



Quality Area 6

Policies and Procedures

Enrolment Policy

Family Communication Policy

English as an Additional Language or Dialect

Open Door Policy

Orientation of Families Policy

Termination of Enrolment Policy

ENROLMENT POLICY

Out of School Hours Care (OSHC) Services provide high quality care for children before and after school, on pupil free days and during school holidays as Vacation Care programs. Enrolment and orientation can be both an exciting and an emotional time for children and families whether they attend only occasionally or on a regular basis. It is important to manage this time with sensitivity and support, building partnerships between families and the Out of School Hours Service. Such partnerships enable the Out of School Hours Care Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Out of School Hours Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing
6.2.3	Community and engagement	The service builds relationships and engages with its community

LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
S175	Offence relating to requirement to keep enrolment and other documents
77	Health, hygiene and safe food practices
78	Food and beverages
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
88	Infectious diseases

90	Medical conditions policy
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
96	Self-administration of medication
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursions
102D	Authorisation for service to transport children
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
173	Prescribed information is to be displayed
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
Disability Discrimination Act 1992	A New Tax System (Family Assistance) Act 1999
Child Care Subsidy Minister's Rules 2017	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

Acceptance and Refusal Authorisation Policy	Incident, Injury, Trauma and Illness Policy
Additional Needs Policy	Interactions with Children, Families and Staff Policy
CCS Governance Policy	Medical Conditions Policy
Children's Belongings Policy	Orientation of New Families Policy
Dealing with Infectious Disease Policy	Payment of Fees Policy
Dealing with Complaints Policy	Privacy and Confidentiality Policy
Delivery of children to and collection from an ECE	

Premises Policy Excursions/Incursion Policy Family Communication Policy Immunisation Policy	Record Keeping and Retention Policy Safe Transportation Policy Sun Safe Policy Withdrawal of a Child Policy
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PURPOSE

We aim to ensure children and families receive a positive and informative enrolment and orientation process that meets their individual needs. We strive to establish respectful and supportive relationships between families and the Out of School Hours Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

This policy applies to children, families, staff, management, approved providers, nominated supervisor, coordinators, and visitors of the Out of School Hours Care Service

ENROLMENT

According to the Child Care Provider Handbook) (May 2023) *'enrolling children is a requirement under Family Assistance Law for all children who attend child care (or have an arrangement for care) regardless of their parent's or guardian's eligibility for Child Care Subsidy...An enrolment links the child, the individual claiming the subsidy and the child care service.'* An enrolment notice is required for each child attending the service. This reflects the type of arrangement that is in place between the provider and the family/individual or organisation.

IMPLEMENTATION

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for enrolment and orientation (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

Our OSHC Service accepts enrolments of children who are formally enrolled in primary school.

Enrolments will be accepted providing:

- a) the maximum daily attendance does not exceed the licensed capacity of the Out of School Hours Care Service
- b) a vacancy is available for the booking required
- c) the adult to child ratio is maintained at the Out of School Hours Care Service

PRIORITY OF ACCESS GUIDELINES

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

- at risk of serious abuse or neglect
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

Providers are asked to (but are not legally obliged to) prioritise children. CCS Handbook p.53

ENROLMENT

When a family has indicated their interest in enrolling their child, we will organise an enrolment meeting to share information and build relationships.

- Families will be provided with a range of information about our OSHC Service which will include:
 - collection/drop off procedures -ensuring children are signed in and out of the service
 - the service philosophy, inclusion, programming methods, menu, incursions, excursions, inclusion, fees, Child Care Subsidy, policies, procedures, SunSmart requirements, regulations and the licensing and assessment process for South Australia, My Time, Our Place: Framework for School Age Care in Australia, the National Quality Framework, Out of School Hours Care routines, educator qualifications, introduction to the service and learning environment, parent communication strategies and signing in and out processes.
- Families are invited to ask questions and seek any further information they require.
- Families are given a copy of the Parent Handbook which outlines the Service operation and philosophy.
- Any matters that are sensitive of nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with management. Families will be required to bring any corresponding documents in relation to court orders, medical needs or plans.
- Families will need to complete the enrolment form informing management of their child's individual needs.
- If a family or child uses English as a second language, or speak another language at home, we request that families provide us with some key words in the languages the child speaks at this time so that educators can learn the words. Educators will furthermore use visuals to assist the child to understand
- Families will need to complete a Child Care Subsidy assessment online to check eligibility and entitlements to CCS which needs to be done through myGov website.
- Families will be invited to bring their child into the Service at a time that is convenient to familiarise themselves with the environment and educators.

- It is a legal requirement that prior to the child starting at the Out of School Hours Service we have all corresponding documents including
 - o the completed enrolment form
 - o medical management plans (if relevant) completed by the child's general practitioner
 - o a current Immunisation History Statement from the Australian Immunisation Register (AIR)
 - o details of any court orders, parenting orders or parenting plans
- It is the family's responsibility to keep the Service informed of any changes to the information recorded on the application form.

Families will be asked to provide the following information:

1. Full name/s of parent/s (or the person legally responsible for the care of the child) residential address, place of employment and contact telephone number
2. The full name, residential address, and contact telephone number of a person or persons authorised by the parent who may be contacted in case of an emergency concerning the child if a parent is unable to be contacted (authorised nominee)
3. The full name, residential address and contact telephone number of any person authorised by the parent to collect the child from the OSHC Service (authorised nominee)
4. Full name of the child
5. Child's date of birth
6. Child's residency status
7. The child's address
8. Gender of the child
9. Cultural background of the child
10. The cultural background of the child.
11. Provision of care – if care will be a routine and/or casual etc.
12. Session start and end times
13. Complying Written Agreement including fee information
14. Relevant details regarding of child's school and class if being dropped off or collected from a school
15. Any court orders or parenting agreements regarding the child
16. The primary language spoken by the child; if the child has not learnt to speak, the child's family's language
17. Any special requirements of the family, including for example cultural or religious requirements.
18. The needs of a child with a disability or with other additional needs

