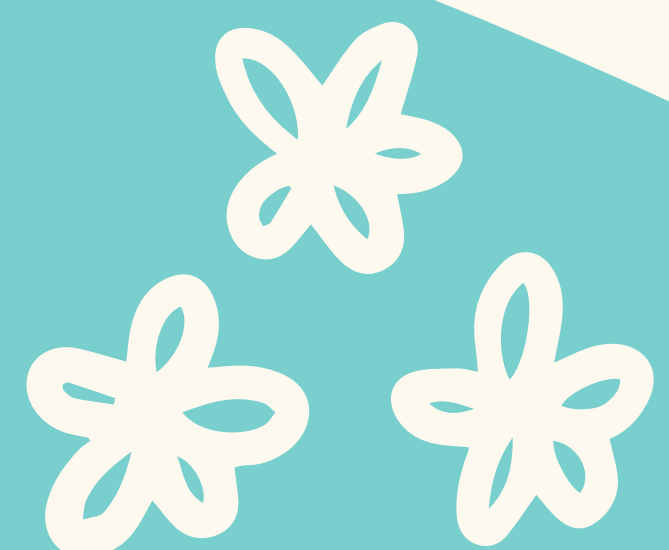
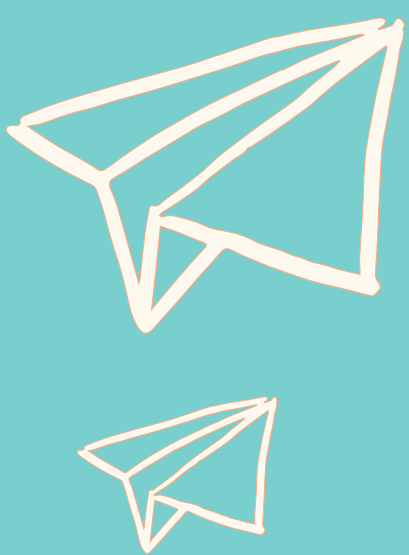


EDUCATOR  
**THOMAS**



# Our Staff!

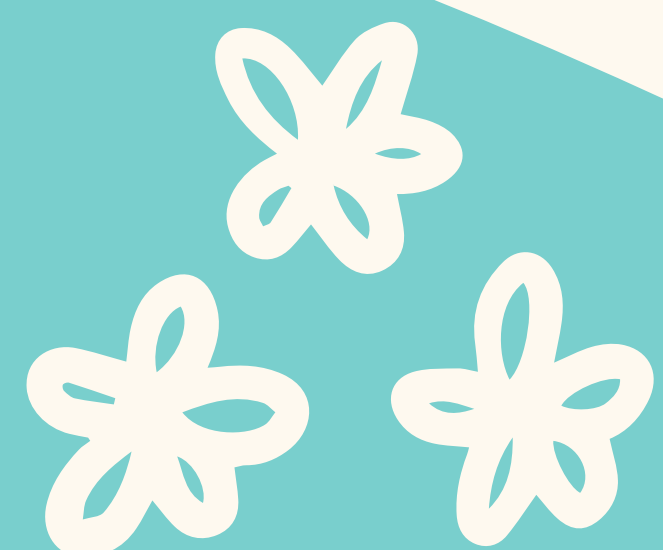
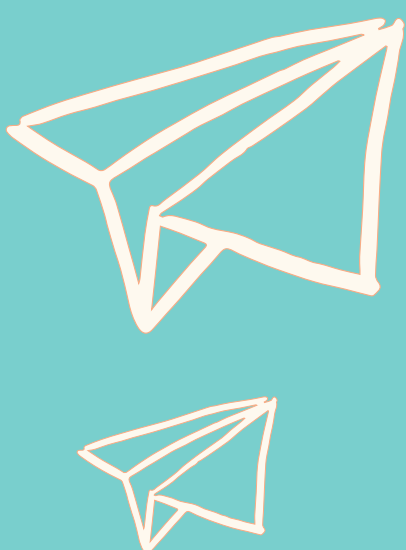
The educators employed by KPS OOSH Care have experience and knowledge in working with children and place your child's wants, interests and needs at the centre of all their activities. Educators treat each child with equity, dignity and respect supporting resilience and self-esteem whilst upholding the rights of the child at all times. Most educators hold current first aid, anaphylaxis and asthma management qualifications and key staff members have a child protection qualification. At least one staff member holding a current first aid certificate is on the premises for duty at all times. The centre is committed to extending our educators skills and knowledge through providing ongoing opportunities for professional development.





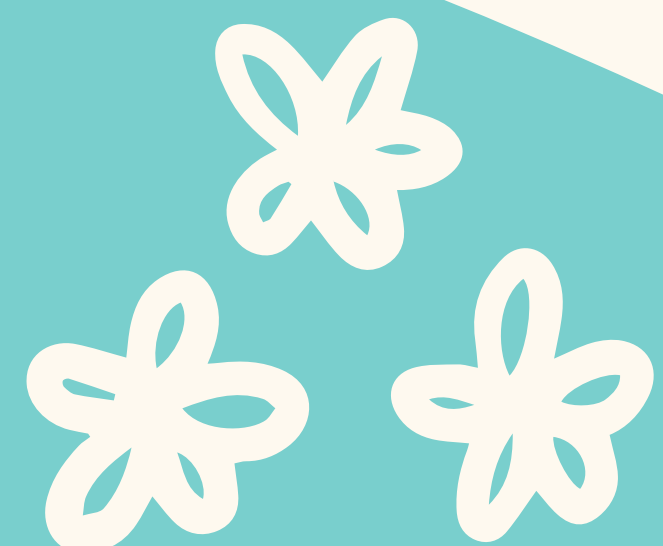
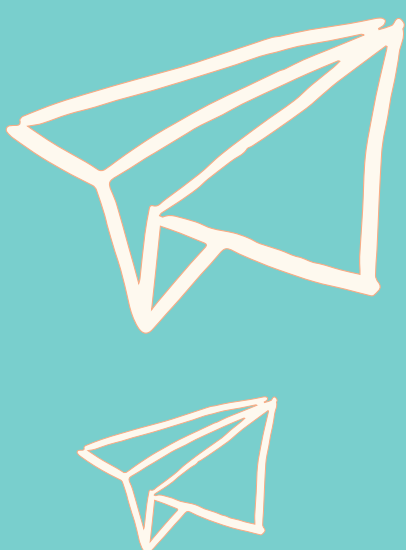
# Staff Uniforms

NOTE: When on site, our staff wear brightly coloured vests, and prominently displayed name badges to ensure that we are easily identifiable to students, school staff and family. We prioritise student safety and wellbeing.



# Fees

	<b>Permanent rate (per session)</b>	<b>Casual rate (per session)</b>
<b>Before School Care</b>	\$14	\$15
<b>After School Care</b>	\$21	\$22.50
<b>Vacation Care</b>	In-house and Incursions \$70 Excursions \$85	





# Before School Care

Located within Kensington Public School grounds, KPSOOSH Care is a safe, familiar, purpose-built child-friendly environment for children to relax and have fun before the school day begins. Children can be signed into before school care any time from 7:15 am. Educators sign children out of before school care from 8:30 am when teachers come on duty, to 8:45 am when classes start, as children desire.

## Kindergarten Students in Before School Care

In term 1 kindergarten children stay in the OOSH room until 9 am and are then accompanied by an educator to their class lines. We do this to ensure that they are comfortable in their new environment. During term two, we encourage them to make the choice of staying in the OOSH room or playing outside at 8:30 am.

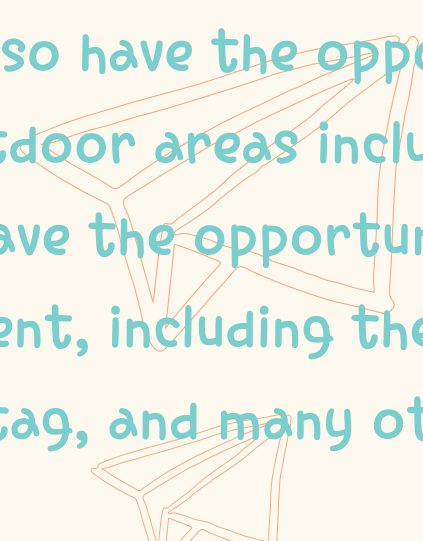
## Breakfast

Breakfast is available to children from 7:15 am – 8:30 am every morning. The service provides a variety of daily breakfast options including a selection of cereal, wholemeal toast, seasonal fruit, yoghurt, eggs and milk & water. We also provide breakfast specials, which range from pancakes, french toast, omelettes, banana bread and more! Breakfast specials change weekly, and our menu is displayed on the family notice boards both inside and outside the centre.

## Before School Care Activities

Each morning at before school care children are provided with the opportunity to participate in a stimulating planned experience that aligns with My Time Our Place Learning Outcomes. Additionally, children are supported to engage in freely chosen to play and leisure activities. Free play and the morning programmed activity runs from 7:15 am – 8:45 am. The children enjoy colouring in, drawing, playing with the train sets, card games and more activities.

