



FAMILY HANDBOOK

Quality Area 6: Collaborative Partnership with Families

Welcome | Our Family Handbook explains important information to assist you and your child's transition into care at Mount Beauty Primary School Council Combined OSHC Services.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how the Service operates. You will be required to sign and return the form on the last page of the handbook to confirm you have read and understand the information you have been given in your enrolment pack.

We have an open-door policy. You and your family are welcome to visit our Service at any time.

SERVICE INFORMATION

Our Service caters for children aged 3 to 13 years (and still enrolled at Primary School).

Opening times:

SERVICE	BEFORE SCHOOL CARE	AFTER SCHOOL CARE	PUPIL FREE DAYS / VACATION CARE
MOUNT BEAUTY	6:00am - 9:00am	3:20pm - 7:30pm	6:00am - 7:30pm
TAWONGA	6:00am - 9:00am	2:15pm – 6:30pm	6:30am - 6:30pm
DEDERANG	6:00am - 9:00am	3:30pm – 6:30pm	6:30am - 6:30pm

We are closed on Victorian Public Holidays and for 3 weeks over the Christmas / New Year Period.

CONTACT INFORMATION

Phone: Mount Beauty – 0407 336 403 Tawonga – 0429 018 724 Dederang – 0437 009 591

Kath Lewinson (Manager): 0418 399 861 **Walailuck Borrell (Administrator):** 0438 968 019

Email: Kathleen.Lewinson@education.vic.gov.au

Website: [Outside School Hours Care \(mtbeautyps.vic.edu.au\)](http://OutsideSchoolHoursCare(mtbeautyps.vic.edu.au))

Approved Provider Representative: Carolyn Serpell Carolyn.Serpell@education.vic.gov.au

Nominated Supervisor/Educational Leader: Kathleen Lewinson Kathleen.Lewinson@education.vic.gov.au

OSHC Administrator: Walailuck Borrell Walailuck.Borrell@education.vic.gov.au



SERVICE PHILOSOPHY

Mount Beauty Primary School Council Combined OSHC Services believe that our OSHC Service is a valuable and integral part of our three Schools and local community.

We provide high quality inclusive care for all children that allows them to have fun, develop friendships and build life skills. We value the importance of learning through play and recognise the importance of experiences in the early childhood years. We collaborate with children and families to develop and provide play experiences and choices that are meaningful to children and support their wellbeing, learning and development.

We foster's children's autonomy and development, by providing a program that is reflective of *My Time, Our Place - Framework for School Age Care in Australia*. We support and encourage all children to have: a strong sense of identity and well-being; be connected to and contribute to their world; be involved learners and effective communicators.

We provide an inclusive, safe, nurturing and stimulating environment, encouraging and valuing the unique qualities, emotions, abilities and diversity of all our children and their families, by providing a well-balanced, stimulating program, full of developmentally appropriate experiences, encompassing all aspects of the child's, physical, social, emotional, cognitive, creative and language skills. We work collaboratively with groups and services in our local community, meeting the needs of families when additional support is required.

We encourage and support all children to develop a sense of self-worth, independence, responsibility and respect for others and the environment, by developing self-help, negotiation and problem-solving skills, whilst forming stable caring relationships with educators and other children and understanding the differences in culture, language, gender, age, needs and ability.

We welcome all families and educators to our service, encouraging their involvement and participation. Respecting and accommodating the culturally diverse practices of all families and educators.

Our educators recognise children as individuals and have an understanding of their needs. They work as a flexible member of our team. They are sensitive to the needs of families and the community and are able to respond to these needs through open communication.

Our service promotes awareness and knowledge of the need for and value of quality childcare within our community. We are sensitive and responsive to the wide range of social and cultural backgrounds of our community and their ever-changing needs.



FEES

Please see our Centre Information for our current fee structure, located at every service or [Outside School Hours Care \(mtbeautyps.vic.edu.au\)](#)

Families are required to complete the online Child Care Subsidy assessment via the [myGov](#) website prior to starting at the Service. This will determine your eligibility and level of Child Care Subsidy entitlement.

On enrolment we will need the Customer Reference Number (CRN) of the person linked with the child, as well as the child's CRN so we can confirm registration and ensure that you are receiving the appropriate subsidy.

CHILD CARE SUBSIDY (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are three factors that will determine a family's level of Child Care Subsidy, which include:

1. Combined Family Income
2. Activity Test
3. Service Type

Transitioning to Child Care Subsidy requires families to provide information and confirm current details by using your Services Australia online account through [myGov](#). Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of childcare your family uses.