19. A statement/authorisation indicating the name and address and contact details of any person who is authorised to consent to the administration of medication to the child
20. Authorisation and signature by parent/authorised person for the approved provider, nominated supervisor or educator to seek:
 - medical treatment for the child from a registered practitioner, hospital or ambulance service
 - transportation of the child by an ambulance service
21. Child's Medicare number
22. Specific healthcare needs of the child, including allergies and intolerances
23. Any medical management plan for a specific severe healthcare need, medical condition, or allergy, such as an Anaphylaxis Emergency Management Plan or Risk Minimisation Plan.
24. Details of any dietary restrictions for the child
25. The name, address and telephone number of the child's doctor
26. Authorisation for regular occurring transportation and regular outings/excursions
27. Immunisation status of the child (Immunisation History Statement)
28. CRN for child and claimant

ORIENTATION OF THE SERVICE

During the orientation of the Out of School Hours Care Service, families will:

- be provided with the enrolment form to be completed or shown how to complete this through an online platform
- have Child Care Subsidy is explained to families and assistance may be offered to assist with the application process
- provided with an outline of the Service policies which will include key policies such as: *Payment of Fees, Sun Safe, Incident, Injury, Trauma and Illness, Control of Infectious diseases, Sick Child Policy and Administration of Medication*
- shown the signing in/out process [insert information about Kiosk if used]
- advised of appropriate clothing for children to wear to the Service for mufti days or vacation care, including shoes
- informed about policies regarding children bringing in toys from home
- introduced to their child's educators
- taken on a tour around the Service and environment
- asked to share information on any medical management plan or specific healthcare needs of their child (if applicable)

- informed of the daily report and how parents can view this or informed about the online platform/App the Service may use
- introduced to the routines and Service program, including the observations to aid programming
- informed about Service communication strategies including meetings, interviews, newsletters, emails, etc.
- given the opportunity to set goals for their child
- confirm preferred method of communication.

ENROLMENT PACK

Once the enrolment fee and bond has been paid, families will be provided with an enrolment pack which consists of:

- Family Handbook, which outlines the Service's operation and philosophy
- current fee structure and payment details
- Child Care Subsidy information
- information on the National Quality Framework and *My Time Our Place* learning framework
- ECA Code of Ethics brochure
- Lunchbox and Snack ideas (if applicable- Vacation Care)
- Munch and Move Fact Sheets

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL ENSURE:

- the enrolment form is completed accurately and, in its entirety
- document evidence such as birth certificate or passport is sighted to verify that the child's enrolment details are true and correct
- authorisations are signed by both parents/guardians
- our OSHC Service complies with the *Disability Discrimination Act* and our enrolment policy and practices do not discriminate against children or others with disability
- barriers to access and participation for children with disability are identified and reasonable adjustments to the program and environment is made to allow access and participation in the Service
[See: *Additional Needs Policy*]
- a child with medical needs does not begin at the OSHC Service unless a medical management plan is received and medication is brought to the service each day
- the child's medical management plan is recorded, and this information is shared/distributed to Educators
- Action Plans are completed in full (if relevant)
- Administration of Medication forms are completed (if relevant)

- the Medical Conditions Policy is provided to families for children with a specific health care need, allergy or other relevant medical condition before the child begins education and care at the Service
- Risk Minimisation Plans and Communication Plans are requested/completed with parents/guardians for children with medical needs before the child begins at the OSHC Service
- Educators are informed of the new child including any medical conditions, interests, developmental needs, and strengths
- Immunisation certificate and birth certificate has been uploaded
- the enrolment is lodged through Xplor or PEP with Department of Education, Skills and Employment (DESE)
- a file for the Child's information is created
- families are provided with an orientation survey to complete within the first 6 weeks of starting to gain feedback about the orientation and enrolment process
- the enrolment notice is lodged within 7 days
 - from the end of the week in which the provider and family made an arrangement
 - the provider or service being approved
 - the end of a suspension
- enrolment notices must include details as outlined with the Childcare Providers Handbook, p. 30
- enrolment notices and arrangements are updated if details have changed or if the enrolment ends

FAMILIES WILL:

- complete all documentation required by the Service for enrolment
- provide required authorisations as indicated on enrolment form
- confirm enrolment notices and sign CWAs
- notify the service of any specific health care needs of the child, including medical conditions and allergies and provide a medical management plan for child if applicable
- ensure all information about the child and family is kept up to date.

CHILD CARE SUBSIDY

Child Care Subsidy (CCS) offers assistance to families to help with the cost of childcare for children aged 0-13 years. There are three factors that determine a family's level of CCS. These are:

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

Documentation may be required such as Australian driver licence, Australian passport, Foreign passport, Australian birth certificate, Australian Marriage certificate, Australian citizenship certificate

- Families are provided with a Customer Reference Number (CRN)
- Child Care Subsidy is paid directly to providers to be passed on to families as a fee reduction
- Families will contribute to their childcare fees and pay the Service the difference between the fee charged and the subsidy amount- generally called the 'gap fee'
- Families may also be eligible for Additional Child Care Subsidy depending upon their circumstance

COMPLYING WRITTEN ARRANGEMENT AND ADDITIONAL CHILD CARE SUBSIDY (ACCS) (CHILD WELLBEING) PROCEDURES

- The Provider and Parent must enter into an agreement regarding the planned arrangements for care of a child, this is called a *Complying Written Arrangement (CWA)* and is an agreement to provide care in return for fees.
- The CWA must be recorded, and the parent must confirm the terms of the agreement either electronic or hard copy and this must be kept by the provider.
- The CWA must include the following information:
 - the names and contact details of the provider and the individual(s)
 - the date the arrangement starts
 - the name and date of birth of the child (or children)
 - if care will be provided on a routine basis and if so, details about the days on which sessions of care will usually occur
 - the usual start and end times for these sessions of care
 - whether care will be on a casual or flexible basis (in addition to, or instead of, a routine basis)
 - details of fees charged under the arrangement (providers can reference a fee schedule or information available on their website), which the parties understand may vary from time to time.
- Where there are certain changes (fees or booked days) to the individual Complying Written Arrangements (CWA) for care between the provider and an individual, the provider must update the arrangement in writing, and the families are required to confirm the changes by signing the updated CWA.
- An enrolment notice must be submitted within 7 days following the signed CWA and enrolment acceptance.
- Once the provider submits an enrolment notice the family will be asked to confirm the enrolment through their myGov account.
- Parents can apply for ACCS (grandparent), ACCS (temporary financial hardship) or ACCS (transition to work) through Centrelink directly

