

## 3.2 Program Evaluation Policy

In order to ensure the service programs are effective in delivering the objectives and learning outcomes as reflected in these policies and procedures, the service regularly reflects on, and evaluates, the structure, process and content of its programs.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- Privacy Act 1988 and Regulations 2013
- National Quality Standard, Quality Area 1 – Educational program and practice
- Policies: 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.10 – Observational Recording, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 9.3 – Communication with Families.



### Procedures

The service will implement a cycle of program planning which incorporates contemporary knowledge and practice wisdom.

Educators will regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by the service. This information may be gained through face to face conversations, surveys, enrolment forms and/or other effective means.

Through regular team meetings, the Coordinator/Educational Leader, educators and other staff will draw on the diverse knowledge, views and experiences of each other when reviewing the experiences planned to ensure that all children have opportunity to achieve the learning outcomes.

Educators will be required to critically reflect on and evaluate activities both planned and spontaneous, by using various methods including (but not limited to) observations, experience evaluations and learning stories, to ensure the identified learning outcomes for each child are promoted. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.

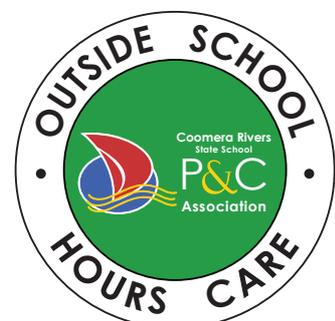
Children's learning experiences and activities are documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Documented experiences will be collated and displayed for families and children.

Children's comments, suggestions and feedback are recorded in the children's meeting/suggestion book which is reviewed at regular team meetings for activities and experiences that could be implemented into the program.

Families are invited at parent information sessions and through the Family Handbook to contact the Coordinator/Educational Leader at any time with any comments, complaints or suggestions relating to the programs provided by the service.

The Coordinator/Educational Leader will, on a regular basis at team meetings:

- Seek verbal comments from educators in respect to the effectiveness of the program and practice as it aligns with the Principles, Practice and Outcomes of My Time Our Place and the service statement of philosophy, and to achieve the program goals; and
- Discuss with educators the ways in which the program could be modified or enhanced as a result of any feedback or experience encountered in the delivery of the program. Written minutes will be taken at these meetings.



## Policy Group 3: Program

The Educational Leader will, on a weekly basis and taking into account the written evaluations of educators, reflect on and evaluate the planned and spontaneous experiences to ensure the identified goals and learning outcomes were achieved. These evaluations will inform future programming decisions in collaboration with all educators and children.

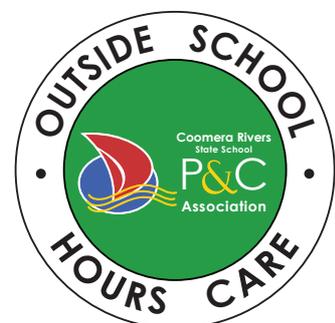
The Coordinator/Educational Leader and educators will, through an ongoing process of self-evaluation, monitor, evaluate and review the program delivery in line with the National Quality Standard and to ensure they fulfill these policies and procedures and any other relevant obligations of the service.

Taking into account all feedback received through these procedures, the Coordinator/Educational Leader will regularly report in writing to the Approved Provider on the evaluation of the effectiveness of the service programs and the ways in which they have been modified or enhanced as a result.

In seeking feedback from parents or educators, the Coordinator will treat all complaints relating to program respectfully in accordance with the Complaints Handling Policy (see Policy 9.5) and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.

### Resources

Australian Government (2010) My Time, Our Place – Framework for School Age Care in Australia  
Australian Government (2011) My Time, Our Place – Educator Guide



## 3.3 Educator Practice Policy

The service is committed to providing quality outcomes for children through ensuring that educator practice reflects the service's statement of philosophy and goals, and the Principles as outlined in 'My Time, Our Place': Framework for School Age Care. The service uses the OSHC Professional Standards for Educators to guide educator practice and decision making within the service and provides opportunities for educators to acquire the skills and knowledge to enable them to fulfill their role.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place': Framework for School Age Care in Australia
- National Quality Standard, Quality Area 4 – Staffing arrangements 4.2 Professionalism
- Policies: 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.10 – Employee Orientation and Induction.



### Procedures

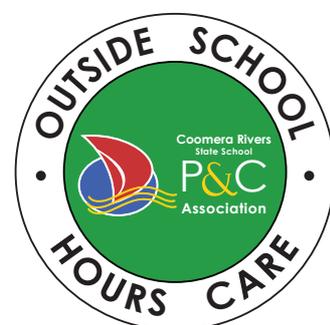
Educators will be supported in their daily practice to:

- Foster children's self-esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements;
- Empower children to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment;
- Support children to understand, self-regulate and manage their own emotions in a way that reflects the feeling and needs of others;
- Promote children's sense of belonging, connectedness and wellbeing through consistently positive and genuinely warm and nurturing interactions;
- Support children's communication through engaging them in a range of methods from sustained conversations about their ideas and experiences to providing opportunities for music, books etc.;
- Respect the diversity of families within the community and allow opportunities for children to broaden their understanding of the world in which they live through the investigation of histories, cultures, languages and traditions;
- Demonstrate flexibility in program delivery, incorporating children's ideas, culture and interest to ensure experiences are relevant and engaging as well as being creative in the use of equipment and materials to stimulate children's interest and curiosity;
- Support children to explore different identities and points of view through play and everyday experiences, acknowledge each child's uniqueness and are aware of, and responsive to, children who may require additional assistance to participate;
- Allow and assist children to document their learning experiences using various methods such as photographs, journals and/or art and craft displays;
- Reflect on planning and implementation of activities in relation to the 'My Time, Our Place' Framework for School Age Care in Australia and their knowledge of the children's current learning and development through regular completion of activity observations and/or learning stories;
- Support all aspects of children's health, ensuring that their individual health and wellbeing requirements are met and supporting them to learn about healthy food, drink and lifestyle choices;
- Demonstrate a commitment to children's health and safety through role modeling hygiene and sun safe practices, complying with service policies and procedures relating to the environment and/or equipment and supporting children to negotiate play spaces to ensure the safety and wellbeing of themselves and others;
- Support a balance of indoor, outdoor, planned and spontaneous physical activities and passive experiences for children by encouraging participation in new and/or unfamiliar activities and accepting the children's level of involvement according to their skill and ability;
- Demonstrate a commitment to ensuring children are protected through compliance with service policies and procedures relating to the safety and/or collection of children in the care of the service;