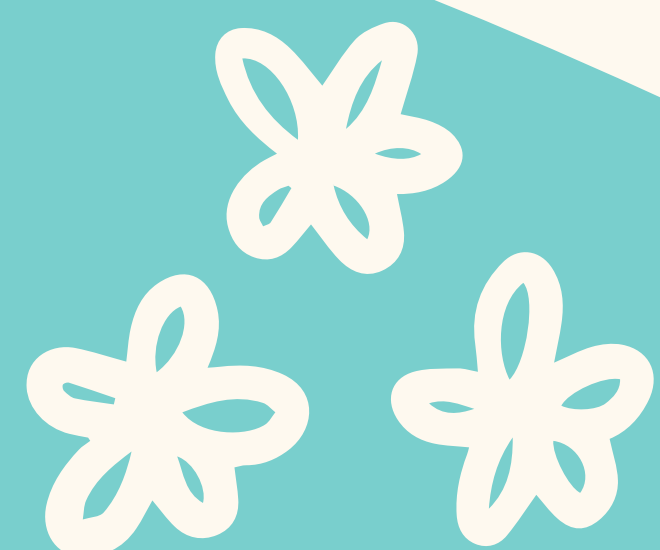
Children also have the opportunity to have free play in an outdoor area from 8:00 am – 8:45 am. Outdoor areas include; the green court, the big play equipment, cola, fig tree area. Children have the opportunity to play ball games like basketball, soccer, or utilise any sports equipment, including the skipping ropes, hula hoops. The children also enjoy playing tips, survival tag, and many other games and activities that utilise their creative imaginations.



# After School Care

Located within Kensington Public School grounds, KPSOOSH Care provides a safe, familiar, purpose-built child-friendly environment in which children can both plan and spontaneously enjoy play and leisure at the end of the school day. After school care runs from 3:00 pm when school finishes, to 6:15 pm. Children can be collected at any time within this period.

How we incorporate Kindy children into the Afternoon School Care environment. Children in kindergarten will be collected by KPS OOSH educators at their class pick up area for term 1. All kindergarten children will be given a yellow wristband by their teachers saying, “I am going to KPS OOSH today!”. In the first term of school, kindergarten students will be signed-in and enjoy afternoon tea time together indoors until they feel comfortable enough to join the other OOSH kids outside for the remainder of the afternoon. All the kindergarten children are shown the routine, rules, boundaries, and programmed activities at aftercare, and educators are constantly checking on them in-case there is any confusion or uncertainty. All other new children will be shown around during the afternoon and given an educator or student buddy to show them the afternoon routine, rules, boundaries, and activities until they are settled in.



# Afternoon tea

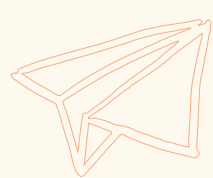
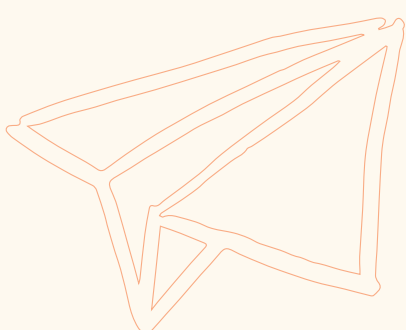
Afternoon tea is served at 3:15 pm following roll call each afternoon. The afternoon tea menu changes weekly and is displayed on the family notice boards both inside and outside the centre. Examples of food served for afternoon tea include tacos, salad rolls and pasta. Fruit and vegetables are also served with afternoon tea. At 5:30 pm following a second roll call children are offered a snack of seasonal fruit and vegetables.



kpsooshcare

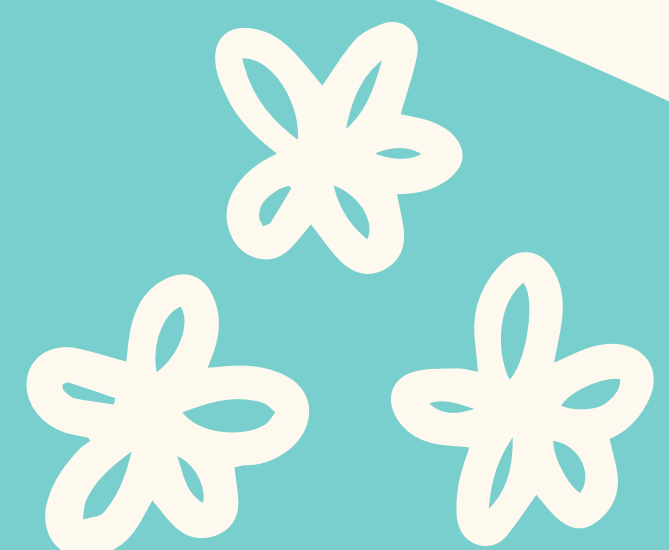
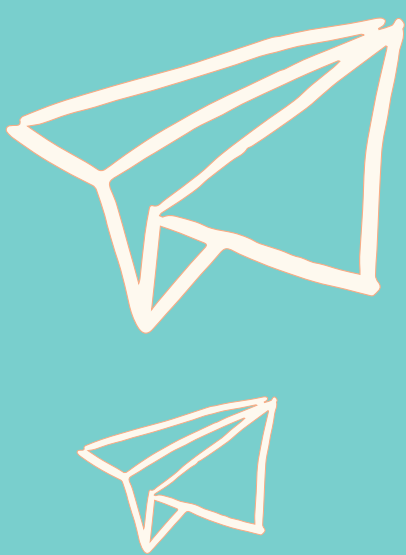
# After School Care Activities

At after school care children are provided with a range of stimulating planned experiences that align with My Time Our Place Learning Outcomes, including art and craft, cooking, sport and gross motor activities, drama and music, multicultural and community experiences. Children are additionally supported to engage in freely chosen to play and leisure activities.



# Sample Programs

This is an example of a weekly program. This was from Week 5, or Recycling Week! The activities we planned all align with the Guiding National Standard, My Time Our Place. The program briefly describes the activity and what is included. During roll call, the educator will again reiterate what the activity is and what it encompasses along with what is for afternoon tea. This ensures that all students are aware of the afternoon ahead, limiting any apprehension or confusion.

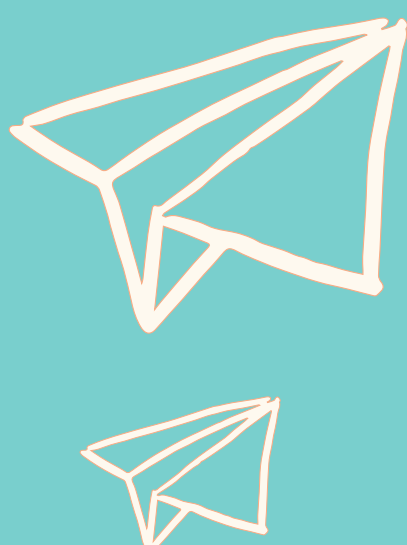


# Sample Programs

**Before & After School Care Weekly Program - Week 5 Term 4**

**About the week:** National Recycling Week, established by Planet Ark in 1996, is held every year during the second week of November (7th to 13th of November 2022). This year, National Recycling Week explores the idea that *Waste isn't Waste until it's Wasted.*

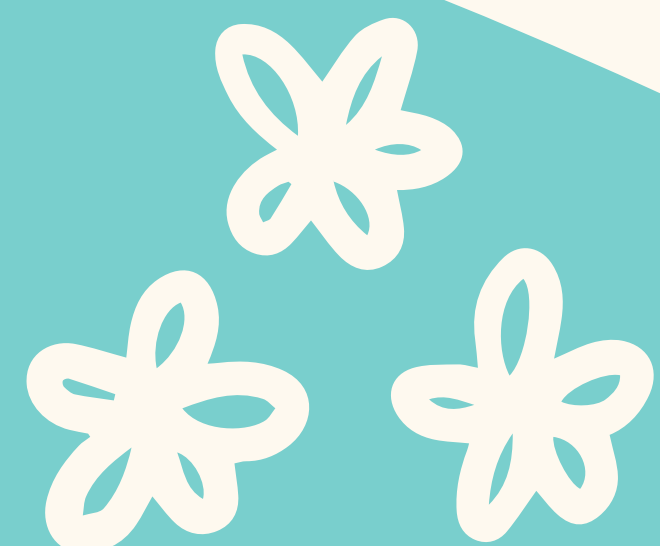
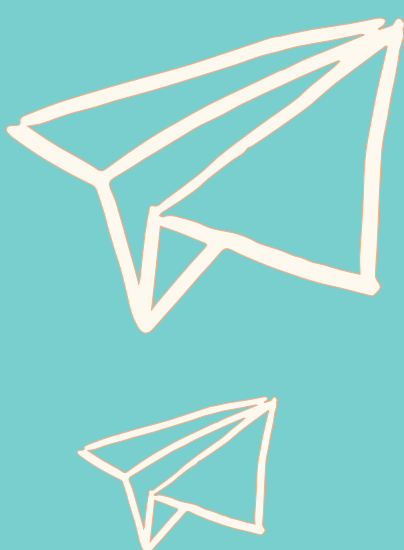
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Before school care</b> 7:15 to 9:00am	CREATING MAGIC BLOOMING FLOWERS  OUTCOME: 4.2	DESIGN A NATIONAL RECYCLING WEEK POSTER TO BE DISPLAYED ON THE NOTICE BOARD  OUTCOME: 2.4	'RECYCLE RIGHT' SPOT THE DIFFERENCE TO LEARN ABOUT KEEPING VALUABLE RESOURCES OUT OF LANDFILL  OUTCOME: 5.2	CREATE A 'THE EARTH IS IN MY HANDS' CRAFT TO BRAINSTORM SOME SUSTAINABLE PRACTICES TO USE AT HOME  OUTCOME: 2.1	USE YOUR ANALYZING SKILLS IN A 'RECYCLE RIGHT' FIND-A-WORD  OUTCOME: 5.2
<b>After School care</b> 3:30 to 5:00pm	CONTRIBUTE TO OUR 'WHERE WE COME FROM' DISPLAY TO DISCOVER EVERYONE'S FAMILY HERITAGE  OUTCOME: 2.2	MAKING SENSORY TOYS BY REPURPOSED PLASTIC BOTTLES  OUTCOME: 4.4	CREATE AN ADORABLE LITTER BUG WHILE LEARNING ABOUT THE IMPORTANCE OF RECYCLING  OUTCOME: 4.1	MAKING A WALL-ART DIORAMA OF DIFFERENT BIOMES!  OUTCOME: 5.3	MAKING A MINI HERB GARDEN TO TAKE HOME  OUTCOME: 2.4
	GET OUT THE SOCCER NETS FOR A BIG GAME ON THE GREEN COURT!  OUTCOME: 3.2	WORK ON SOME TEAM BUILDING SKILLS WITH RELAY RACES UNDER THE COLA  OUTCOME: 5.1	FORM A BIG CIRCLE ON THE GREEN COURT TO PLAY WITH THE PARACHUTE WITH YOUR FRIENDS  OUTCOME: 1.4	PRACTICE YOUR SWING WITH SOME CRICKET IN THE CRICKET CAGES  OUTCOME: 3.2	PARTICIPATE IN A BIG GAME OF JUNIOR & SENIOR SURVIVAL TAG  OUTCOME: 3.2
<b>After School care</b> 5:30 to 6:15pm	CREATING JUNK CONSTRUCTION TO REPURPOSE SOME RECYCLED BOXES IN A FUN AND CREATIVE WAY  OUTCOME: 5.3	LEARN ABOUT DIFFUSION BY EXPERIMENTING WITH THE MILK AND M&M'S IN THE SHAPE OF EARTH!  OUTCOME: 4.2	CREATE SOME CUTE LITTLE PANCAKE POPS TO TAKE HOME FOR DESSERT!  OUTCOME: 4.2	MAKE SOME SUPER EASY TWO-STEP BANANA CHIPS AS A SWEET SNACK  OUTCOME: 4.2	BAKE SOME GIANT FRECKLES AS A FRIDAY AFTERNOON TREAT!  OUTCOME: 4.2
	A TRIP TO THE DISCOVERY GARDEN TO NURTURE OUR PLANTS  OUTCOME: 4.1	A GAME OF SPOTLIGHT TO EXPEL SOME ENERGY!  OUTCOME: 5.1	A ROUND OF THE BEEP TEST FOR EXERCISE AND ENDURANCE  OUTCOME: 3.2	A BIT OF BUBBLE PLAY  OUTCOME: 4.4	TRY YOUR LUCK WITH A GAME OF BINGO RUN BY THE EDUCATORS!  OUTCOME: 5.2