- The provider can apply for ACCS (child wellbeing) through the CCS software or PEP for children identified at risk of serious abuse or neglect
- Our OSHC Service will ensure all ACCS applications are managed in line with the [Guide to Additional Child Care Subsidy \(child wellbeing\)](#) and [CCS Handbook](#)
- Once a child has been identified as 'at risk' the Service will check the ACCS eligibility requirements from the Guide to the ACCS (Child Wellbeing)
- If the Service deems the child is eligible for ACCS the service will submit an initial ACCS Certificate for a 6-week period
- The Service needs to provide a referral to an appropriate support agency in conjunction with the submission of an ACCS certificate
- If further ACCS (Child Wellbeing) is required following the initial 6-week certificate the service may apply for a Determination for a period of up to 13 weeks
- Following an application for an ACCS 6-week certificate the provider will abide by the requirement to make an ACCS (child wellbeing) referral to an appropriate support agency
- Following an application for an ACCS 12-week determination the provider will abide by the requirement that the application must be accompanied by evidence, dated less than 6 months old, or a statutory declaration that supports the provider's view that the child continues to be 'at risk'
- If the child continues to be 'at risk; after the initial 13-week determination, then the provider needs to lodge a subsequent determination application.

ENROLMENT RECORD KEEPING

Our *Record Keeping Policy* outlines the information and authorisations that we will include in all child enrolment records.

ON THE CHILD'S FIRST DAY

Consideration will be made to each family regarding the initial settling in period and strategies may be offered to assist in this transition- for example, organising a buddy in the same class to remind the child to attend OSHC on that particular day; notifying the child's classroom teacher that the child will be beginning OSHC on certain days.

- The child and their family will be welcomed to the Service upon drop off
- They will be greeted by one of the educators who will show them where to sign in and out, discuss what is happening within the Service, and show where children can store their personal belongings whilst attending Out of School Hours Care.
- Information about collecting their child at the end of the day will be discussed

- Management will ensure the orientation checklist has been completed and all required documents and information has been received from families.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Enrolment Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Enrolment letter to parents	Enrolment Information Update Form
Enrolment form	Enrolment Procedure
Enrolment checklist	Enrolment Waitlist Letter
Notification of changes to enrolment	Termination of Enrolment Policy

SOURCE

Australian Children’s Education & Care Quality Authority. (2014).
 ACECQA. (2021). Policy and procedure guidelines. Enrolment and Orientation.
 ACECQA. (2022). The Disability Discrimination Act: [What do Children’s Education and Care Services Need to Know?](#)
 Australian Government Department of Education (2022). Child Care Provider handbook
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>
 Australian Government Department of Education (2021). Guide to Additional Child Care Subsidy (child wellbeing)
<https://www.education.gov.au/child-care-package/resources/guide-accs-child-wellbeing>
 Australian Government Services Australia
<https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register/how-get-immunisation-history-statement>
[Australian Government Guide to Social Policy Law. Family Assistance Guide Immunisation- approved exemptions \(FTB\).](#) <https://guides.dss.gov.au/family-assistance-guide/2/1/3/40>
 Department of Human Services (Centrelink):
<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations.](#) (Amended 2023).
 Government of Western Australia. Department of Health. (2021). Western Australian Immunisation Requirements. Guidelines for persons in charge of child care services, community kindergartens and schools.
 National Centre for Immunisation Research and Surveillance. (2021). No Jab No Play, No Jab No Pay
<https://www.ncirs.org.au/public/no-jab-no-play-no-jab-no-pay>
 NSW Government Health. (2019). Questions and answers about vaccination requirements for child care:
https://www.health.nsw.gov.au/immunisation/Pages/childcare_qa.aspx
 Revised National Quality Standard. (2018).
<https://www.education.vic.gov.au/childhood/providers/regulation/Pages/reqallservices.aspx>
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	AUG 24
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POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V12.09.23		
MODIFICATIONS	SEPTEMBER <ul style="list-style-type: none"> Annual policy review Update of related legislation MARCH <ul style="list-style-type: none"> Additional statement added to role of AP and Management re: children with disability and compliance with Disability Discrimination Act 1992 Legal requirement for families to provide birth certificate/passport deleted Child Care Centre Desktop related resources added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
SEPTEMBER 2022	<ul style="list-style-type: none"> regular policy maintenance link to Western Australian Education and Care Services National Regulations added in 'Sources' minor formatting edits within text hyperlinks checked and repaired as required update of name from DESE to Department of Education links within policy updated from DESE.gov.au to education.gov.au 	SEPTEMBER 2023	

FAMILY COMMUNICATION POLICY

Family participation is an important part of making the Happy Valley OSHC service a true part of the community. We believe in creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families and educators.

Partnerships are based on the foundations of respecting each other's perspectives, expectations and values, and building on the strength of each other's knowledge and skills. Educators recognise the diversity of children and young people with whom they work and the importance of connecting with families, community members and other professionals, including teachers in schools to support children and young people's wellbeing, learning and development. MTOP. V2.0, 2022. p.14

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
86	Notification to parents of incident, injury, trauma and illness

87	Incident, injury, trauma and illness record
111	Administrative space
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care Service must have policies and procedures
172	Notification of change to policies or procedures
181	Confidentiality of records kept by approved provider

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program
6.2.3	Community and engagement	The service builds relationships and engages with its community

RELATED POLICIES

Anti-Bias and Inclusion Policy Child Safe Environment Policy Dealing with Complaints Policy Educational Program Policy Incident Injury Trauma and Illness Policy	Interactions with Children, Family and Staff Policy Open Door Policy Privacy and Confidentiality Policy
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PURPOSE

We encourage family participation and open communication within our OSHC Service. Families are invited to attend parent information meetings and assist with projects in keeping with our *Open Door Policy*. We aim to ensure open communication through the enrolment and orientation process, policy and statement of philosophy review, feedback forms, Family Committee, daily program, documentation, formal and informal meetings, emails, and conversations.