## Policy Group 3: Program

- Demonstrate a commitment to regularly review and update knowledge and/or skills and practices in line with current professional standards and/or guidelines through the development and implementation of a professional development plan, in conjunction with the Coordinator and in line with identified service needs;
- Support other educators to achieve the goals as outlined in the service philosophy and goals by sharing expertise, modeling best practice, providing feedback and leading discussions at regular team meetings;
- Support families through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and courteous manner, suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required; and
- Support and encourage families and children's involvement in their local and wider community, through participation in appropriate projects and/or events and engaging children in sustainable practices within the service.



## 3.4 Homework Policy

To support families and children, the service will endeavor to provide adequate time, quiet space and supervision to enable children to do their homework as necessary, with the express understanding that time in school age care may be the optimal opportunity for homework completion.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- National Quality Standard, Quality Area 1 – Educational program and practice; 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role



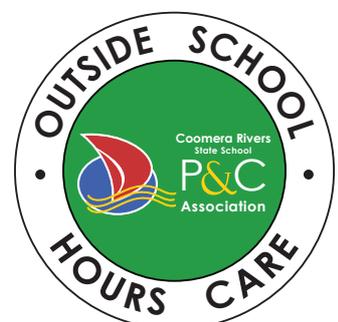
### Procedures

The Coordinator may create and keep a homework list with the names of children who are to do homework each day.

Children doing homework will be supervised in a quiet environment, away from the other children if possible.

Educators will assist children with projects and homework to the extent possible, taking into consideration supervision and duty of care issues in relation to the other children in care.

Educators will not be responsible for monitoring and signing off on homework.



## 3.5 Excursions Policy

This service will include excursions as a valuable part of its overall program. Excursions will provide enjoyment, stimulation, challenge, new experiences and a meeting point between the service and the wider community. Risk assessments will be conducted, and all safety precautions identified and maintained, and parent permission will be obtained before a child is taken on an excursion.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- Family and Child Commission Act 2014
- Work Health and Safety Act 2011 and Regulations 2011
- Duty of Care
- National Quality Standard, Quality Area 1 – Educational program and practice; 2.2 Each child is protected
- Policies: 2.3 – Educator Ratios, 3.1 – Educational Program Planning, 3.6 – Transport for Excursions, 3.11 – Escorting Children, 10.9 – Risk Management and Compliance.



### Procedures

Children's age, interests and abilities will be taken into consideration when planning excursions.

Comments and suggestions from children and families will also be taken into account.

When planning excursions, venue and transport costs will be considered, to ensure that excursions are financially viable to all families.

Alternative arrangements will be planned in case of changed weather conditions.

The Approved Provider will approve all excursions.

When planning an excursion and including water-based activities, the Coordinator will conduct a risk assessment including strategies and procedures for managing children whilst undertaking such activities. Strategies could include the involvement of qualified educators and supervision management plans.

Limited bookings impacting viability may result in the excursion being cancelled. The Bookings and Cancellations Policy (see policy 2.14) will apply to all excursions.

#### Prior to an excursion

##### A risk-assessment must be conducted

The Director or nominated person will contact by phone or visit the excursion venue and perform a risk assessment. As per the National Regulations, the risk assessment must consider:

- The proposed route and destination for the excursion;
- Any water hazards and/or risks associated with water-based activities;
- The transport to and from the proposed destination for the excursion;
- The number of adults and children involved in the excursion;
- Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (e.g. life-saving skills);
- The proposed activities and duration of the excursion; and
- A list of items that should be taken on the excursion (e.g. mobile phone, emergency contacts).

Authorisation from parent or other, with authorisation as per enrolment form, to take the child outside of the service will be sought.



## Policy Group 3: Program

Excursion permission forms will be required to be signed by a parent/guardian prior to every excursion (see 3.5.1). The permission form will contain the following information as a minimum:

- The child's name;
- The reason the child is to be taken outside the premises;
- Excursion date;
- Description of the destination;
- Method of transport;
- Proposed activities to be undertaken;
- Departure and return times (the period of time to be away from the premises);
- Anticipated number of children likely to be attending the excursion
- The anticipated ratio of accompanying educators to anticipated number of children;
- Anticipated number of staff members or other adults to accompany and supervise the children: and
- That a risk assessment has been prepared and is available at the service.

There will be no changes to the notified itinerary except in an emergency and as would ensure the wellbeing and safety of the children.

Adequate steps will be taken when selecting transport. (See Policy 3.6 – Transport for Excursions).

All Educators attending the excursion must read and sign off on the relevant and specific excursion risk assessment/s, prior to attending on the day.

The Coordinator will ensure the excursion checklist (see 3.5.2) is completed prior to departing for the excursion.