ALLOWABLE ABSENCES

You can be paid for any absence from approved care your child attends for up to 42 days per child per financial year. Additional absences beyond 42 days for certain reasons may be approved and paid. Please talk to us about the additional absences.

You can access your child's absence record on your online statement by selecting 'View Child Care Details and Payments' on your [Self-service - Services Australia](#). You can also do this using the [the Express Plus Centrelink mobile app](#).

REGULATORY AUTHORITIES

Our Service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework, the Education and Care Services National Regulations and the Education and Care Services National Law.



Our Service is regulated by the Australian Children's Education and Care Quality Authority (ACECQA) as well as the Department of Education and Training Victoria. To contact our Regulatory Authority, please refer to the contact details below:

Department of Education and Training

GPO Box 4367, Melbourne Vic 3001

<https://www.education.vic.gov.au/childhood/providers/regulation/Pages/default.aspx>

email: licensed.childrens.services@education.vic.gov.au

Phone: 1300 307 415

SERVICE CLOSING TIME AND LATE FEES

Please be aware that Mount Beauty closes at 7:30pm and Tawonga and Dederang close at 6:30pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after closing time. A late fee is incurred for children collected after closing time.

The fee is \$10 per child for every 10 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as staff members are required to remain at the Service until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, then we will contact Department of Human Services and the Police to take responsibility of your child.

CONFIDENTIALITY

We are committed to protecting your privacy. We support and are bound by privacy laws to ensure strict confidentiality is maintained.

To plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file.

SERVICE POLICIES AND PROCEDURES

You will find a copy of our Service policies and procedures on the sign-in desk. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide



by the National Law and Regulations.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our Service and may lead us to change our policies and procedures.

ENROLMENT INFORMATION

Prior to commencing at our Service, you will be required to complete all enrolment documentation using our software provider: <https://www.owna.com.au/enrol/mountbeautyprimaryschooloshc.html>

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify the Nominated Supervisor or Administrator of any changes to enrolment information including:

- Address
- Health
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.

It is essential that we have copies of your child's immunisation status and any medical management plans. We are also required to have certified copies of any court orders relating to the child.

GOAL FOR YOUR CHILD AT OUR SERVICE

"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being."

Maria Montessori

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances.

In the school age care setting 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's wellbeing, development and learning'. (My Time Our Place Framework p.7)

We will create a range of short and long-term goals for your child that we will program to and observe on, which will be based on the outcomes in the My Time Our Place Framework and include:

- Mutual respect and empathy
- A sense of self worth
- Social awareness
- Importance of sustainability



- Self-discipline
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning
- Concern and responsibility for self and others

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with families; children's first and most influential educators.

EDUCATIONAL PROGRAM

We follow the My Time Our Place Framework (MTOP) as per our programming policy. The Framework has been designed for use by school age care educators working in partnership with children, their families and the community, including schools. It represents Australia's first national framework for school age care to be used by school age care educators, and aims to extend and enrich children's wellbeing and development in school age care settings.

This Framework is linked to the Early Years Learning Framework which focuses on children from birth to five years. It extends the principles, practices and outcomes to the contexts and age range of the children and young people who attend school age care settings. Further, the National Quality Standard for Early Childhood Education and Care and School Age Care supports the implementation of this national framework by ensuring that necessary environments, facilities, staffing arrangements, resources and management structures are in place.

We are committed to providing a developmental and educational program, which caters for each child's individual needs, abilities and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and Educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices will provide the



children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

If we as Educators have any areas of concern, we will inform you and advise where help may be pursued, e.g. speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

MY TIME OUR PLACE FRAMEWORK

Fundamental to the Framework is a view of children and young people's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning take place through these relationships, particularly within families, who are children's first and most influential educators. As children and young people participate in everyday life, they develop interests and construct their own identities and understandings of the world. A vision for children and young people's play and leisure is provided in the MTOP Framework: *"All children and young people engage in learning through play and leisure that promotes creative and confident individuals and successful lifelong learners. All children and young people are active and informed members of their communities, with knowledge of Aboriginal and Torres Strait Islander perspectives."* (MTOP, 2022, p. 6).

BELONGING

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. In school age care, and throughout life, relationships are crucial to a sense of belonging. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. Belonging is central to being and becoming in that it shapes who children are and who they can become.

BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. During the school age years children develop their interests and explore possibilities. School age care settings give children time and place to collaborate with educators to organise activities and opportunities meaningful to them.

BECOMING

Children's identities, knowledge, understandings, dispositions, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* acknowledges



children and young people's ongoing learning and development. It emphasises the collaboration of educators, children and young people and families to support and enhance children and young people's connections and capabilities, and for children and young people to actively participate as citizens.

(MTOP, 2022. V.2.0. p. 7)

Outcome 1: Children and young people have a strong sense of identity

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

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

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

Outcome 3: Children and young people have a strong sense of wellbeing

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

Outcome 4: Children and young people are confident and involved learners

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

Outcome 5: Children and young people are effective communicators

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

PARENT PARTICIPATION



The Service has an Open Door Policy and actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills and experiences that the children and the program will benefit from.

Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings at a time that suits you throughout the year and offer email, SMS, Newsletters, Day Book Journals and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in the Policy Folder on the sign-in desk. You are welcome to take a copy home and review at your leisure.

FAMILY SKILLS, INTERESTS AND TALENTS

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

Your occupation or hobby

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

Your home culture

Your home culture is most welcome in our Service. We would greatly appreciate if you were able to share with our Service aspects of your culture and family life. This would assist us to enrich the lives of all our families and children.

Recyclable items



We are always on the lookout for recyclable items for the service. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

SPECIAL EVENTS

Our Service organises special events throughout the year. Keep an eye out, as your child is sure to be a star!

SUGGESTIONS

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service please let us know.

If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns

COMMUNICATION

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

We have many types of communication we use for families, which include:

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|---------------|-------------------|
| * Newsletters | * Face to face |
| * Phone calls | * Daily reports |
| * Emails | * Formal meetings |
| * Letters | |

COURT ORDERS

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service. *Without a Court Order we cannot stop a parent collecting a child.*

ARRIVAL AND DEPARTURE

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

No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor.

PREPARING YOUR CHILD FOR OUTSIDE-SCHOOL HOURS CARE

Orientation is an important start for your child and family to connect to our Service. We encourage each



child to attend the Service in the company of a family member three times before they start the day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with Educators so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child (only) in our environment to show and discuss at home.

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

SAYING GOODBYE

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set a routine, so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

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

WHAT TO BRING TO THE SERVICE

Backpack

Please ensure it is large enough to hold all their belongings and is clearly labelled.

Morning and afternoon tea and lunch

We encourage families to pack nutritious foods for their children. We also have an in-house chef, who prepares all snacks for Before and After School Care, and lunches during Vacation Care.

Clothing

It is helpful to your child if they are dressed in non- restrictive, serviceable and easy to wash clothes so that



they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop and jump as well as being easy for the child to take off and put on by themselves.

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

Spare clothes

Every now and then accidents occur and it may be necessary for your child to get changed into a fresh set. Please include a complete change of clothes every day which can stay in your child's bag ... just in case!

TOYS

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

BEHAVIOUR GUIDANCE

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

PHYSICAL PLAY

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experiences, on a daily basis for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

- | | |
|--|--|
| ▪ Develop strong bones and muscles | ▪ Develop spatial awareness |
| ▪ Improve strength and balance | ▪ Develop mathematical concepts |
| ▪ Develop Flexibility and coordination | ▪ Learn to cooperate and share with others |
| ▪ Develop Fundamental Movement Skills | ▪ Promote healthy growth and development |



- Be confident as they learn to control their bodies and understand their limits

SUSTAINABILITY

Our Service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching.

In order to empower our sustainability program we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.

SUN SAFETY

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturers recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

SUN HAT

As per our SunSmart Policy, a sun protective hat must be worn every day when playing outside, from 1st October to 30th April, for protection against the sun. Please make sure to include it in your child's bag every day regardless of the weather conditions during this time period.

WHEN SHOULD I NOT SEND MY CHILD TO THE SERVICE?

Our Service is a busy and demanding day for the bodies and minds of our children, we are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

To try and prevent the spread of disease, please monitor your child's health and watch for:

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

Please do not bring your child to the Service if they display any of the above symptoms. If a child becomes



ill whilst at the Service the child's parents or person responsible for the child will be contacted to organise collection of the child. If the child is unable to be collected, educators will contact the child's emergency contact for collection. When your child is collected, you will be provided with an *Injury, Incident, Trauma and Illness Record* completed by the educator which includes information about your child's illness, their symptoms, general behaviour and any action taken. You will be requested to sign and acknowledge the details in this record. If your child becomes ill whilst at school and returns home, please ensure our Service is aware.

Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been had diarrhoea and/or vomiting, they will be excluded until there has not been any diarrhoea or vomiting for at least **24** hours. For certain illnesses, a medical clearance certificate may be required before your child returns.

INFECTIOUS DISEASES

The National Health and Medical Research Council have supplied the following information regarding: Exclusion from the Service of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following infectious diseases so that we can notify the Public Health Unit and other families of any infectious disease/illness. (Confidentiality is always maintained).

[Exclusion for common or concerning conditions](#) (Australian Government, National Health and Medical Research Council, Staying Healthy 6th Edition 2024)

CONDITION	EXCLUSION
Chicken pox	Exclude until all blisters have dried – this is usually at least 5 days after the rash first appeared in non-immunised children, and less in vaccinated children. See the guidelines for contact exclusions
Conjunctivitis or eye discharge	Exclude until discharge from the eyes has stopped (unless a doctor has diagnosed non-infectious conjunctivitis)
Ear infection	Not excluded unless they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding)
Fever	Exclude until the temperature remains normal, unless the fever has a known non-infectious cause. If the child has gone home from the Service with a fever but their temperature is normal the next morning, they can return to the Service.



	If the child wakes in the morning with a fever, they should stay home until their temperature remains normal. If a doctor later diagnoses the cause of the child's fever, follow the exclusion guidance for that disease.
Gastroenteritis ('gastro') • Campylobacter infection • Cryptosporidiosis • Giardia infection (giardiasis) • Rotavirus infection • Salmonella infection (salmonellosis) • Shigella infection (shigellosis)	Exclude until there has not been any diarrhoea or vomiting for at least 24 hours Check if your state or territory has different requirements for gastroenteritis
Norovirus infection	Exclude until there has not been any diarrhoea or vomiting for at least 48 hours
Hand, foot and mouth disease	Exclude until all blisters have dried
Head lice	Not excluded, as long as effective treatment begins before the next attendance at the Service. The child does not need to be sent home immediately if head lice are detected
Hib (Haemophilus influenza type b)	Exclude until the person has received treatment for at least 4 days
Measles	Exclude for at least 4 days after the rash appeared. See the guidelines for contact exclusions
Meningitis (viral)	Exclude until person is well
Meningococcal infection	Exclude until the person has completed antibiotic treatment
Mumps	Exclude for at least 9 days or until swelling goes down (whichever is sooner)
Pneumococcal disease	Exclude until person has received antibiotic treatment for at least 24 hours and feels well
Rash	Not excluded unless combined with other concerning symptoms (fever, tiredness, pain, poor feeding)
Respiratory conditions and	If a person has respiratory symptoms (cough, sneezing, runny or blocked



infections • Bronchitis and bronchiolitis • Common cold • COVID-19 (also refer to state or territory advice) • Croup • Flu (influenza) • Human metapneumovirus • Pneumonia • RSV (respiratory syncytial virus)	nose, sore throat), exclude them only if: • the respiratory symptoms are severe, or • the respiratory symptoms are getting worse (more frequent or severe), or • they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) Otherwise, do not exclude. A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the Service
Shingles (zoster infection)	Exclude children until blisters have dried and crusted. Adults who can cover the blisters are not excluded (they are excluded if blisters cannot be covered) See the guidelines for contact exclusions
Skin-related infections • Cold sores (herpes simplex)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot maintain these practices (for example, because they are too young), exclude until the sores are dry. Cover sores with a dressing, if possible.
• Fungal infections of the skin or scalp (ringworm, tinea, athlete's foot) • Impetigo (school sores) • Scabies and other mites causing skin disease	Exclude until the day after starting treatment For impetigo, cover any sores on exposed skin with a watertight dressing
• Warts	Not excluded
Strep throat	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well
Whooping cough (pertussis)	Exclude until at least 5 days after starting antibiotic treatment, or for at least 21 days from the onset of coughing if the person does not receive antibiotics.



	See the guidelines for contact exclusions
Worms	Not excluded

IMMUNISATION

When enrolling your child at our OSHC Service you will be asked to provide an Immunisation History Statement as recorded on the [Australian Immunisation Register \(AIR\)](#) to prove that your child is up to date with their scheduled immunisations. This statement is available through your online Medicare account through [myGov](#).