SCOPE

This policy applies to children, families, staff, educators, approved provider, nominated supervisor, students, volunteers and visitors of the OSHC Service.

IMPLEMENTATION

We understand the primary influence that families have in their children's lives and effective relationships between educators and families are fundamental to achieve quality outcomes for children.

Community partnerships that focus on active communication, consultation and collaboration also contribute to children's learning and wellbeing. Positive relationships with families turn into a partnership as together we share a common goal and responsibility for reaching goals for children.

We will provide regular information about the Service and continuous prospects for families to contribute to our curriculum. All staff will communicate with families in a positive and supportive manner that encourages respectful and trusting relationships.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL ENSURE:

- educators, staff, students and volunteers have knowledge of and adhere to this policy
- all families are welcomed and respected at our OSHC Service
- information communicated with families is reliable and accurate, especially if it involves the health and safety of children, employees and visitors to the OSHC Service
- families are informed about the processes for providing feedback and making complaints- including any complaints about the handling of CCS [see-Dealing with Complaints Policy]
- families are provided with a copy of our Open Door Policy

- families are provided with a *Family Handbook* during the enrolment and orientation process
- educators provide information to families regarding the content and operation of the educational program in relation to their child, and that a copy of the educational program is available for viewing at the education and care service
- families have access to their child's developmental records describing their child's progress and identifying their strengths, skills and understandings
- families are notified of any incident, injury, trauma, or illness that affects their child whilst under the care of the OSHC Service either immediately after the incident or when they collect their child, depending on the severity of the incident. Notification must be made within 24 hours of the occurrence.
- respect, confidentiality and sensitivity are key elements of effective communication with families
- processes are in place to communicate with families for whom literacy is an issue, or for whom English is not a first language
- fact sheets and brochures are printed in required languages and are readily available for families to access
- an interpreter service is available to ensure communication with parents and families not hindered due to language barriers
- the OSHC Service has an administrative space that is adequate for the purpose of consulting with parents and for conducting private conversations and meetings
- families are notified of changes to OSHC Service policies at least 14 days before making changes to a policy or procedure that may have a significant impact on
 - the OSHC service's provision of education and care to any child enrolled in the service or
 - the family's ability to utilise the service
 - changes to the way fees are charged and collected
- families are notified of any changes to the Education and Care Services National Regulations
- the current Education and Care Services National Regulations are available for parents to access
- the enrolment and orientation process provides families with information about the statement of philosophy, policies, and practices of the OSHC Service.
- An OSHC Advisory Committee is created to encourage family involvement and input into the Service's organisation and activities.

EDUCATORS WILL:

- develop collaborative partnerships with families that involve respectful communication about all aspects of a child's learning

- be available for families on arrival and pick up to communicate about their child's experiences through informal discussions
- share insights and perspectives about each child and young person (MTOPI)
- acknowledge the diversity of families and their aspirations for their children and young people (MTOPI)
- engage in shared decision-making to support each child and young person's wellbeing, learning and development (MTOPI)
- encourage families to be involved in the curriculum, providing feedback, visiting the OSHC Service, bringing in items from the home environment, and giving feedback on children's emerging interests
- encourage ongoing open and direct two-way communication with families to develop trust and a collaborative relationship
- create a welcoming and safe environment where children and young people and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender (MTOPI)
- build partnerships with families and others to keep children and young people safe and families aware of e-safety information
- encourage families to contribute to the continuous quality improvement progression within the OSHC Service through their involvement in the self-assessment and QIP review
- provide families with a range of communication methods which may include use of online platforms, emails, verbal communication, newsletters, sign-in sheets, Notice Board and notes sent home
- use a communication book/app with families as required (for example, behaviour guidance and inclusion support plans).

FAMILIES WILL:

- provide accurate information during the enrolment process about their child including related medical and health information
- notify educators when any information changes- (Medical Management Plans, Court orders-parental orders, authorised nominee)
- model appropriate behaviour and suitable conduct when interacting with children and staff
- communicate any concerns or grievances in accordance with the *Dealing with Complaints Policy*, acknowledging sensitive issues should not be discussed in front of children or other staff
- acknowledge inappropriate behaviour will not be tolerated towards children or staff
- participate in informal and formal interactions with educators to discuss their child's learning goals
- be encouraged to contribute to the learning program and share their culture, language and beliefs with others in the OSHC Service

- be invited to contribute to the quality improvement process within the OSHC Service
- be invited to be involved in the OSHC Advisory Committee
- be encouraged to attend children’s excursions to help meet required ratios and to support their children’s knowledge of and engagement in their community
- be invited to assist with working bees held at the OSHC service
- be invited to events held periodically to help family’s network and develop friendships in the local community
- be invited to review the OSHC Service policies and routines.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Family Communication Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Complaints Grievance Form	Family Goals Template
Family Conduct Guidelines	Family Handbook
Family Committee Meeting Announcement	General Satisfaction Survey

SOURCES

Australian Children’s Education & Care Quality Authority. (2018). [Building Partnerships with Families](#)

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Raising Children Network Australia. (2006-2019). *Effective communication with parents: professionals*
<https://raisingchildren.net.au/for-professionals/working-with-parents/communicating-with-parents/communication-with-parents>

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

Yorganop Indigenous Professional Support Unit *A Welcoming Yarn Engaging with Aboriginal and Torres Strait Islander Children and their Families in Education and Care Settings.* (2024). <https://childaustralia.org.au/wp-content/uploads/2024/03/A-Welcoming-Yarn-2016-Final.pdf>