### During the Excursion

The following items will be taken on all excursions and be readily accessible to educators at all times:

- First aid kit, medications and forms, and medical management plans and medical devices as required;
- Attendance record/roll and staff roster;
- Emergency contact details and numbers for children and staff; and
- A telephone or access to one.

Devices with cameras will be taken on the excursion for educators to record and document children's experiences.

Head counts will be made at regular intervals and when moving from one area to another.

Educators will supervise children, ensuring educator to child ratios are maintained at all times. This includes in toilets and change rooms. If there is no male educator available to supervise the boy's toilets, female educators must satisfy themselves that it is safe for the child/ren to access the toilets and will remain outside the toilet area until all child/ren have returned.

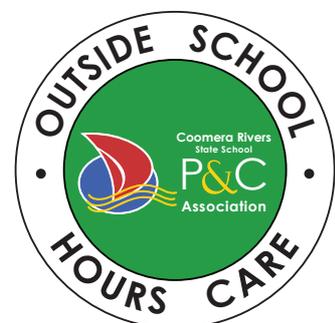
Educators will satisfy themselves that the environment is safe for use before allowing the children access to it.

Children will not be left in the sole care and custody of bus drivers or any other persons during excursions; educator to child ratios as identified on the risk assessment will continue to apply during excursions (see Policy 2.3 – Educator to Child Ratios). In the event of injury occurring during an excursion, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

### After the Excursion

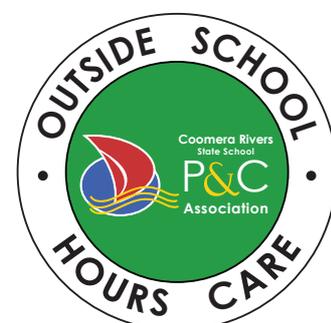
Educators will complete an excursion evaluation form (see 3.5.3) and give to the Coordinator for review.

At the next team meeting, the children's learning and wellbeing outcomes on the excursion will be evaluated.



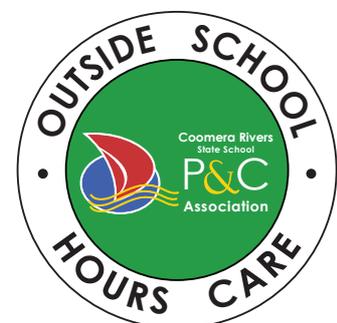
## Policy Group 3: Program

Prior To Excursion	Required/Not Required ✓/✗	Person Responsible	Date Completed	Actions
Identify expected benefits of attending this excursion				
Visit to excursion site: ✓ Accessibility to water ✓ Accessibility to toilets				
Risk Assessment completed as per regulatory requirements: ✓ Proposed route and destination of excursion ✓ Water hazards ✓ Transport to and from venue ✓ Number of adults attending ✓ Number of children attending ✓ Ratio of educator to child ✓ Proposed activity ✓ Length of time of excursion				
<b>Specific Risks To Be Considered:</b> ✓ Vehicle accident ✓ Weather extremes ✓ Sunburn ✓ Dehydration ✓ Lost child ✓ Fire ✓ Venomous creatures ✓ Illness/Accidents ✓ Child protection				
Authorised by management				
Parent permission form distributed				
Swimming Ability Form distributed (if required)				
Equipment Check: ✓ First aid kit ✓ Mobile phones ✓ Walkie-talkies ✓ Camera				



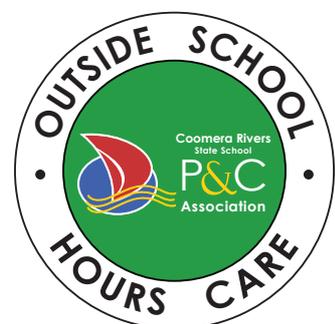
## Policy Group 3: Program

On Excursion Day	Required/N ot Required ✓/✗	Person Responsible	Date Completed	Actions
Drink Bottles				
Hats				
Shoes				
Shoes				
Roll Call				
Code of Conduct explained to educators and children				
Emergency procedures explained to educators and children				
Emergency excursion kit e.g. spare clothes, towel				
Master list of all attending excursion to be given to each group				
Day procedure and Emergency Contact Plan for each group				
Children with special needs ✓ Anaphylaxis. Check venue for possible allergens ✓ Staff in attendance with anaphylaxis training ✓ Mobility. Does venue have suitable access? Other- Is there an action plan in place and are staff trained to carry out any procedures if necessary.				
Wristbands for children with service, mobile phone and coordinator details.				
Evaluations completed by all stakeholders after excursion.				



### 3.5.3 Educator Excursion Evaluation

	Excellent	Good	Satisfactory	Unsatisfactory
Transport safety				
Transport suitability				
Provision of sheltered areas for hot and wet weather				
Provision of storage areas for bags and/or equipment				
Provision of equipment for play				
Safety of equipment/ Location of first aid and phone facilities				
Suitability of environment such as lighting, noise, crowds, set up				
Provision of toilet facilities				
Food/drink facilities (BBQ, kiosk, drink taps)				
Facilities for people with disabilities				
Management and staff of venue				
Supervision				
Staff interactions with children				
Children's level of interest/enjoyment				
Suitability to a range of abilities				
Cultural/linguistic relevance				
Age group most interested	4-6	7-8	9-10	11-12



## 3.6 Transport for Excursions Policy

Children have the right to be safe while travelling in transport provided by the service. All vehicles used need to comply with the appropriate legislation and regulations and the Transport Operations (Road Use Management) Act, 1995. Maximum safety precautions will be maintained and parent permission will be obtained before a child travels on any type of transport.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- QLD Transport Operations (Road Use Management) Act, 1995
- National Quality Standard 2.2 Each child is protected
- Policies: 2.3 – Educator Ratios, 3.5 – Excursions, 4.16 – Vehicle Restraint, 10.9 – Risk Management and Compliance.