# Sample Menu

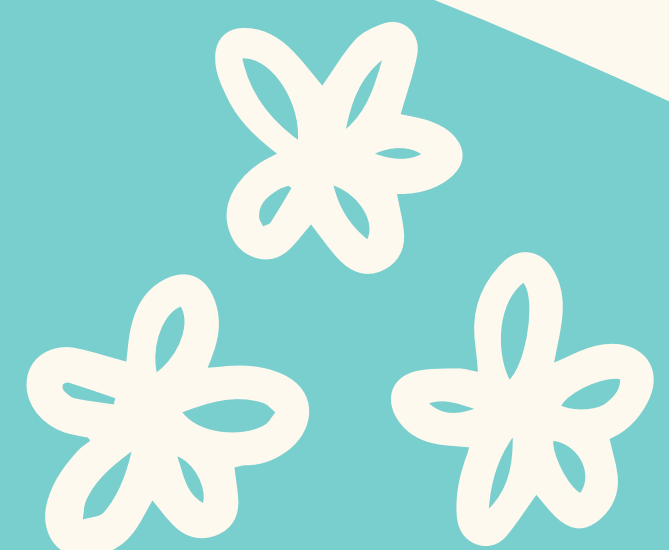
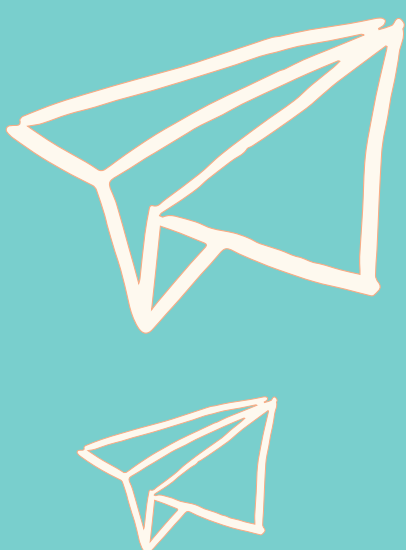
	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST SPECIALS 7:15AM TO 8:45AM	DAILY BREAKFAST OPTIONS INCLUDE A SELECTION OF CEREAL, WHOLEMEAL TOAST, SEASONAL FRUIT, YOGHURT, EGGS & MILK & WATER.				
	SPECIAL French toast		SPECIAL Crossiants		
AFTERNOON TEA 3:15PM TO 3:30PM	ALL AFTERNOON TEAS ARE SERVED WITH FRUIT (APPLES & ORANGES) & VEGETABLES (CARROTS & CUCUMBER)& MILK & WATER.				
	Garlic bread, Cheesy garlic bread	Pizza Mozarella cheese, Pizza sauce	Corn in a cup Parmesan cheese. Sour cream,salt & Pepper, Vitaweat crackers	Chicken curry rice	Pesto pasta,parmesan cheese
LATE SNACK 5.15PM	ASSORTED FRUIT AND VEGETABLES (APPLES, CARROTS, CUCUMBER, CAPSICUM, BANANA, PEAR, CHERRY TOMATOES, PINEAPPLE & ORANGES)				
Kensington Public School OOSH care supports children's health and development by providing nutritious food and drinks at breakfast, afternoon tea & late snack times.					



# Safety and Supervision

Kensington Public school OOSH care incorporated runs a minimum 1:15 (Educator: Child) ratio at all times during Before and After School Care. A first aid qualified Educator will be present at all times. We conduct risk assessments for higher-risk activities to determine if a higher ratio is required for planned activities. Risk assessments determine increased ratios as follows:

- 1:5 (Educator: Child) ratios for High-risk activities
- 1:8 (Educator: Child) ratios for Medium risk activities
- 1:10 (Educator: Child) ratios for Low-risk activities
- 1:15 (Educator: Child) ratios for Standard activities



# Vacation Care

Each Vacation Care program is designed by qualified educators to provide a wide variety of experiences that reflect the changing interests and needs of children, families and the broader community. KPSOOSH Care runs a combination of in house, incursion and excursion days during Vacation Care. On in-house days, children participate in a range of activities facilitated by KPS OOSH Care educators on-site, to match an exciting new theme every day. On incursion days special guests are invited into the centre to perform for children and run interactive workshops with them. In the past children have been visited by magicians, explored petting zoos and participated in Gadigal and Bidjigal Aboriginal Cultural workshops. On Excursion days KPSOOSH Care ventures off-site to explore our local community and its facilities, including visits to the zoo, cinemas, Chinese gardens and much more.

## Safety and Supervision

Kensington Public School OOSH care incorporated runs a minimum 1:15 (Educator: Child) ratio at all times during in house and incursion Vacation Care days. A first aid qualified Educator will be present at all times.

We conduct risk assessments for every excursion to determine the best ratio requirement for the activities planned. Risk assessments determine increased ratios as follows.

- 1:5 (Educator: Child) ratios for High-risk activities
- 1:8 (Educator: Child) ratios for Medium risk activities
- 1:10 (Educator: Child) ratios for Low-risk activities
- 1:15 (Educator: Child) ratios for Standard activities

## Meals

Breakfast is available to children from 7:15 – 8:45 am. Daily breakfast options include a selection of cereal, toast, fruit, yoghurt and eggs. Afternoon tea is served at 3:15pm following roll call. The afternoon tea menu changes each Vacation Care, and is displayed on the family notice boards both inside and outside the centre. Tacos, salad rolls and raisin bread are examples of foods served for afternoon tea. A variety of fruit and vegetables are also served with afternoon tea. At 5:30pm following a second roll call children are offered a snack of seasonal fruit and vegetables.

NOTE: that morning tea and lunch are NOT provided during Vacation Care. Families are required to pack their own morning tea and lunch unless the program instructs otherwise.



kpsooshcare



## FAQS

We open at 7:15 am and close at 6:15 pm

### WHAT TO WEAR

During Spring, the mornings can be chilly, so please make sure you bring a warm top and keep an eye on the weather so your child is dressed appropriately. We love to get outside, so please remember to wear suitable closed-toe footwear for running around. Please always *bring a hat!*

### MEDICAL INFO?

If your child has Asthma, Anaphylaxis, an Allergy or any other medical condition, upload plans to your child's enrolment form on the My Family Lounge Website. Please provide required medications to your venue coordinator on the first day of attendance - In their original packaging, clearly labeled with your child's name and a use-by date. **\*\*Please note children are unable to attend our venues without their medication and action plans.**

### PRICING \$

\$70 FLAT FEE FOR X1 VACATION CARE DAY + \$15 for excursion days. These are for the costs associated with food, buses, ticket prices, etc.

### BREKKY & LUNCH

A delicious, nutritious, breakfast and afternoon tea are provided in all programs. Children are required to bring a packed recess & lunch and a refillable water bottle.

When packing your child's lunch, please consider that some children in attendance have been diagnosed with food allergies or the risk of anaphylaxis. We are a nut-free service.

### BOOKINGS

To book a place at Kensington Public School OOSH Care Vacation Care program your child/ren must be enrolled at Kensington Public School OOSH Care through My Family Lounge. To enrol please click the blue "Enrol here" button at the top right-hand corner of our website to view the instructions on enrolling your child/ren. Once your enrolment has been accepted. Vacation Care bookings can be made through the My Family Lounge APP. Once the program is available in week 6 of each term.

### SIGN IN & OUT

Parents are required to walk their child(ren) into the service, and sign them in via the iPads provided. Children must NOT sign themselves in.