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	AUG 24
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025

VERSION NUMBER	V8.4.24	
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • additional content added to Families will section- re: appropriate behaviour interactions between families and staff • minor formatting • sources checked and updated as required 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
APRIL 2023	<ul style="list-style-type: none"> • annual policy maintenance • minor formatting edits within text • additional information added from V2.0 MTOP • reference to MTOP (V2.0) updated • hyperlinks checked and repaired as required • Continuous Improvement/Reflection section added • Childcare Centre Desktop Resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 	APRIL 2024
APRIL 2022	<ul style="list-style-type: none"> • policy maintenance – change of policy name in related policies- <i>Dealing with Complaints</i> • minor formatting edits within text • hyperlinks checked and repaired as required 	APRIL 2023

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) POLICY

Everyone has the right to be treated equally and with respect. By helping children to appreciate and accept differences and similarities, we can help them to learn to make decisions on the basis of individual choice. Our Out of School Hours Care Service ensures inclusive practices which recognize and value the backgrounds and cultures of all children, staff and families. We strive to provide additional support to children and families for whom English is an additional language or dialect to ensure equitable learning outcomes.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

Interactions with children

Relationships in groups

Policies and procedures to be followed

RELATED POLICIES

Anti-bias and inclusion Policy Educational Programming Policy Family Communication Policy	Interaction with Children, Family and Staff Policy Multicultural Policy Respect for Children Policy
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PURPOSE

Diversity enriches life and culture. We aim to provide and promote an OSHC Service where children can realise their full potential regardless of gender, race and cultural background. We believe in honouring diversity, striving to engage in respectful interactions with children, educators and families. This will be reflected in our relationships with children and their families and in the resources, we provide for the children.

SCOPE

This policy applies to children and young people, families, educators, staff, the approved provider, nominated supervisor, management, students, volunteers and visitors of the OSHC Service.

IMPLEMENTATION

The term '*culturally and linguistically diverse*' (CALD) is commonly used to describe people who have a cultural heritage different from that of the dominant Anglo Australian culture, replacing the previously used term of people from a '*non-English speaking background*' (NESB).

'English as an additional language or dialect' (EAL/D) refers to children who speak some English but may require additional support to assist them develop proficiency in English.

Our OSHC Service recognises the cultural diversity of our community and implements strategies and programs to promote anti-racism, develop intercultural understanding and develop positive relationships between families, children and staff from all cultural backgrounds. We acknowledge that children from language backgrounds other than English, may require additional support to ensure their successful integration to our Service.

To create a welcoming and culturally inclusive environment for all children and families, our Service will:

- communicate effectively and sensitively with all people, recognising diverse ways of communicating and interacting across cultures
- provide translated copies of our *Family Handbook* to help explain routines and enrolment procedures
- create a space to display community information
- build knowledge about each child and family within our Service
- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and acknowledge the traditional custodians of the land
- contact our local Aboriginal Education Consultancy Group (AECG) to gain knowledge of cultural practices to assist our OSHC Service being culturally responsive.
- work collaboratively with culturally and linguistically diverse children and families to build culturally safe and secure environments
- invite community members and elders to our Service for professional learning and share every day practices, routines and rituals with children
- display a calendar of significant cultural events to share with all families and invite feedback for inclusion of other events
- discuss appropriate ways of acknowledging and celebrating these events with children and families
- display photos of children engaged in learning and annotate using languages spoken at home and in English
- learn how to pronounce children's names correctly

- learn greeting in the children's first language
- provide a welcoming physical environment that reflects diversity both indoors and outdoors.
- access translation and interpreting support services where required

THE APPROVED PROVIDER/ MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- enrolment and Orientation information can be translated into the family's home language
- if any family of a child enrolled at the OSHC Service is not fluent with the English language, policies and other service information will be provided to that family in a language that is readily understood by the family
- support is provided to the family to assist in completing forms and applications to Government agencies as required
- an interpreting service is accessible to ensure clear communication between the service and family. Support from interpreting services is available if communication is difficult between staff, children and families.
 - Translating and Interpreting Service: 131 450
 - Website: www.tisnational.gov.au
- general information, resources and support is obtained from the Department of Family and/or Community Services as required
- families have the opportunity to influence and shape the OSHC Service, to review service policies, and to contribute to service decisions with language not being a barrier or hindrance in the process
- all educators participate in professional learning to build their capacity to help build culturally inclusive environments and learning programs
- educators have an understanding of Aboriginal English
- our *Statement of Philosophy* is regularly reviewed to ensure it reflects the beliefs and values of all family's culture and language
- positive parent partnerships are developed to enrich children's development and wellbeing
- communicate effectively with our culturally and linguistically diverse community
- information, including brochures and factsheets are available to families about Community Services and resources to support parenting and family wellbeing in their chosen language
- the expertise of families is recognised, encouraging them to participate in decision making about their child's learning and wellbeing that are respectful to the family's cultural background
- families have opportunities and are supported to be involved in the program and in-service activities that are presented in a way that does not limit them to English speaking families

EDUCATORS WILL:

- respect cultural ways of *knowing, doing and being* and celebrate the benefits of diversity
- demonstrate a genuine commitment to embed Aboriginal and Torres Strait Island perspectives in all aspects of the curriculum
- respectfully display Aboriginal artwork and use Aboriginal resources (Aboriginal and Torres Strait Islander flags, local AECG information)
- work collaboratively with culturally and linguistically diverse children and families and demonstrate a commitment to develop their own cultural knowledge
- provide a program and environment that is inclusive and culturally safe for all children and families, promoting cultural competence and responsiveness
- gain knowledge of cultural practices and world views and engage children to learn about other cultures as well as their own
- consider the cultural and linguistic backgrounds of all children and young people enrolled in the OSHC Service and learn common words to assist the child and family
- be aware of interpretations of body language that may vary across cultures
- pronounce and spell children's name correctly
- find out which festivals are important to the children and families within the Service to include in the program
- use books, posters, and resources incorporating various languages in their classroom
- ensure that resources represent a variety of cultures and are available as part of the everyday program
- listen and respond to children- use short sentences, allow pause time to encourage response, listen intently

CONTINUOUS IMPROVEMENT/REFLECTION

Our *English as an additional language or dialect (EALD) Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Updates to My Time, Our Place. Framework for School Age Care in Australia V2.0](#)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Department of Education and Early Childhood Development, Victoria. *Learning English as an Additional Language in the Early Years (birth to six years)*. (2011). Victorian Curriculum and Assessment Authority.