### Procedures

#### Selecting Transport

All vehicles used must be registered in Queensland.

Drivers are to be licensed to carry the required number of passengers for the purpose. The service will request the transport company to provide confirmation and evidence of this fact before engaging the company for the excursion.

Educators generally will not be permitted to transport children, but if permitted in any circumstances, the requirements of paragraphs above apply in relation to that educator and the transport used.

“C” Class vehicles will not be used to transport children except in an emergency situation.

In selecting transport, the service will ensure that a communication system is available for use in the event of emergency.

The service will in all cases check prior to the excursion what alternative arrangements are available in the event of breakdown.

The service will, wherever practicable and affordable, use buses fitted with seat belts or where this is not possible, ensure that suitable safety precautions are taken.

Children will not be left in the sole care and custody of bus drivers or others.

Educator to child ratios as per conducted risk assessment will continue to apply during transportation (see Policy 2.3 – Educator to Child Ratios).

Excursion educator to child ratios will also apply during transportation.

#### Vehicle breakdown and/or accident

In the event of injury occurring during transporting to an excursion, procedures as set out in the Illness, Injury and Trauma Policy (see Policy 4.5) will be followed.

While waiting for replacement transport/repairs, children will be kept safe, comfortable and occupied with suitable activities.

In the event of a late return to the service, every effort will be made to notify parents e.g. to arrange for a notice to be displayed at the service or to contact parents individually.



## 3.7 Physical Activity Policy

The service aims to provide all children with appropriate, frequent and varied physical activity opportunities, focusing on enjoyment and participation, thereby promoting gross and fine motor skill development and encouraging positive physical activity habits in all children.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- Physical Activity and Sedentary Behaviour Guidelines for Children 5-12 years
- Duty of Care
- National Quality Standard 2.1 Each child's health and physical activity is supported and promoted
- Policies: 2.3 – Educator Ratios, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educator's Practice, 4.8 – Sun Safety, 6.1 – Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 8.4 – Educator Professional Development and Learning.



### Procedures

When planning physical activity games and experiences, individual children's needs, interests, ages and capabilities will be taken into consideration.

Educators will set up the indoor/outdoor area in such a way as to:

- Promote safe physical play for children of different age groups and capabilities;
- Stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- Facilitate the inclusion of children with special/additional needs; and
- Support children to create their own games and experiences.

Educators will encourage children to help plan and set up physical play activities and equipment.

Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.

Educators will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences.

Educators will act as positive role models by becoming involved in and enjoying children's physical activities.

### Amount and types of physical activity

The program offered will contribute to the recommended daily physical activity for children in accordance with the physical activity recommendations for 5-12 year olds as published by the Australian Government Department of Health.

Children are actively encouraged to participate in a combination of moderate and vigorous physical activities every day, as part of play and games.

To encourage children to play outdoors and to limit the time, children spend watching television or engaged with computers and/or other electronic devices.

The service will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, match their interests, skills and abilities and help them to build their self-confidence. Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.



## Policy Group 3: Program

### Safe and supportive environments

Playgrounds, indoor and outdoor environments are checked regularly to ensure they are safe to use.

All physical activity sessions will be adequately supervised by an educator/s.

In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.

Educators and children wear broad-brimmed hats and apply a 30+ sunscreen on exposed skin at regular intervals when involved in outdoor activities (see Policy 4.8 – Sun Safety).

During outdoor play, children will be encouraged to play in shaded areas.

Drinking water is readily available with educators encouraging children to access it.

A well maintained first aid kit is on hand at each activity session.

### Equipment

A wide range of safe, adequate and appropriate equipment for physical activity is available for children to access, and, there are a variety of facilities available for children to use.

All play equipment is regularly maintained and cleaned with broken items identified and removed.

Flexible arrangements are provided that allow children to move resources and equipment inside and/or outside to extend their learning opportunities.

### Learning about physical activity

Educators inform children about the importance of physical activity for future health and wellbeing.

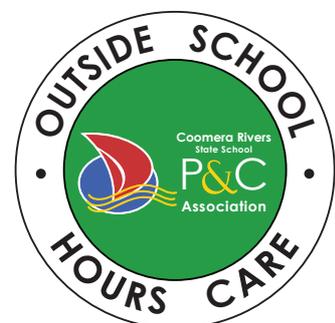
Physical activity and sedentary behaviour information and guidelines for parents is available at the sign-in area.

Service budget allows for educators to participate in training in relation to physical activity for children.

Appropriate physical activity manuals and other resources are available at the service.

This policy was adapted from Queensland Health 'PANOSH' Physical activity policy for OSHC.

<http://www.health.gov.au/internet/main/publishing.nsf/Content/pasb>



## 3.8 Extra-curricular Activities Policy

The service recognises that extra-curricular activities provide opportunities for children to engage in enriching extension programs which support their growth and development. Where possible, the service will work with local and wider community groups to support the provision of such activities.

The service understands, from time to time, extra-curricular activities may be provided within or close to the school grounds and that some families may wish to access these for their children who are attending the SAC program. It is therefore essential to implement practices which support the needs of children and families without compromising the capacity to provide quality care for all children attending the service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- National Quality Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role; 2.2 Each child is protected
- Policies: 2.3 – Educator Ratios, 3.11 – Escorting Children, 9.3 – Communication with Families.



### Procedures

Parents/guardians shall be responsible for informing the service of any extra-curricular activities that the child/ren may be involved in whilst enrolled and registered to attend the service. This may be done by completing an Activities Escort Form. (See 3.8.1)

The Coordinator shall discuss with the parent/guardian the impact that this may have on the service. Such discussion shall include whether the child will be signed out of care by SAC personnel, or the activity provider, and who shall be responsible for collecting the child and/or returning them to the service when the activity is over.