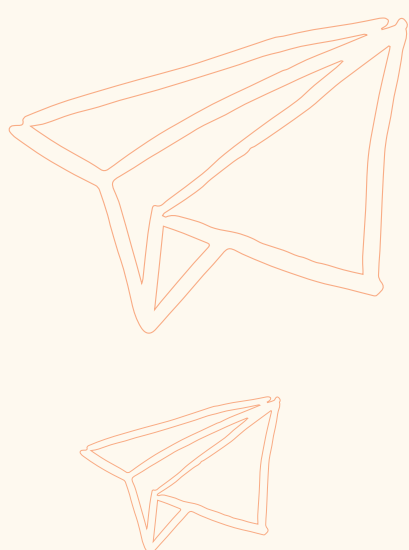
**If your child is attending an excursion day, please sign them in by 9 am at the latest.**



# How to Book A Place

To book a place at Kensington Public School OOSH Care Vacation Care program your child/ren must be enrolled at Kensington Public School OOSH Care through My Family Lounge. To enrol please click the blue “Enrol here” button at the top right-hand corner of our website to view the instructions on enrolling your child/ren. Once your enrollment has been accepted. Vacation Care bookings can be made through the My Family Lounge App once the program is available in week 6 of each term.

Kensington Public School OOSH Care thrives on reflective practice. In addition to the collaborative approach to programming we take that engages educators and children. We encourage families and the community to give feedback on and contribute to the development of our Vacation Care program. If you have questions, concerns or feedback regarding our Vacation Care program please use the “Contact” section of this website to share them with management.

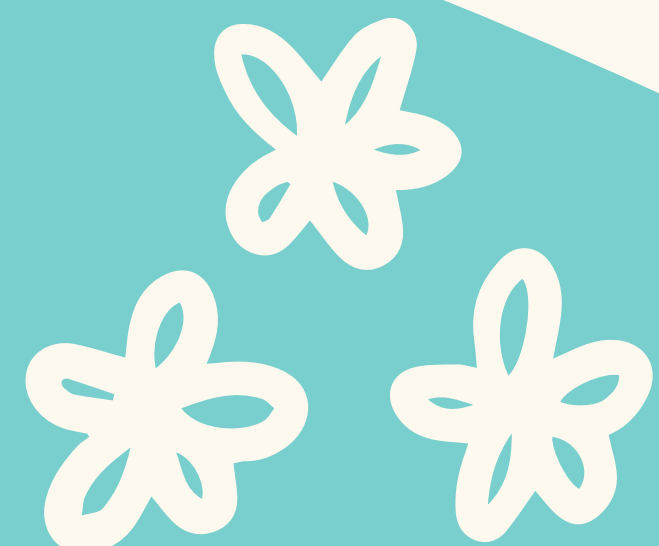
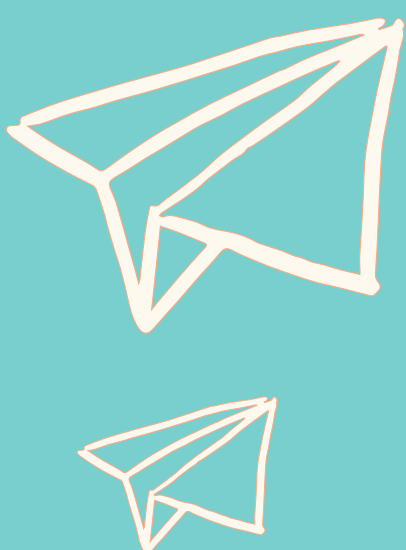


# Clubs

At KPS OOSH, we have a variety of clubs for your child to choose from!

The following posters are of all the different clubs coming to KPSOOSH next year:

- Art Class
- Martial Arts Class
- Coding Club
- Kindy LEGO Club
- Senior Club
- Homework Club
- Senior Sports Club
- Junior Sports Club
- Theatre Club



# Art CLASS

with Miss Claire



Our longstanding Educator Claire will be using her skills from her other job as an Art Teacher to run an 8 week art class program at KPSOOSH in Term 1 2023!



## WEEK 1

Kindy Very Hungry Caterpillar Collage  
1-2 Clay Australian Animal Heads  
3-6 Australian Animal Sculptures

## WEEK 5

Kindy Doug the Pug Water Colour  
1-2 Group Train Carriages  
3-6 Clay Portraits

## WEEK 2

Kindy Diary of a Wombat Clay Wombat Heads  
1-2 Printed Octopus  
3-6 Junk Construction Skills

## WEEK 6

Kindy Sequined Rainbow Fish  
1-2 Clay Flower Pots  
3-6 TBD

## WEEK 3

Kindy Hairy Mcclairey Prints  
1-2 Planet Mobile  
3-6 Clay Fish

## WEEK 7

Kindy Clay Hot Air Balloons  
1-2 Collage Castles  
3-6 Clay Dogs and Cats

## WEEK 4

Kindy Clay Cat and Dog Heads  
1-2 Clay Monsters and Robots  
3-6 Name Artwork

## WEEK 8

Kindy Recycled Under the Sea Art  
1-2 Clay Cats and Dogs  
3-6 TBD



Register your interest:

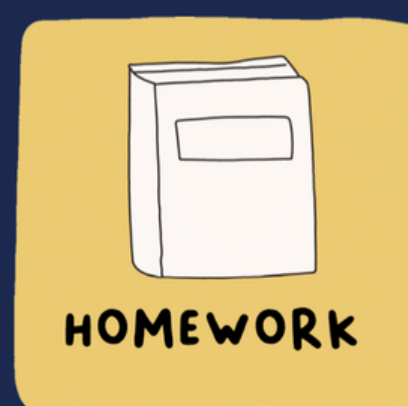
<https://www.surveymonkey.com/r/SXDMH2H>



# HOMework CLUB

Register your interest:

<https://www.surveymonkey.com/r/SXDMH2H>



At OOSH we will be running a daily Homework Club in the OOSH room at 4.30 (after afternoon tea has finished). The children are allowed access to their online learning accounts, by taking turns on OOSH devices. This club is entirely voluntary, and is supervised by qualified English and Maths tutors





**SENIOR SPORTS CLUB**

4PM ON THE GREEN COURT



REGISTER YOUR INTEREST:  
[HTTPS://WWW.SURVEYMONKEY.COM/R/SXDMH2H](https://www.surveymonkey.com/r/SXDMH2H)





**SPORTS AVAILABLE:**

SOCCER  
 NETBALL  
 TENNIS  
 VOLLEYBALL  
 HOCKEY  
 BASKETBALL

AND MANY MORE!




Register your interest:  
<https://www.surveymonkey.com/r/SXDMH2H>

**Martial Arts Class**

**With Sensei Carmen**

8 Week Class Program in Term 1 2023 with Belt Grading session at the end of term

- ✓ Self Defense
- ✓ Self Confidence
- ✓ Concentration
- ✓ Awareness
- ✓ Flexibility

Register your interest:  
<https://www.surveymonkey.com/r/SXDMH2H>



**Junior Sports Club**

4pm on the Cola



**Sport Options:**

- Soccer
- Basketball
- Oz Tag
- Cricket
- Many More!

**Game Options:**

- Survival Tag
- 44 Homes
- Dodgeball
- Bullrush
- Many More!

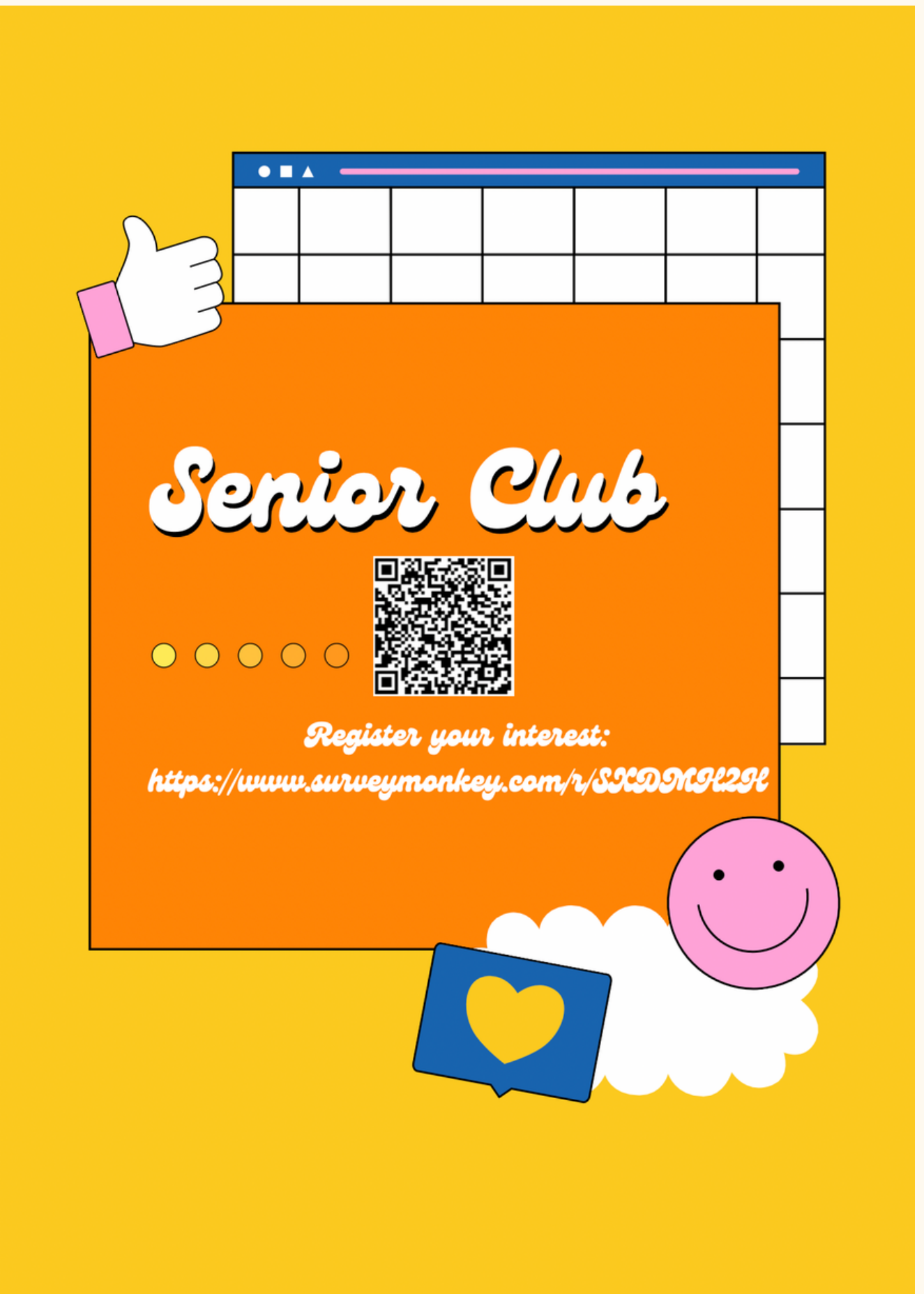





# KINDY LEGO CLUB



REGISTER YOUR INTEREST:  
[HTTPS://WWW.SURVEYMONKEY.COM/R/SXDMH2H](https://www.surveymonkey.com/r/SXDMH2H)