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Giugni, M. (n.d.). Exploring multiculturalism, anti-bias and social justice in children's services:

<https://www.viac.com.au/resource/exploring-multiculturalism-anti-bias-and-social-justice-childrens-services>

New South Wales Department of Education. Multicultural Education. <https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect#EAL/D0>
 SNAICC- National Voice for our Children <https://www.snaicc.org.au/policy-and-research/early-childhood/>
 Victorian Curriculum and Assessment Authority. [Support for Children with English as an Additional Language at Transition to School](#)
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	AUG 24
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V9.02.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review • additional information added to demonstrate the practice of <i>cultural responsiveness</i> • additional information to reflect culturally safe environment • deleted statements that were repetitive • sources checked for currency and updated as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
FEBRUARY 2023	<ul style="list-style-type: none"> • annual policy review • Hyperlinks checked and repaired if needed • Continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 	FEBRUARY 2024	
FEBRUARY 2022	<ul style="list-style-type: none"> • Policy reviewed. No major changes • Sources checked for currency 	FEBRUARY 2023	

OPEN DOOR POLICY

We value and pride ourselves on our partnership with families. We believe families are children's first teachers and therefore we embrace parent, guardian and family involvement within our Out of School Hours Care (OSHC) Service. Participation by parents, guardians and other family members conveys a positive impression to children and allows them to feel supported and promotes a sense of belonging. Children feel supported and a sense of belonging and well-being is promoted.

We believe in offering an open-door policy welcoming family to visit the Service when it is convenient for them.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing
6.2.3	Community and engagement	The service builds relationships and engages with its community

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
155	Interaction with children
157	Access for parents
161	Authorisations to be kept in enrolment record
181	Confidentiality of records kept by approved provider

RELATED POLICIES

Child Safe Environment Policy Code of Conduct Dealing with Complaints Policy	Enrolment Policy Family Communication Policy Interactions with Children, Family and Staff Policy Orientation of Families Policy
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PURPOSE

To ensure the best care for children and families, we believe it is important to provide them with the opportunity to visit our facilities and participate in our program at a time that is appropriate for them. We encourage families to join in on our learning activities and celebrate events and special days with us.

SCOPE

This policy applies to children, families, staff, management, the approved provider, nominated supervisors, students, volunteers and visitors of the OSHC Service.

IMPLEMENTATION

We operate with an open-door policy, where families are welcome to visit our Service anytime during operating hours. There are many opportunities for family involvement, and we communicate these through regular newsletters, our communication board, and our digital app Xplor and Facebook. We recognise that time is valuable to all families, which is why we accommodate many forms of participation and contribution. Our Service is committed to creating and maintaining a child safe environment and embeds the Child Safe Standards.

“Children and young people thrive when families, approved providers, educators and teachers in schools, other professionals and the wider community work together in partnerships to support children and young people’s wellbeing, learning and development.”

(My Time, Our Place Framework for School Age Care in Australia, (MTOF), V2.0, 2023, p. 9).

THE APPROVED PROVIDER/MANAGEMENT AND EDUCATORS WILL ENSURE:

- educators, staff, students and volunteers have knowledge of and adhere to this policy
- families are aware of this *Open Door Policy*
- families are always welcome to spend time in the OSHC Service and share special moments with their children (provided recommendations from the Public Health Unit or other Government authority suggests families and visitors do not enter Early Childhood Education and Care Services (ECEC))
- families are aware of our open-door policy and are welcome to join in learning activities and celebrate events and special days held at the Service
- Families are provided with information about special days and events they may want to participate in. For example:
 - Celebration Night
 - Cultural visits
 - Incursions
 - Cooking Experience
 - Parent lead learning experiences

- a variety of activities within the Service are organised at different times of day and week to include as many parents as possible
- to prioritise children’s safety and provide a child safe environment
- that reasonable steps are taken to ensure any parent, family member or visitor that may pose a risk to the safety of the children and staff of the Service are not permitted entry.

FAMILIES CAN:

- Visit the Service during operating hours. This may include visiting their *already enrolled* child or as an enquiry prior to enrolment - subject to any Public Health Orders or Government recommendations for families or visitors not entering OSHC (e.g., during an outbreak of an infectious disease)
- Participate in our program by sharing their skills with the children. This may include playing an instrument, telling a story, sharing cultural traditions, cooking experiences, workshops etc.
- Make an appointment with management to discuss their child. This may include the child’s progress, concerns, setting goals, etc.
- Donate recyclable material that can be used within our teaching and learning program.
- Discuss any changes that have occurred in the child’s life, such as changes in family circumstances, moving to a new house, death of a family or friend etc.
- Attend any Service events and celebrations that are organised throughout the year.
- Share ideas and thoughts about the Service including policies and procedures
- Remain informed about what is happening within the Service through discussions, newsletters, social media etc.
- assist our Service provide a child safe environment by notifying management of any change to current court orders or parenting orders.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Open Door Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Family Conduct Guidelines

SOURCES

Australian Children’s Education & Care Quality Authority. (2014)
 Australia Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)
 Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023).
 Revised National Quality Standards. (2018).
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	AUG 24
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V7.11.23		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • updated content to reflect MTOP 2.0, 2023 • hyperlinks checked and repaired as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
NOVEMBER 2022	<ul style="list-style-type: none"> • annual policy maintenance • hyperlinks checked and repaired as required • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 	NOVEMBER 2023	
NOVEMBER 2021	<ul style="list-style-type: none"> • inclusion of Public Health Orders/Gov't recommendations that may prevent families/visitors from entering ECEC service during pandemic • National Regulations added • Reference to implementing Child Safe Standards added • Sources checked for currency 	NOVEMBER 2022	