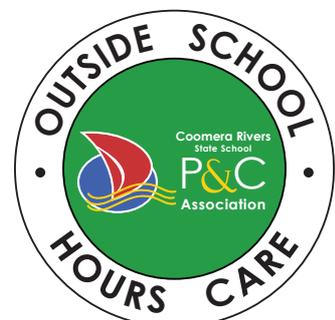
Suitable negotiations and arrangements shall be made to decide whether or not the service will be able to provide additional assistance to the parent/guardian in having their request met if they are asking for their child/ren to be dropped off or collected from the activity (see policy 3.11 – Escorting Children).

In making an appropriate decision, the Coordinator shall be required to consider:

- The accessibility and availability of educators to fulfil such functions;
- Legislative implications for the service such as maintaining ratios;
- Any financial implications or impacts on the service;
- Any negative impacts on other children attending the service who are not directly involved in the extra-curricular activity; and
- Manageability.

The Approved Provider shall maintain the right to make an appropriate decision regarding possible arrangements.

The family shall maintain the right to appeal the decision of the Approved Provider through the service's grievance procedure. This should be directed to the Approved Provider following procedures as set out in the service Complaints Handling Policy (see Policy 9.5).



### 3.8.1 Extra-Curricular Activities Escort Form

I give permission for my child \_\_\_\_\_ (insert child's name) to leave the care of Coomera Rivers OSHC in order to participate in extra-curricular activities at the school during these times:

Day	Period/Dates of Activity		Activity child will be participating in	Timeframe	
	Start Date	Finish Date		Start	Finish
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

I will collect my child when the activity finishes: (please circle YES NO)

- I have reminded my child to ensure that they do not leave the service until their name is marked off by an educator.
- I have reminded my child that they will be escorted to the activity by an educator and that they are to follow any directions given to them whilst en route to and from the activity.
- I understand whilst away from the service participating in this activity, my child will not be under the care of (insert name of service).
- I understand that responsibility for my child will once again be that of the service once my child is collected from the activity and returns to the service.
- I understand that I will still be charged for the time that my child is away from the service participating in extra-curricular activities.
- I undertake to ensure that I notify the service if and when this arrangement changes.

Parent/Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Coordinator's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## 3.9 Creative and Expressive Arts Policy

The service recognises that by providing access to creative and expressive arts opportunities for children it encourages them to have fun, enjoyment, mastery and success. Children are encouraged to work collaboratively with educators and other children, to initiate and contribute to experiences from their own ideas.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- National Quality Standard, Quality Area 1 – Educational program and practice
- Policies: 2.1 – Respect for Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 6.2 – Provision of Resources and Equipment.



### Procedures

When planning creative and expressive arts experiences, individual children's needs, interests, ages and capabilities will be taken into consideration.

Educators will encourage children to actively participate in a variety of creative and expressive experiences including art and craft, singing, dancing and imaginative play.

Educators will encourage and provide appropriate support to children to participate in new or unfamiliar creative and expressive arts experiences.

Educators will ensure the program provides a balance of planned experiences as well as those which are spontaneous and child initiated.

Educators will encourage children's efforts to extend and express themselves creatively by providing open ended resources and materials, musical instruments, dress-ups etc.

When setting up creative and expressive arts experiences, educators will set the area up in such a way as to:

- Promote safety for children of different age groups and capabilities;
- Stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- Facilitate the inclusion of children with special/additional needs; and
- Support children to create their own experiences.

Educators will encourage children to help plan, set up and document creative and expressive activities and experiences.

Educators will allow sufficient time and space for children to engage in sustained or extended activities based on the interest and capabilities of the children.



## 3.10 Ethical Observations and Documentation

The service acknowledges the need to document children's participation in the program to inform future program development and to ensure the needs, interests and abilities of all children are broadly considered. We acknowledge that children's participation and experiences may be documented in different ways, depending on the context of the observation. Other documentation about children is needed to record health and wellbeing matters.

The service supports ethical decision making when observing and documenting information about children. The procedures for ethical decision making in this regard are described in 3.10.1.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- Privacy Act 1988 and Regulations 2013
- National Quality Standard, Quality Area 1 – Educational program and practice; 4.2 Management, educators and staff are collaborative, respectful and ethical
- Policies: 2.1 – Respect for Children, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.10 – Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 8.1 – Role and Expectations of Educators.



### Procedures

The service shall draw upon 'My Time, Our Place': Framework for School Age Care in Australia in guiding practice and will use this Framework as a foundation for observational recording.

The service shall take a collaborative approach to the documenting of children's participation in the program as educators work with children to document their experiences and learning through a variety of methods including:

- Diary entries;
- Anecdotal records;
- Photographs;
- Journals;
- Learning stories;
- Programming notes;
- Child Wellbeing Forms; and
- Evaluation forms.

Educators may be required to complete observations/documentation regarding specific children's needs, particularly in relation to children with identified additional needs and/or medical concerns.

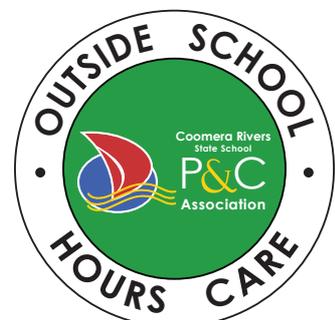
As part of the services ongoing planning, reflection and evaluation processes, educators will be required to document various aspects of children's learning and experiences within the program to ensure the services' identified outcomes and/or goals are met.

The service may from time to time, require educators to document observations, particularly in respect to behavior incidents or issues relating to child protection matters.