# Senior Club



Register your interest:  
<https://www.surveymonkey.com/r/SXDMH2H>



# THEATRE SPORTS AND DRAMA CLUB

Register your interest:  
<https://www.surveymonkey.com/r/SXDMH2H>




Not accepting new students 0.2km away

**KPS Coding Club**  
Kensington Public School  
77-79 Doncaster Ave, Kensington NSW  
2033, Australia

This club is not accepting volunteers.

# CODING CLUB

Build & Develop Simple Games and Apps

At 5.30 in the afternoons we will be running Coding Club in the OOSH room. We are a registered coding club with Code Club Australia, which gives us access to lesson plans and resources. Find out more:  
<https://www.codeclubau.org/>

Register your interest:  
<https://www.surveymonkey.com/r/SXDMH2H>



# Our Policies

NOTE: For more detail, and access to the supporting documents that outline each policy in more depth, please visit our website; [www.kpsoosh.com.au](http://www.kpsoosh.com.au)

Following is the an outline of the National Quality Standards or Frameworks we follow to ensure

## Quality Area 1 – Educational Program and Practice

Educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development.

## Quality Area 2 – Children's Health and Safety

Children have the right to experience quality education and care in an environment that safeguards and promotes their health, safety and wellbeing.

## Quality Area 3 – Physical Environment

Physical environment is safe, suitable and provides a rich diverse range of experiences that promote children's learning and development.

## Quality Area 4 – Staffing Arrangements

Qualified and experienced educators, who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program.

## Quality Area 5 – Relationships with children

Relationships with children are responsible, respectful and promote children's sense of security and belonging.

## Quality Area 6 – Collaborative partnerships with families and communities

Collaborative relationships with families are fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration are essential.

## Quality Area 7 – Governance and leadership

Effective leadership and governance of the service contributes to quality environments for children's learning and development. Effective leaders establish shared values for the service and set clear direction for the service's continuous improvement.



# Education & Care Services National Law and Regulations

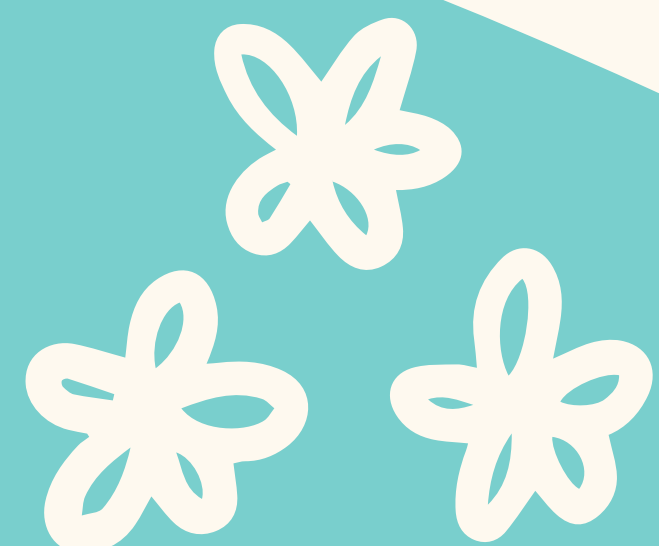
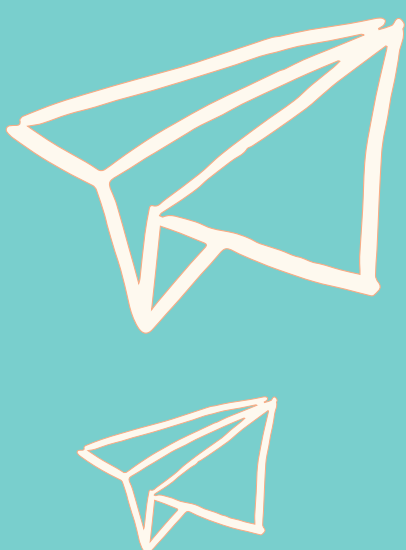
The National Law and National Regulations outline the legal obligations of approved providers, nominated supervisors, and educators and explain the powers and functions of the state and territory regulatory authorities and ACECQA.

## National Law

The National law sets a national standard for children's education and care across Australia.

## National Regulations

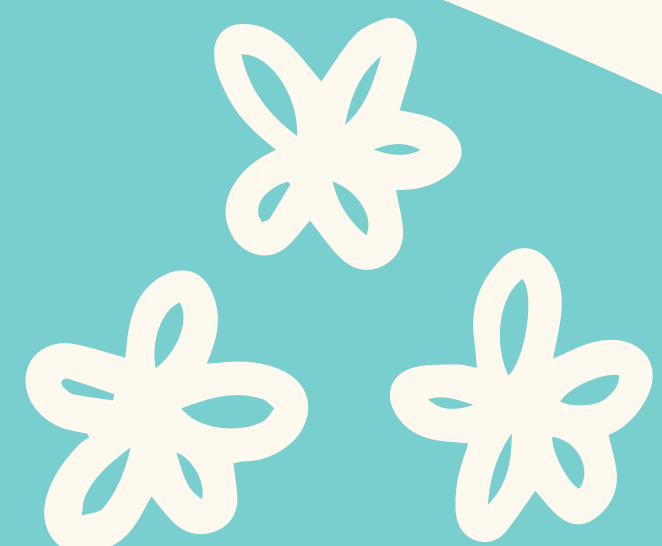
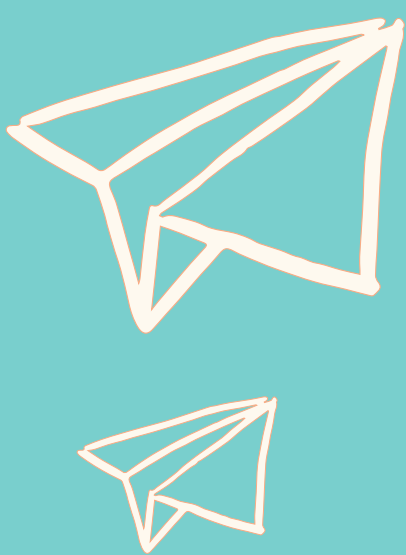
The National Regulations support the National Law by providing detail on a range of operational requirements for an education and care service.



# Our Constitution

The rules or constitution of a non-for-profit are a roadmap for running the organisation. It's also a legal requirement that an organisation and its members follow the rules of the organisation.

If you would like to view our Constitution, please visit the KPS OOSH website and click the link under the heading Our Constitution.



# Our Parent Committee

Kensington Public School OOSH care Inc. is an Incorporated Association registered with the Department of Fair Trading, operates as a non – profit organisation.

Our parent-based Management Committee volunteers their time to oversee the smooth running of the centre. Committee meetings are held on a regular basis throughout the year and parent participation is encouraged. Notices of meetings are in our monthly newsletters.

Joining a Parent Committee can be a rewarding way to become involved in your child's learning experience. We welcome the commitment, knowledge, participation and voluntary contribution each committee member brings to the school-aged child sector.

Community involvement is the most successful way to deliver truly inclusive and responsive services, and we hope that your participation connects, empowers and enriches your experience with your child's early education.

We welcome the opportunity to partner with you to ensure the best outcomes for children and families in your local community. Kensington Public School OOSH care Inc is constantly striving for improvement in the service we deliver.

If you would like to find out more about our Parent Committee, or to see our answers to some of the more frequently asked questions that our families might have about the Committee, please see the KPS OOSH website, or send your queries to the relevant email (listed at the beginning of this document).