ORIENTATION OF FAMILIES

Happy Valley Out of School Hours Care (OSHC) Services provide high quality care for children before and after school, on pupil free days and during school holidays as Vacation Care programs. Enrolment and orientation to the OSHC Service is an exciting and sometimes, an emotional time for children and families whether they attend only occasionally or on a regular basis. It is important to manage this time with sensitivity and support, building partnerships between families and the OSHC Service. Such partnerships enable the OSHC Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents

RELATED POLICIES

Administration of Medication Policy	Enrolment Policy
Anaphylaxis Management Policy	Family Communication Policy
Asthma Management Policy	Incident, Injury, Trauma and Illness Policy
Child Safe Environment Policy	Open Door Policy
Code of Conduct Policy	Payment of Fees Policy
Delivery of Children to, and Collection from EEC	Privacy and Confidentiality Policy
Service Premises Policy	Sick Children Policy

PURPOSE

We aim to ensure children and families are provided with an orientation procedure that allows the family to transition into the Out of School Hours Care Service positively and well-informed, meeting the children and families' individual needs. We strive to establish respectful and supportive relationships between families and the Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider and nominated supervisor of the OSHC Service.

IMPLEMENTATION

Orientation is an important process for children, families and educators to gain vital information about the individual child's needs, interests and strengths. To enable children to feel safe and secure, and to set the foundations for a trusting partnership, we feel that it is necessary for the family to attend an orientation visit. This visit, or visits, assist the child to adjust to a new setting and helps to make the transition from home to the Service and from school to the Service a smooth and positive experience.

During orientation, educators will discuss the following in order to gain a better understanding in supporting the family:

- the cultural and/or linguistic background for families from non-English speaking backgrounds (external support may be required)
- the family's needs in relation to work or other commitments
- days and sessions Out of School Hours Care is required
- any additional needs of the child and/or their family
- any court orders, parenting orders that are applicable to the child
- service philosophy and curriculum
- the child's interests
- family goals and expectations
- any allergies or dietary needs for the child
- emergency or health care plans for the child, if relevant
- the Service's before and after school care routines.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL ENSURE:

- educators, staff, students and volunteers have knowledge of and adhere to this policy

- families are aware of this *Orientation of Families Policy*
- the orientation process is well organised, flexible, and informative
- the child and family visit the Service and familiarise themselves with the environment. The child may participate in the activities and experiences if they feel comfortable.
- the family and child/children are introduced to the educators at the Service
- to create a welcoming environment and interact positively with the child and family
- the child and family are respected at all times, acknowledging the individuality of each parenting style
- families are provided with detailed and up to date information about the service and its operations (Family Handbook)
- families are encouraged to phone, email, or visit the Service as often as they like when their child has commenced care
- families are reassured that if the child is distressed over a long period of time the educators will contact them
- support agencies are contacted for children with additional needs
- families know how to provide feedback
- families are informed that critical information from their child's enrolment form is communicated with educators- (emergency contacts, authorised nominees, court orders, immunisation status, medical and health conditions where relevant)

EDUCATORS WILL:

- greet children and families upon arrival
- create a welcoming and inviting environment
- discuss with families the best transition process for their child
- encourage families to stay as long as they need to in order to reassure their child
- encourage families to say good-bye to the child when dropping off
- phone families if the child remains distressed
- seek information about the child and family throughout the orientation process

DURING THE ORIENTATION OF THE SERVICE, FAMILIES WILL BE:

- provided with the link to enrol at the service (assistance to complete this form is available if required)
- provided with an outline of the OSHC Service policies, which will include, but not limited to: Payment of Fees, Sun Safety, Incident, Injury, Trauma and Illness, Safe Transportation and Medical Conditions Policy

- advised of the procedure for arrival and departure of children to and from before and after school care, including additional procedures for the safe delivery and collection of Kindergarten and additional needs children
- provided with information about Child Care Subsidy (CCS) and [myGov website](#)
- provided with a Family Handbook
- asked to provide their child's immunisation history statement when enrolling their child- Australian Childhood Immunisation Register
- shown the signing in/out process
- provided with information about the software app our Service uses for CCS, communication with parents called Xplor
- informed about policies regarding children bringing in toys from home
- informed about wearing sun safe/ school hats and application of sunscreen
- introduced to the child's educators
- taken on a tour around the Service
- shown where children's bags and belongings will be kept each day/session
- informed about meals (breakfast and afternoon tea) and drinks provided by the Service
- required to discuss medical management plans and allergies (if applicable)
- introduced to the before and after school care routines and Service program. This includes the planning cycle.
- informed about communication methods including meetings, interviews, newsletters, emails, Xplor etc.
- invited to set family goals for their child
- asked to confirm their preferred method of communication.

EVALUATION AND FOLLOW UP

Once the child has attended the Service for a few days, educators will ensure they:

- speak directly with the family to ask how their child and the family has settled into the before and/or after school care routine
- welcome any questions or concerns the family may have
- provide information to the family of how their child has settled in these early days (interests, friends, games they enjoy playing, craft activities etc.)
- request families to offer suggestions of how the Service could improve the orientation process (provide families with an Orientation Survey to complete).

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Orientation of Families Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australia Children's Education & Care Quality Authority. (2014).

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

Revised National Quality Standard (2018).

The Australian parenting website Raising children

<https://raisingchildren.net.au/preschoolers/play-learning/preschool/starting-preschool>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	AUG 24
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V3.11.23		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • updated sources as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
NOVEMBER 2022	<ul style="list-style-type: none"> • annual policy maintenance • minor formatting edits within text • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' • removed Orientation Survey from Appendix 	NOVEMBER 2023	
FEBRUARY 2022	<ul style="list-style-type: none"> • New policy created for OSHC services 	NOVEMBER 2022	

TERMINATION OF ENROLMENT POLICY

Our Out of School Hours Care (OSHC) Service is dedicated to developing a respectful and effective partnership between the family and Service. This partnership supports children's inclusion, access, engagement and participation in the Service. Management implements systems to manage risks whilst promoting the health, safety and wellbeing of all children and all staff associated with our Service.