Educators will be guided by ethical standards for observing and documenting children's participation and engagement in OSHC (see 3.10.1)

The records and observations, if appropriate, may be made available to parents/guardians upon request but shall under no circumstances breach confidentiality or privacy of another child or family in the sharing of such information.

Educators shall receive appropriate training and support to develop their observational recording skills.



## 3.10.1 Ethical Standards for Documented Observations

### Honesty

Strive for honesty in all documented observations. Honestly present data, results, methods and procedures, and publication status. Do not fabricate, falsify, or misrepresent information. Do not deceive colleagues, authorities, families, children or the public.

### Objectivity

Strive to avoid bias in collecting, organising, synthesising or analysing where objectivity is expected or required. Avoid or minimise bias or self-deception.

### Integrity

Keep your promises and agreements; act with sincerity; strive for consistency of thought and action.

### Carefulness

Avoid careless errors and negligence; carefully and critically examine your own work and the work of your peers. Keep good records of activities, such as data collection, program design, and correspondence.

### Openness

Share data, results, ideas, tools, resources. Be open to feedback and new ideas.

### Respect for Intellectual Property

Honour patents, copyrights, and other forms of intellectual property. Do not use unpublished data, methods, or results without permission. Give proper acknowledgement or credit for all contributions to research. Never plagiarise.

### Confidentiality

Protect confidential communications, such as personnel records and child/family records.

### Responsible Publication

Publish in order to share knowledge and information that may be genuinely helpful to others.

### Responsible Mentoring

Help to educate, mentor, and guide others. Promote wellbeing and allow others to make their own decisions.

### Respect for colleagues

Respect your colleagues and treat them fairly.

### Social Responsibility

Strive to promote social good and prevent or mitigate social harms through research, public education, and advocacy.

### Non-Discrimination

Avoid discrimination against colleagues, children or families on the basis of sex, race, ethnicity, or other factors not related to scientific competence and integrity.

### Competence

Maintain and improve your own professional competence and expertise through lifelong education and learning; take steps to promote competence in the profession as a whole.

### Legality

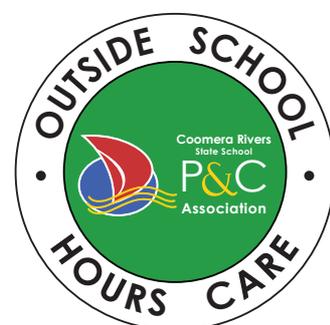
Know and obey relevant laws and institutional and governmental policies.



### Human Subjects Protection

When conducting research concerning children and families, minimise harms and risks and maximise benefits; respect human dignity, privacy, and autonomy and take special precautions with vulnerable populations.

\* Adapted from Shamoo A and Resnik D. 2015. Responsible Conduct of Research, 3rd ed. (New York: Oxford University Press).



## 3.11 Escorting Children Policy

The service seeks to maintain the health, safety and wellbeing of children and educators by ensuring that appropriate procedures are implemented with regards to escorting children between the service, school and/or any other designated activity/venue. The service also acknowledges that, from time to time, families may arrange for their child to participate in extra-curricular activities whilst enrolled at their SAC program. Any arrangements for escorting to and/or collection from these activities will be in accordance with this policy.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Guardian Act 2014
- Duty of Care
- National Quality Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role; 2.2 Each child is protected
- Policies: 2.3 – Educator Ratios, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 9.3 – Communication with Families.



### Procedures

The service will seek written permission from a parent/guardian (or authorised nominee) for any activity requiring their child/ren to be escorted to/from the service's premises, including for the purposes of excursions (see 3.5.1 and 3.8.1).

If the excursion/outing is a regular event, written permission is only required to be obtained once in a 12 month period, unless there is significant change (i.e. building works).

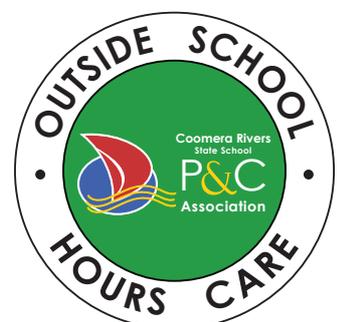
Parent/guardian permission shall be obtained prior to the planned excursion or activity. Information included as part of the parent permission will include, but not be limited to:

- Reason for excursion or planned activity;
- Date, time and description of planned activity;
- Method of transport and proposed travel time; and
- Ratio of educators to the number of children attending.

The service shall develop a risk assessment and implement a management plan to ensure the safety and wellbeing of all children and educators during excursions/escort periods. All educators will need to read and sign off on risk assessments prior to excursions or escorting of children.

The service shall maintain appropriate educator to child ratios for excursions and/or activities where children are required to be escorted to a venue or place that is outside of the area approved for service use.

The service shall ensure confidential storage and maintenance of parent/guardian permission relating to excursions and/or escorting of children.



## 3.12 Environmental Responsibility Policy

The service is committed to ensuring policies and procedures developed as part of the program, minimise environmental impact and provide children with experiences of the natural world, helping them to understand their place in it and to take responsible action to preserve it. The service is also committed to establishing sound environmental practices relating to all operational aspects of the service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Environmental Protection Act 1994 and Regulation 2008
- National Quality Standard, 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning
- Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 6.5 – Use and Maintenance of Air Conditioning, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.3 – Communication with Community, 9.6 – Parent and Community Participation.



### Procedures

The Coordinator and educators will be encouraged to follow sound environmental practices and understand their role in positive modelling for the children.