# Guiding Frameworks

## My Time, Our Place

### Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact to others with care, empathy and respect

### Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

### Outcome 3: Children have a strong sense of wellbeing

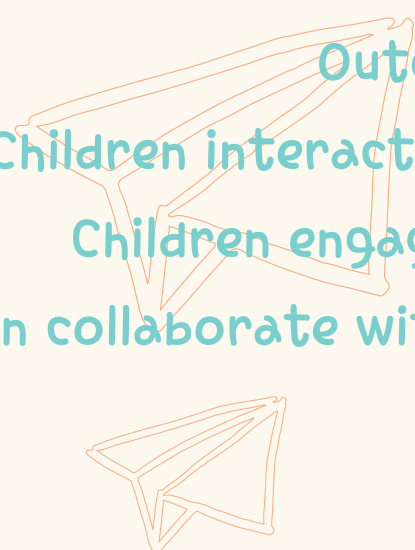
- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

### Outcome 4: Children are confident and involved learners

- Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children use a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

### Outcome 5: Children are effective communicators

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



# Legal

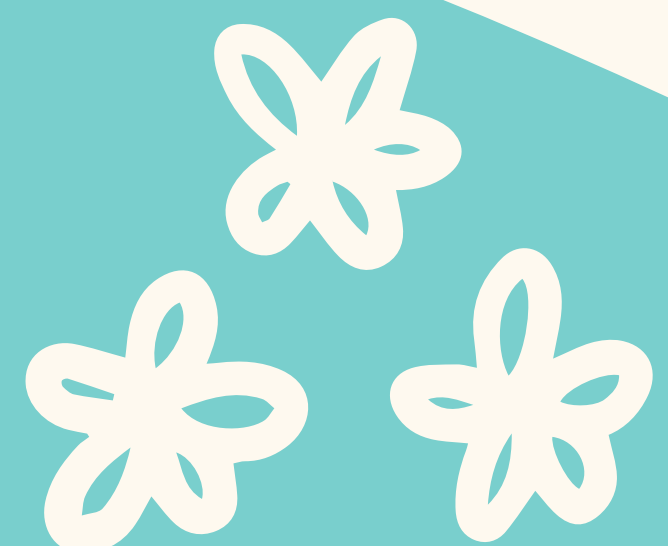
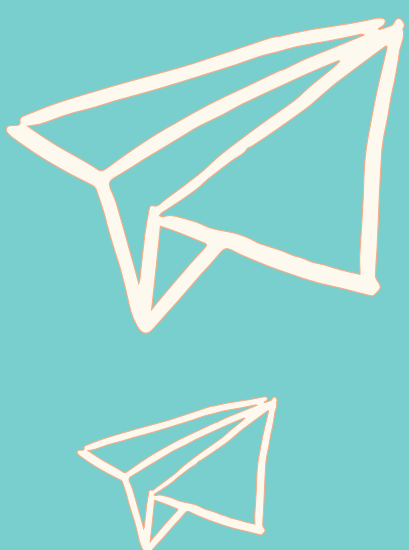
## Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service.

## Arrival and Departure

For safety reasons ALL children must be signed in on arrival, and signed out on departure. The times are noted. 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.

NOTE: It is illegal for students to sign in or out using the iPads.



# Educational Program

We provide challenging, interesting, age-appropriate and inclusive experiences that encourage learning through play in a safe and enjoyable environment. Our program is designed to reflect the ever-changing interests, strengths and needs of children, families and the community. During their stay at the centre, children are provided with a range of stimulating planned experiences that align with My Time Our Place Learning Outcomes, including art and craft, cooking, sport and gross motor activities, drama and music, multicultural and community experiences. In addition to programmed activities, children are supported to engage in freely chosen play and leisure.

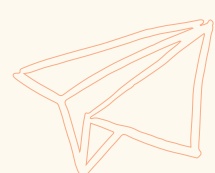
Kensington Public School OOSH Care assesses the risks in our environment and will give us an opportunity to identify, manage and eliminate risks. A risk assessment process can be used to identify where changes need to occur and how the changes can be implemented to ensure the safety for all children and Educators. These risk assessments are shared with all Educators participating in the activities, to ensure they are equipped with the knowledge to mitigate risk to children and work towards bringing about the desired outcomes whilst running activities.

All educators employed by KPSOOSH Care contribute to the development of the weekly program to ensure it remains exciting and diverse. Each educator brings their own skills, passions and perspectives to programming whilst always placing your child's wants, interests and needs at the centre of all their activities. Children also directly contribute to KPSOOSH Care's program through structured and unstructured verbal engagement with educators, written feedback and group brainstorming sessions.

Kensington Public School OOSH Care thrives on reflective practice. In addition to the collaborative approach to programming, we take that to engage educators and children. We encourage families and the community to give feedback on and contribute to the development of our program. If you have questions, concerns or feedback regarding our program please use the "Contact" section of this website to share them with management.

## Before and After School Care Program

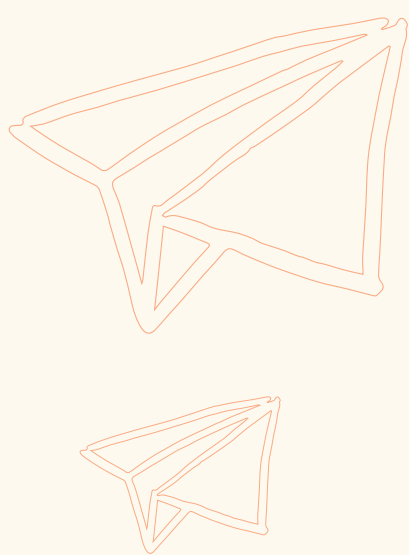
Please see the KPSOOSH website, [www.kpssoosh.com.au](http://www.kpssoosh.com.au), to see the current programs for the term and past programs and menus. Our program and menu are also displayed on the family notice boards both inside and outside the centre.





# Behaviour Guidance

Educators follow a Behaviour Management Policy that extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others, for property and respect for self, whilst learning to regulate their behaviour. If you require further information on this policy please ask Educators and refer to the Policy manual.

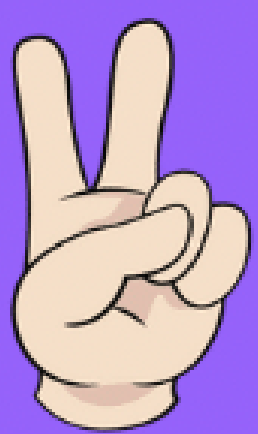


# Three Strike Policy

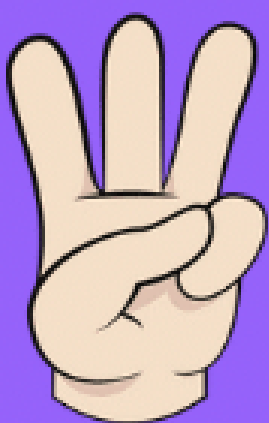
**WHAT HAPPENS WHEN WE  
DON'T FOLLOW OOSH RULES?**



**REFLECTION CONVERSATION  
WITH AN EDUCATOR**



**REFLECTION TIME  
AND WORKSHEET**



**CALL FAMILY AND  
BEHAVIOUR REPORT**



kpssooshcare

# Rewards Charts and Pom Pom Jars

**ADDDING A POM POM TO THE SHARED ROLL CALL POM POM JAR WORKING TOWARDS A COMMON REWARD**

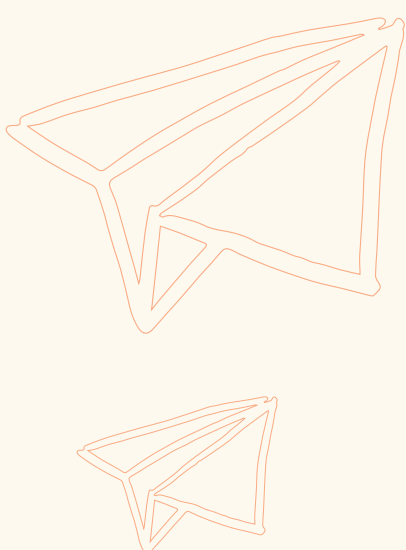
**SPECIAL KPSOOSH VALUE STICKER**

**STICKER BACK ENTERED INTO KPSOOSH RAFFLE**

**REWARDS FOR GOOD BEHAVIOUR AT**  
**KPSOOSH**

# Inclusion Support

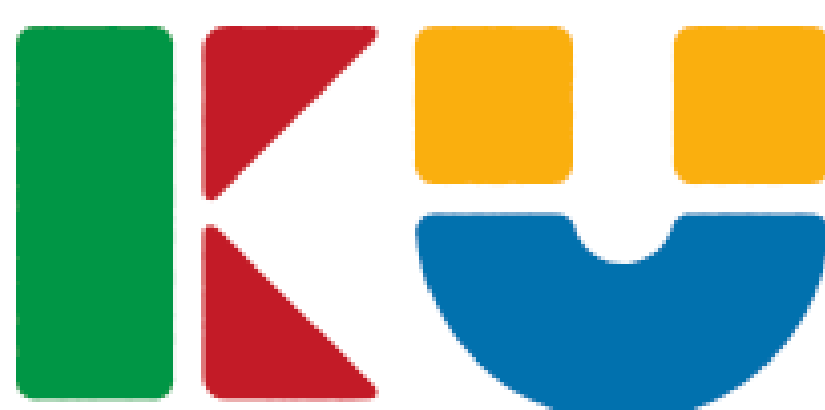
Kensington Public School OOSH Care maintains an inclusive, child safe environment where warm and trusting relationships are developed to ensure each child's health, physical, cognitive, language and social/ emotional needs are identified and met. We provide challenging, interesting, age-appropriate and inclusive experiences that encourage creativity in an enjoyable environment.



## KU Inclusion

KU's Education Support Team supports KU centres with the inclusion of children with additional needs. This may include children with diagnosed disabilities, challenging behaviour or social and emotional difficulties, as well as supporting families and educators when they have concerns about a child's development. The team of Education Support Managers have qualifications in Early Childhood Education and Teaching as well as postgraduate qualifications in Special Education or related fields. The Education Support Manager may visit the centre your child attends by direct request of the family, the centre, or as a part of general education support and may also liaise with therapists and other allied professionals.

<https://inclusionagencynswact.org.au/>



Since 1895



kpsooshcare

# Consent Form to discuss your child with KU Inclusion

**NSW/ACT Inclusion Agency**  
**Permission to Share**  
**Personal Information**



Our service has requested support from the NSW/ACT Inclusion Agency (IA). The IA is part of the Inclusion Support Program (ISP), funded through the Department of Education, Skills and Employment (the Department) and managed by KU Children's Services in partnership with Include Me and Gowrie NSW. The ISP supports educators in early childhood education and care services with the inclusion of all children. An Inclusion Professional (IP) will help us develop strategies that will assist your child's participation in our program.