There may be some circumstances where this is compromised due to non-compliance of our policies and management may be required to terminate a child's enrolment. The OSHC Service will adhere to policies and procedures to ensure a fair, ethical, and appropriate decision is made.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is respected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interaction with children
168	Education and care service must have policies and procedures
177	Prescribed enrolment and other documents to be kept by approved provider
181	Prescribed enrolment documents to be kept by the Approved Provider
183	Storage of records and other documents

RELATED POLICIES

Anti-Bias and Inclusion Policy	Enrolment Policy
Additional Needs Policy	Payment of Fees Policy
Behaviour Guidance Policy	Withdrawal of a Child Policy
Code of Conduct Policy	Work, Health and Safety Policy

PURPOSE

'All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child's growing competence, confidence and independence.' Quality Area 2, ACECQA.

We have the legal duty to ensure the health, safety and wellbeing of children, educators, families, coordinators and volunteers at our OSHC Service. To promote respectful and effective partnerships with families, we ensure that each child and family participate in a comprehensive induction including detailing our terms of enrolment, as per our legal agreement, which advises families on the Services' right to terminate a child's enrolment if a service policy has been breached.

SCOPE

This policy applies to children, families, staff, management, the Approved Provider, Nominated Supervisor and visitors of the Service.

IMPLEMENTATION

THE APPROVED PROVIDER, NOMINATED SUPERVISORS AND EDUCATORS WILL:

- ensure educators, staff, students and volunteers have knowledge of and adhere to this policy
- ensure families are aware of this *Termination of Enrolment Policy*
- work in partnership with families to promote inclusion of all children within the OSHC Service
- use positive language and a range of communication strategies with children and families to ensure positive relationships
- discuss concerns or issues of non-compliance with management before communicating with families
- document all communication and meetings (informal and formal) with families and outside professional support
- access external professional support to ensure child's inclusion in the Service's program
- document proposed strategies and practices suggested to resolve any issue
- develop individual educational plans for children as required (refer to Behaviour Guidance Policy; Additional Needs Policy, Anti bias and Inclusion Policy)
- remind families of our *Code of Conduct Policy* and *Family Conduct Guidelines*
- document evidence of non-compliance, events, behaviour, grievances and observations.

- ensure minutes are collected and signed by all parties present at meetings to ensure a true and accurate record of the meeting.
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised.

BEHAVIOUR GUIDANCE

There are times when children's behaviour requires guidance, which will always be undertaken according to the Service's policies and procedures. Every effort will be made to deal with the behaviour using positive guidance and working closely with families to implement a plan in order to help rectify any unacceptable behaviour. If the child's behaviour continues to be disruptive and harmful and the safety of other children and staff is compromised, we reserve the right to ask you to withdraw your child from the OSHC Service.

OUT OF SCHOOL HOURS POLICIES AND PROCEDURES

Our OSHC Service has a range of policies and procedures to ensure the safety, welfare, and wellbeing of children, educators, families and visitors. We reserve the right to terminate a child enrolment if at any time a Service policy has been breached.

This may include:

- failure to comply with the enrolment contract
- disparaging or hurtful behaviour of a child that continues even with parent collaboration in stopping the behaviour
- non-payment of childcare or late fees and/or recurring late payment of fees
- continuing to pick up the child past the required licensed time following multiple warnings
- inability to meet the child's needs without family support and commitment to ensure their child receives the best possible support within our Service
- deliberate impertinence towards the approved provider or educators/educator assistants- (Code of Conduct)
- consistent child-rearing style differences between the parent and provider
- false information given by a parent either verbally or in writing
- bullying and/or harassing OSHC educators, children or families enrolled at the Service

TERMINATION NOTIFICATION

The Approved Provider or Nominated Supervisor will advise families in writing that their child's enrolment will be terminated following all attempts to rectify any non-compliance.

Two weeks' notice will be provided to families, unless the safety and wellbeing of other children, educators or other families are at risk. In this case, an immediate termination of enrolment may apply.

Any outstanding fees will be provided to families and remain due to be paid upon termination of enrolment. The initial Bond payment made on enrolment will not be refunded until any outstanding fees are paid.

TERMINATION ADVISED BY THE FAMILY

Families are advised upon enrolment of the withdrawal of enrolment conditions. Families are required to provide two (2) weeks written notice of termination of enrolment. Families will abide by the conditions set within the *Withdrawal of a Child Policy*.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Termination of Enrolment Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Family Exit Survey Family Conduct Guidelines	Termination of Enrolment Procedure Termination of Enrolment Letter Termination of Enrolment Form
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SOURCES

Australian Children's Education & Care Quality Authority. (2014).
 Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Early Childhood Australia Code of Ethics. (2016).
[Education and Care Services National Regulations](#). (Amended 2023).
 Education and Care Services National Law Act 2010. (Amended 2023).
 NSW Government. Anti-Discrimination Act 1977. No 48.
<https://www.legislation.nsw.gov.au/#/view/act/1977/48/full>
 Revised National Quality Standard. (2018).
 Work Health and Safety Act 2011 <https://www.legislation.gov.au/Details/C2017C00305>
[Western Australian Education and Care Services National Regulations](#) Australian Children's Education & Care Quality Authority. (2014).

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	AUG 24
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V6.11.23		

MODIFICATIONS	<ul style="list-style-type: none"> annual policy review- no major changes sources checked for currency and updated as required 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
NOVEMBER 2022	<ul style="list-style-type: none"> policy maintenance - no major changes to policy continuous improvement/reflection section added Childcare Centre Desktop Related Resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources' 	NOVEMBER 2023
NOVEMBER 2021	<ul style="list-style-type: none"> additional sections added: termination advised by family sources checked for currency 	NOVEMBER 2022