Educators work collaboratively with the children and their community to develop and implement sustainable practices related to the service program and routines, including (but not limited to):

- Recycling food scraps;
- Using recycled items in craft activities;
- Recycling scrap paper for use;
- Establishing a garden and using the produce in the service menu;
- Collecting rainwater and using it to water the garden;
- Establishing composting or worm farms for scraps;
- Creating play spaces for children to interact with the natural environment; and
- Undertaking regular reviews of sustainable practices within the service.

Educators will encourage children to be aware of energy efficiency, particularly in relation to the use of lighting, heating and air conditioners.

Information relating to sustainable practices will be accessed and readily available for educators, children and families at the service.



## 3.13 Water Activities and Safety Policy

The service acknowledges that water activities are a significant part of our Queensland culture therefore we aim to provide children with experiences that are safe and fun. The service recognises that the safety and supervision of children in and around water is of the highest priority therefore children will be closely supervised at all times during water play experiences. The scope of this policy includes swimming activities, water play, excursions near water, hot water and drinking water within the service environment.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Guardian Act 2014
- Duty of care
- National Quality Standard 2.2 Each child is protected
- Policies: 2.3 – Educator Ratios, 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educator Practices, 3.5 – Excursions, 3.7 – Physical Activity, 4.8 – Sun Safety, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance.



### Procedures

The Nominated Supervisor/Coordinator will:

- Provide information and guidance to educators and families on the importance of children's safety in and around water;
- Ensure work, health and safety practices incorporate approaches to safe storage of water and associated play activities;
- Ensure clean drinking water is available at all times; and
- Conduct a comprehensive risk assessment prior to any water activities taking place. The risk assessment shall identify the educator to child ratios required to ensure children's safety.

Educators will:

- Ensure water troughs or containers for water play are filled to a safe level and emptied onto garden areas after use;
- Buckets of water used for cleaning are emptied immediately after use. Buckets are not to be left in play areas or accessible to children unless they are being used as part of a program experience; and
- Encourage children to play in or near water safely, giving appropriate instructions and guidance.

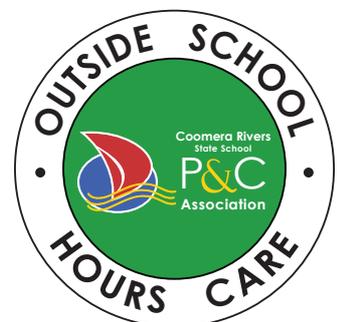
If grey water systems and/or water tanks are located within the service environment they will be labelled with 'do not drink' signage to ensure children are not accessing this water for drinking or hand washing.

Water for pets at the service must be changed regularly and only accessible to children when educators are present.

### Swimming Activities

All bodies of water present a significant risk to children therefore the service will ensure the following procedures are implemented:

- A comprehensive risk assessment (3.13.1) of the venue and activity will be conducted to determine the required educator to child ratio. Consideration will also be given to the capacity of educators to rescue children from water;
- Parents/guardians must complete a 'Swimming Ability Form' (3.13.2) for each child attending the activity. Information gained through this form will identify children's swimming competence and assist educators to manage their safety while in the water;
- Educators will be positioned both in and out of the water to allow them to directly and actively supervise any child accessing the water; and
- At least one educator with a current first-aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training as required by the Education and Care Services National Regulations 2011, is in attendance and immediately available in an emergency.

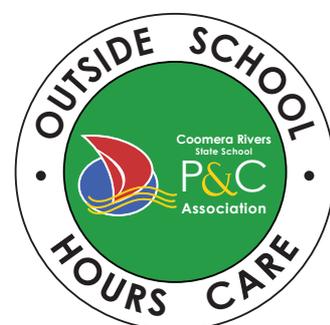


## Policy Group 3: Program

### Services located on a site with a swimming pool

In addition to the above mentioned points, the service will undertake the following if there is a swimming pool located within the school premises where the Service Approval has been obtained:

- Detail the terms of use of the swimming pool in the occupancy agreement negotiated with the school Principal;
- Manage authorisation's (permissions) to use the swimming pool as a **regular outing**.

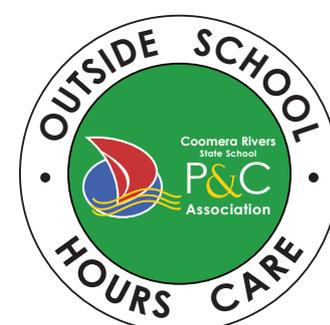


### 3.13.1 Risk Assessment for Swimming or Water Based Activities

**Please circle:**                      Excursion    Regular Outing  
 Location/Venue (including address): \_\_\_\_\_  
 Types of activities the children will be participating in: \_\_\_\_\_  
 Expected Benefits: \_\_\_\_\_  
 Date of assessment: \_\_\_\_\_ Conducted By: \_\_\_\_\_

THE FOLLOWING EXAMPLES ARE PROVIDED FOR GUIDANCE AND EDUCATOR'S CONDUCTING RISK ASSESSMENTS ARE ENCOURAGED TO ADD FURTHER RISKS IDENTIFIED WITH SPECIFIC KNOWLEDGE OF THE LOCATION/VENUE AND TYPES OF ACTIVITIES.