Name of service: \_\_\_\_\_ (the service)

Child's name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

### PERMISSION

- ▶ I give permission for an Inclusion Professional to discuss the inclusion of my child
- ▶ I give permission for the service to discuss written information, documents or reports about my child with the NSW/ACT Inclusion Agency
- ▶ I give permission for the NSW/ACT Inclusion Agency to provide information about my child to the Department if required, for example, if accessing specialist equipment or applying for inclusion development funds
- ▶ I understand that all information will be used only for the purpose of supporting the educators with the inclusion of my child within the program
- ▶ I am aware that the provision of this information is voluntary and that it will be stored securely

### PARENT/GUARDIAN DETAILS

By signing below, I acknowledge that I have read and agree to the collection, use and disclosure of personal information as detailed in the privacy statement below. I authorise the service to disclose personal information about my child to the NSW/ACT Inclusion Agency.

#### Parent/Guardian

Full Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Relationship to child: \_\_\_\_\_ Date: \_\_\_\_\_

Please return completed form to the service, who will provide a copy to the NSW/ACT Inclusion Agency.

### PRIVACY STATEMENT

Personal information collected by the service from you about your child, may be shared with an Inclusion Professional for the purpose of supporting your child's inclusion.

Personal information collected by the NSW/ACT Inclusion Agency will be handled in accordance with Australian Privacy Principles.

# Inclusion Matters



Children's Services  
Since 1895

In partnership with:  
**Gowrie**  
NowSouthWales

**Include Me.**  
A part of Big Fat Smile

## Inclusion for children means...



- ▶ Playing with my friends
- ▶ Having opportunities to learn new things
- ▶ Feeling safe and valued
- ▶ Being encouraged to do things myself
- ▶ Being supported to contribute
- ▶ Making my own choices
- ▶ Everyone communicating with me in ways I understand

**I belong here, I can be who I am**

## Inclusion for families means...



- ▶ Choosing a service and being welcomed
- ▶ Knowing that my child is safe
- ▶ Knowing our child's individual interests and strengths are acknowledged, supported and valued
- ▶ Sharing information together
- ▶ Knowing about my child's day
- ▶ My community involvement is supported

**We belong here, we can be a family**

## Inclusion for educators means...



- ▶ Embracing the rights of all children to access and participate in programs
- ▶ Welcoming all children at our service
- ▶ Providing flexible programs and environments that meet individual needs and interests
- ▶ Building partnerships with families and communities
- ▶ Working collaboratively
- ▶ Engaging in ongoing reflection and learning
- ▶ Inviting and welcoming family and community participation
- ▶ Knowing our knowledge, skills and experience are valued

**We believe all children should experience  
Belonging, Being and Becoming**

*The Inclusion Support Programme is funded by the Australian Government Department of Education and Training.*

© KU Children's Services 2018

**Contact the NSW/ACT  
Inclusion Agency**

T 1800 703 382

E [inclusionagency@includeme.com.au](mailto:inclusionagency@includeme.com.au)

[www.inclusionagencynswact.org.au](http://www.inclusionagencynswact.org.au)

# Understanding behaviour

## What can educators do?

We need to critically reflect on our practice individually and with our team

### Knowledge and beliefs



- ▶ What do I know about each child?
- ▶ What do I know from my relationship with each family?
- ▶ How do my values impact on the way I view a child's behaviour? (e.g. do I see behaviour as being curious, communicating a need or 'naughty'?)
- ▶ How can my knowledge of typical child development help me to understand challenging behaviours?

### Interactions



- ▶ What is my connection with each child?
- ▶ How am I being available to support children's emotional needs?
- ▶ Do I respond in a supportive way rather than react? (i.e. my body language, voice, what I say and the tone I use)
- ▶ What are the barriers or stressors and how can we limit or remove these?

### Environments



- ▶ How does the physical environment promote positive behaviour?
- ▶ Does the environment support all children's needs? (e.g. access, sensory, resources)
- ▶ What opportunities do we provide for independence and agency, in both the outdoor and indoor spaces?
- ▶ How am I communicating positive behaviour expectations with each child?

### Routines and transitions



- ▶ How do our routines provide predictability, but also allow flexibility?
- ▶ Do my group times allow choice and support every child's needs?
- ▶ Are transitions child focussed, not educator (time) focussed?

### Where can I access support?

Talk with your Inclusion Professional.

Phone 1800 703 382 Visit [www.inclusionagency NSWACT.org.au](http://www.inclusionagency NSWACT.org.au)

The Australian Government funded NSW/ACT Inclusion Agency is managed by KU Children's Services, in partnership with Include Me and Gowrie NSW.



## OSHC Inclusion in Action

“Reflective processes provide educators with the skills to enhance their professional learning, improving practice and knowledge, and help them to think about ways they can support children's development and wellbeing.” *My Time Our Place Framework (2012) page 6.*

The OSHC Inclusion in Action cards relate directly to the National Quality Standard and are designed to engage Out of School Hours Care (OSHC) services in the process of reflection.

Inclusion Professionals are available to support OSHC educators to use the Inclusion in Action cards to discuss and share how inclusive their practices are of all children. This resource may also be used by educators to encourage self-reflection during team meetings.





## Inclusion means that:

- ▶ Every child has the right to participate in high quality early childhood education
- ▶ All children are viewed as being capable learners and contributors in ECEC services
- ▶ The strengths and interests of each child are acknowledged
- ▶ The focus is on the whole environment and not just on an individual child
- ▶ Diversity is acknowledged, respected and viewed as a resource for learning, growth and change
- ▶ All educators are responsible for identifying inclusion barriers and learning about ways to overcome them
- ▶ Educators build partnerships with families, other professionals and the wider community

## The Inclusion Support Program

The Inclusion Support Program (ISP) assists ECEC services to include children with additional needs alongside their typically developing peers in order that all children have genuine opportunities to access, participate and achieve positive learning outcomes as per the Early Years Learning Framework and My Time Our Place.

### Additional needs may arise for children who:

- ▶ Have a disability or developmental delay
- ▶ Are presenting with challenging behaviours
- ▶ Have a serious medical or health condition, including mental health
- ▶ Are presenting with trauma-related behaviours

### Children from:

- ▶ Aboriginal and Torres Strait Islander backgrounds
- ▶ Culturally and linguistically diverse backgrounds
- ▶ Refugee or humanitarian backgrounds

may also require special considerations to ensure they are able to fully participate in ECEC services.

The Australian Government funded NSW/ACT Inclusion Agency is managed by KU Children's Services, in partnership with Include Me and Gowrie NSW.

### Contact us for further information

T 1800 703 382  
E [inclusionagency@includeme.com.au](mailto:inclusionagency@includeme.com.au)  
[www.inclusionagencynswact.org.au](http://www.inclusionagencynswact.org.au)

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## Inclusion Support Program

# NSW/ACT Inclusion Agency

Providing inclusion support to early childhood education and care services in NSW and the ACT



*Inclusion benefits all children both now and for the future*



## NSW/ACT Inclusion Agency

The NSW/ACT Inclusion Agency (IA), managed by KU Children's Services, in partnership with Include Me and Gowrie NSW, is part of the Inclusion Support Program.

The Inclusion Support Program aims to build the capacity and capability of educators to address participation barriers for all children through implementing quality inclusive practices.

The NSW/ACT Inclusion Agency provides free tailored inclusion support to eligible early childhood education and care services including:

- ▶ Centre-Based Day Care
- ▶ Outside School Hours Care, and
- ▶ Family Day Care services

The NSW/ACT Inclusion Agency includes the Specialist Equipment Library (SEL). The SEL loans a range of specialist equipment, free of charge, to early childhood education and care (ECEC) services to enable children to access and participate in all aspects of an ECEC program.

### Support for Educators

Educators are directly supported by our team of Inclusion Professionals, who are based at Inclusion Hubs across NSW and the ACT.

Inclusion Professionals use a strengths-based approach, including coaching and practical inclusion advice when supporting each service. Support is provided through a combination of phone appointments, online appointments and service visits.

## How will we support your service?

Inclusion Professionals recognise that the inclusion journey of each service and educator is unique. The support provided is tailored to meet the individual needs of each service.

### Inclusion Professionals support educators to:

- ▶ Acknowledge and identify their strengths
- ▶ Reflect on their understanding of inclusion and identify inclusion barriers
- ▶ Critically reflect on their practices
- ▶ Overcome specific inclusion barriers by identifying and planning practical strategies and solutions through the development of a Strategic Inclusion Plan
- ▶ Implement their Strategic Inclusion Plan, reflect on their progress and identify next steps
- ▶ Promote an understanding of inclusion principles with families and other professionals
- ▶ Access all Inclusion Support Program (ISP) resources including the Inclusion Development Fund, if required, to support children to access and participate in every aspect of the program
- ▶ Work in partnership with families, community groups, services and organisations

## Strategic Inclusion Plan

The development of a Strategic Inclusion Plan (SIP) is the first step in accessing support from the Inclusion Agency.

The SIP is a self-guided inclusion assessment and planning tool for services, which includes strategies for improving and embedding inclusive practice, in line with the National Quality Standard (NQS). The development of a SIP recognises the current inclusive capacity and capability of a service and outlines the strategies and actions educators will implement to include all children.

A SIP is developed, implemented and evaluated within a 12 month period. This plan can be updated during this period to reflect any changes and record the progress made in implementing the strategies and actions outlined.

*Inclusion is not about 'fixing' the child or improving their skills so that they fit into the ECEC environment, it is about changing what we do as educators so that all children can participate.*

## Inclusion happens when educators:

- ▶ Are supported in their practice by strong leadership
- ▶ Work together as a team to think about how inclusive their practices are
- ▶ Work collaboratively with families sharing information about how children learn in social settings
- ▶ Support children to communicate with, and learn from each other
- ▶ Value and view all children as capable and competent
- ▶ Recognise that every child is different, and plan programs in response to this
- ▶ Build relationships with all children and families
- ▶ Support children to make choices about their play and learning
- ▶ Encourage children to develop confidence and be independent

## Parent consent forms

There are two parent consent forms that you may be asked to complete. Each of them has a different purpose.