Hazard/Risk	Risk Severity	Risk likelihood	Control measures	Action and implementation
Drowning.	Death or permanent disability.	Unlikely  Likely	All supervising staff to have current First Aid qualification. Appropriate educator to child ratios (1:5) Mobile phone and emergency numbers available. Swimming competency form.	Call Ambulance. Contact Parents. Contact Management. Remove children from scene and ensure adequate supervision.
Running or Slipping Injury.	Serious injury requiring medical attention.  First Aid needed.	Unlikely  Likely	Establish rules on acceptable and safe behaviour. First Aid Kit available. Mobile phone and emergency numbers available. All supervising staff to have current First Aid Qualification.	Apply First Aid. Contact ambulance if necessary. Contact Parents. Contact Management.
Child Protection.	Long term distress and emotional trauma /physical injury.	Unlikely  Likely	Ensure male and female staff available to supervise toilets/change rooms. Use accessibility toilets if necessary. Provide students with clear instructions of what to do if approached by a person not from the service. Mobile phone and police contact number.	Isolate child with support person or staff. Call police. Contact Parents. Contact Management. Contact ECEC.
Children with Special Needs e.g. epilepsy.	First aid needed  Require medical attention.	Unlikely  Likely	Ensure that staff are aware of any medical conditions. Ensure that a management plan has been developed. Mobile phone and contact numbers available.	Provide Immediate First Aid. Contact ambulance if necessary. Contact Parents. Contact Management. Remove children from scene and ensure adequate supervision.
Severe Weather Conditions.	Serious injury. Medical attention required. First Aid.	Unlikely  Likely	Check weather forecast.  Contingency plan developed and in place	Implement contingency plan  Relocate children to a safe location.



## 3.13.2 Sample Swimming Ability Form

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_

Please check the appropriate space and provide comments if necessary.

Confidence around the water:

- Very confident
- Somewhat confident
- Unconfident

Swimming ability:

- Non-swimmer (cannot support themselves in water)
- Novice (can support themselves in shallow water and capable of moving short distances <5m)
- Intermediate (can support themselves in deep water and can swim a length of the pool)
- Advanced (can support themselves in deep water and can swim lengths of the pool)

Please indicate any special needs or preferences that will enable the educators to support your child whilst participating in water/swimming activities:

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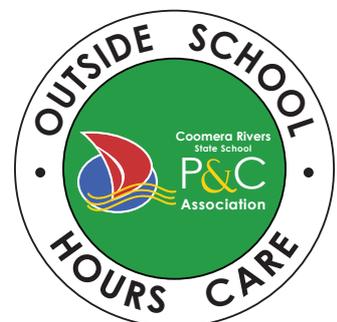
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Name of Parent/Guardian: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## 3.14 Valuing Diversity, Culture and Reconciliation Policy

The service supports, respects and actively promotes principles of diversity and equity. These principles are seen as integral to embedding culturally diverse experiences within the service's day to day program for children. Educators, children and families are encouraged to share relevant aspects of their culture thus enabling the service to make informed and appropriate responses to the multiple ways of being and belonging.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- QLD Anti-Discrimination Act 1991
- National Quality Standard 1.1 The educational program enhances each child's learning and development; 1.2 Educators facilitate and extend each child's learning and development; 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning
- Policies: 2.1 – Respect for Children, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 5.6 – Menu Development, 8.4 – Educator Professional Development & Learning, 9.2 – Enrolment, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.6 – Parent and Community Participation



### Procedures

Management, Coordinators and educators shall be committed to providing a service which embraces children and their families holistically. They will be active, focused and reflective in embracing principles of social justice and demonstrate sensitivity and respect for cultural differences.

Coordinators and educators support children's cultural experiences through:

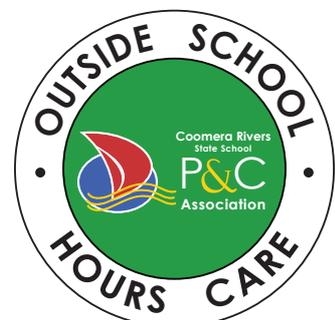
- Talking about culture with children;
- Responding to children's curiosity about culture with thoughtful and appropriate experiences;
- Encouraging children to value the multiple ways of seeing, being and belonging;
- Actively challenge bias through conversations; and
- Demonstrate principles of equity and anti-bias through their own behaviour and interactions with others.

Coordinators and educators will actively seek opportunities to develop their own knowledge and skill demonstrating their commitment to cultural competence.

Management, Coordinators and educators will collaborate with families and explore opportunities to embed culture within the program's experiences and activities.

Management, Coordinators and educators will demonstrate value and respect for Australia's Aboriginal and Torres Strait Islander cultures and collaborate on the development of a reconciliation plan (3.14.1) which includes:

- Identifying the local elders within the community;
- Building a relationship with local elders and exploring ways in which these elders can share in the service's plan for reconciliation;
- Including an 'Acknowledgement of Country' in appropriate ceremonies and events; and
- Other aspects as seen relevant to promoting respectful partnerships between the service and the Aboriginal and Torres Strait Islander community.



## 3.15 Cooking with Children Policy

The service acknowledges the value of offering experiences that develop children's life skills as part of the program including food preparation and cooking experiences. The service also recognises that children's competence and skill level with food preparation and cooking activities will vary therefore effective risk assessment and management procedures are implemented to ensure children's safety.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- National Quality Standard 1.1 The educational program enhances each child's learning and development; 2.2 Each child is protected
- Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition, 5.5 – Cleaning and Sanitising, 5.6 – Menu Development, 6.1 – Space and Facilities, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.



### Procedures

Cooking experiences will be regularly provided as part of the service program to enhance children's life skills and provide an opportunity to promote healthy eating.

The service may require families to give written permission prior to their child participating in cooking activities that include cutting with knives and/or using hot cooking utensils and equipment.

When planning cooking experiences for the program, educators will ensure healthy food options are considered as first preference with occasional/treat foods being kept to a minimum.

Cooking experiences shall have a completed risk assessment conducted prior to implementation. Such an assessment should consider as a minimum:

- The risk benefit analysis;
- Ages of the children participating;
- Number of children participating;
- Ingredients and allergies;
- Cooking utensils available;
- Exposure to extreme heat;
- Hygiene; and
- Food preparation practices.