### 1. NSW/ACT Inclusion Agency (IA) Consent – Permission to Share Personal Information

This form gives permission for educators in your child's service to discuss and share information about your child with an Inclusion Professional.

### 2. Department of Education, Skills and Employment (DESE) Consent – Permission to share personal information for the purposes of the Inclusion Support Program

This form gives permission for information about your child to be linked to a service's application to access Inclusion Development Funding on the Australian Government Department of Education, Skills and Employment Inclusion Support Portal.

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## Contact us for further information

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## Inclusion Support Program

# NSW/ACT Inclusion Agency

## Information for families

*Providing inclusion support to early childhood education and care services in NSW and the ACT*



*Inclusion benefits all children both now and for the future*



## Inclusion is important – everyone benefits

All children have the right to be included in children's services. We know from research that all children benefit from belonging to, and participating in, quality inclusive child care.

An inclusive children's service provides a unique opportunity for children to play, develop and learn together with children of their own age. These relationships are the foundations for learning and provide a powerful way of belonging to a group and developing a sense of self.

### When children are included you will see them:

- ▶ Being encouraged to do things on their own
- ▶ Being supported to contribute
- ▶ Making their own choices
- ▶ Playing with their friends
- ▶ Having opportunities to learn new things
- ▶ Participating in the program alongside their same age peers
- ▶ Feeling safe and valued

## What is the role of an Inclusion Professional?

Inclusion Professionals (IPs) support educators to develop a Strategic Inclusion Plan that takes into consideration the whole room your child is part of. The plan is not focussed on your child alone, or any one child specifically. Instead, the plan identifies what is needed to support educators to include all children.

IPs provide free support to eligible early childhood education and care services, including Centre-based Day Care, Outside School Hours Care and Family Day Care services. Support is provided when requested by the service. This could include support to:

- ▶ Identify relevant professional learning opportunities
- ▶ Facilitate team meetings to discuss inclusion
- ▶ Reflect on policies, practices and procedures
- ▶ Provide networking opportunities for educators
- ▶ Access the Inclusion Agency website and other resources such as newsletters and sector updates
- ▶ Apply for an additional educator for the environment (if required)

Facilitating access to funding support for services is not the primary role of an IP. A diagnosis of a disability alone does not mean that funding for an additional educator is the best type of support for educators and services.

### What Inclusion Professionals do:

- ▶ Support educators to reflect on how they think and work so that all children are included
- ▶ Work with educators to identify any changes that need to be made to ensure all children are included and can participate with their friends
- ▶ Support educators to identify and access any resources they require to meet the needs of all children
- ▶ Provide access to specialist equipment to support a child's inclusion at the early childhood education and care service
- ▶ Provide tailored support that is informed by the capacity and capability of the team of educators

### What Inclusion Professionals don't do:

- ▶ Assess or work with individual children
- ▶ Provide funding for one to one support for individual children
- ▶ Tell educators what to do or what resources they should use
- ▶ Provide access to specialist equipment for ongoing therapy needs
- ▶ Complete planning and/or funding applications on behalf of a service

# 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 (at least SPF 30+), which is reapplied according to the manufacturers recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

**Sun Hat:** A sun protective hat must be worn every day when playing outside for protection against the sun. Please make sure to include it in your child's bag every day regardless of the weather conditions.

# FAQs

What to bring and what not to bring?

**Food and Water.**

Please ensure that your child has a water bottle, with your child/s name clearly labelled with their name. Especially during the summer months, hydration is important for everyone. The service can provide water and cups, but a drink bottle gives your child a sense of agency and is a great start to school readiness.

If your child has any allergens, dietary requirements or restrictions, this can be communicated in your child's enrollment form under "Medical something", please include this in the "additional information" textbox. This can also be communicated to the Service via email. We will aim to cater to your child to the best of our ability, but if you have any concerns, please reach out and/or provide your child with extra food in their lunchbox to be consumed during Afternoon Tea.

**Clothing**

**NOTE:** Although children are dressed in their school uniforms during Before and After School Care, they are free to wear casual dress during Vacation Care.

It is helpful to your child if they are dressed in non-restrictive, serviceable and easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also need to allow children freedom to run, climb, jump and hop.

**Shoes:** Unsuitable shoes are thongs and gumboots and we prefer that these be NOT worn to the Service. Lace up joggers or sandals are appropriate. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves (no mid-drift tops) and hats that are broad brimmed are essential for effective sun safety.

**Note:** Children must be wearing shoes at all times when under the care of the Service.

**Spare Clothes:** Every now and then accidents occur and it may be necessary for your child to get changed into a fresh set. Please include a complete change of clothes every day which can stay in your child's bag...just in case! The Service does have some spare clothes in case of emergencies, but to ensure that your child remains comfortable, we suggest having their own spare clothes to change into.

**Toys:** The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

**NOTE:** Trading of toys, specifically beyblades and pokemon cards is strictly prohibited and a ban will take place for any child who participates in this.

# FAQs

When should your child not attend the service?

Our Service is a busy and demanding day for the bodies and minds of our children, 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 try and prevent the spread of disease, please monitor your child's health and watch for:

- A runny, green nose
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic

Please do not bring your child to the Service if they display any of the above symptoms. If a child becomes ill whilst at the Service the child's parents or person responsible for the child will be contacted to organise collection of the child. If the child is unable to be collected, educators will contact the child's emergency contact for collection.

When the child is collected, the family will have the following information made available to them to present to their doctor: symptoms, date of onset, general behaviour of the child leading up to the illness and any action taken.

Your child should not attend the Service if they have had Panadol or Neurofen within 24 hours for a temperature. It is extremely important that staff members are aware if a child has had either medication so we do not re-administer and potentially overdose.

The other consideration is that medication of any type should not be added to a child's bottle. 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 away due to illness, please check with the Service as to whether or not you will need a certificate before your child returns.

Please remember that Make-up Days are only applicable when the Service has been informed of the child being away by 7am on the day – not if they are sent home during the day.

# FAQs

## Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding: Exclusion from the Service of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following so that we can let families and the Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

CONDITION	EXCLUSION
HAND, FOOT AND MOUTH DISEASE	Until all blisters have dried.
HIB	Exclude until a medical certificate of recovery is received.
HEPATITIS A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
HERPES – COLD SORES	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
INFLUENZA AND FLU-LIKE ILLNESSES	Exclude until well.
MEASLES	Exclude for at least 4 days after onset of rash.
MENINGITIS (BACTERIAL)	Exclude until well.
MENINGOCOCCAL INFECTION	Exclude until adequate carrier eradication therapy has been completed.
MUMPS	Exclude for 9 days or until swelling goes down (whichever is sooner).
POLIOMYELITIS	Exclude for at least 14 days from onset. Readmit after receiving a medical certificate of recovery.
RUBELLA (GERMAN MEASLES)	Exclude until fully recovered or for at least 4 days after the onset of rash.
SALMONELLA, SHIGELLA	Exclude until diarrhoea ceases.
STREPTOCOCCAL INFECTION (INCLUDING SCARLET FEVER)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
TUBERCULOSIS	Exclude until a medical certificate from an appropriate health authority is received.
WHOOPING COUGH	Exclude the child for 5 days after starting antibiotic treatment.
WORMS (INTESTINAL)	Exclude if diarrhoea present.

If your child is unimmunised according to our records, then they will be excluded until the threat has passed.

## Coronavirus (Covid-19)

At KPS OOSH, the health, safety and wellbeing of our community is always our utmost priority. Throughout the COVID-19 pandemic, we are committed to upholding best safety practice and sustaining children's joy and continuity in care.

Families are reminded children should not be attending school nor KPS OOSH if:

- They are experiencing any COVID-19 symptoms
- They are as a close or casual contact of someone with COVID-19

Children with COVID-19 symptoms must arrange a test with approved COVID-19 clinics, and need to provide a copy of a negative test result to return to the service. If your child is positive for COVID-19 please self-isolate and follow the NSW Department of Health guidance.

For information regarding children and family wellbeing please do not hesitate to access NSW wellbeing resources and seek support.

# FAQs

How to deal with the transition and prepare your child for primary school and OOSH.

Orientation is an important start for your child and family to connect to our Service. We encourage each child to attend the Service in the company of a family member before they start the day with us. We also suggest utilising this document to help give your child an understanding of our service. This gives you and your child the opportunity to gain an understanding of our program, the layout of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with their assigned Educator so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child in our environment to show and discuss at home. Some children like to take a book from our library to read at home and return on the next visit.

Communication between home and the Service must be open and happen often to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.

Suggested Readings for children who are apprehensive in starting School and/or attending our Service;

‘Preschool Day Hooray’ by Linda Leopold Strauss

‘Maisy goes to Preschool’ by Lucy Cousins

‘What to expect at Preschool’ by Heidi Murkoff

‘I love you all day long’ by Francesca Rusackas

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven’t had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Rest assured, we’ll contact you if your child becomes distressed.

# All About Me

The All About Me survey is something we have asked all parents and guardians to fill out with their child/ren. We are interested in the variety of answers the children provide and this helps with our programming to ensure children enjoy the activities we plan.

WE WANT TO KNOW

## All About You!

Please complete the linked survey for each of your children (they can complete it themselves if they'd like to!)



<https://survey.1placeonline.com/pa/5mWsuxeDkRO8AHQ1GhLEwN>



# Thank you!

We understand that this is a lot to take in. If you have any questions or concerns, please reach out to us and we would be more than happy to help. Thank you for taking the time to read this and we hope this aids in a smooth transition for you and your child.