For eligibility for Child Care Subsidy and other family payments, immunisation must be in accordance with the National Immunisation Program (NIP) Schedule.

If your child is not fully immunised and an outbreak of a vaccine preventable disease occurs at the Service, your child will be considered as not being immunised and will not be able to attend the Service.

MEDICATION

If your child requires medication whilst at our OSHC Service, you must complete an *Administration of Medication Record* to give your consent for an educator to administer prescribed medication to your child. Medication must be given directly to an educator for appropriate safe storage. Under no circumstances should medication be left in children's bags.

Educators can only administer medication that is:

- prescribed by a registered medical practitioner (with instructions attached to the medication or in written form from the medical practitioner)
- in its original packaging and have the original label clearly showing your child's name
- before the expiry/use by date.

If the child is also required to take the medication during school hours, an educator will take/collect the medication to/from the school office.

Any child's prescribed medication such as asthma inhalers, adrenaline auto injectors (EpiPen) or Insulin (for diabetes), must accompany the child each day to our Service or parents ensure our Service has adequate supplies of the required medication at all times.

Upon collection of your child at the end of the day, you or an authorised person will be requested to sign the *Administration of Medication Form*.



Children may self-administer medication provided written authorisation is provided on the child's enrolment form. Medication must be provided to educators at the start of the session. An *Administration of Medication Record* must be completed at the start of the session and at the end of the session to acknowledge the dose and time medication was administered.

INCIDENTS, INJURY OR TRAUMA

We aim to minimise the risk of accidents and injury as much as possible however, through play, exploration and adventure, children sometimes have accidents. We always have an educator with a First Aid, emergency asthma, anaphylaxis management and CPR qualification on shift at all times we provide education and care to children. First Aid kits are located throughout the OSHC Service.

In the event of a minor injury, first aid will be provided as required. An Incident, Injury, Trauma and Illness Record will be completed and when you collect your child, you will be notified about the injury and asked to acknowledge and sign the record. If your child injures their head, even if it is a small bump, you will be contacted to advise you of the injury. Our educators will continue to monitor your child closely and advise if you should come and collect them.

If an injury or incident is serious and we believe urgent medical attention is required, the nominated supervisor will contact an ambulance immediately. We will then attempt to contact a parent or guardian or an authorised nominee to advise of the situation. If you are unable to meet the ambulance at the Service, we will send one of our educators/staff members to accompany your child in the ambulance. Please note that Ambulance cover is the responsibility of each family.

An Incident, Injury, Trauma and Illness Record will be completed, and a parent will be required to acknowledge and sign this record. A copy of any documentation from the hospital or treating doctor will also be requested. Our Service will also be required to notify the Regulatory Authority in the event of any serious incident or injury. In these circumstances, you may be contacted by our approved provider and the Regulatory Authority to follow up the incident and actions taken by our Service.

EMERGENCY AND EVACUATION PROCEDURES

Our Service conducts risk assessments regularly and develops emergency management plans for a range of possible hazards. Throughout the year we follow our policies and procedures to carry out emergency and evacuation drills. These may occur at any given time throughout the Before/After/Vacation School Care session. Emergency and evacuation drills are carried out in a well-organised and orderly manner and will simulate a range of possible emergency situations such as fire (bush fire), lock down or flood. Under regulations, we are required to practice emergency and evacuation drills every three months.



Educators are trained to use the fire extinguishers that are in the Service. An emergency evacuation plan and lock down procedure are displayed in every room and exit locations are clearly indicated.

DROP OFF AND PICK UP TIME

We ask that parents be extremely mindful of danger when arriving and departing from our OSHC Service and closely supervise your child/ren. Children and young people will be effectively supervised at all times while attending the OSHC Service.

- Please always hold young children's hands in the carpark area
- Be alert of reversing drivers in the car park as it is very difficult to see small children
- Use the kerbside, rear passenger door
- Never leave a child or infant in the car unattended
- Never leave the front entry door/gate open
- Always do a visual check around your vehicle before driving
- Please ensure children do not enter areas in the Service that are for adults/staff only.

WORKPLACE HEALTH AND SAFETY

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practices, the safety of buildings and equipment or general work health and safety issues, please contact the Nominated Supervisor immediately.

EDUCATOR RATIO AND QUALIFICATIONS

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend regular meetings.

Our Educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development.

For further details on the qualifications of the Educators, please see our Nominated Supervisor.



PARENT ACKNOWLEDGEMENT

I/We have read this handbook carefully and agree to comply with the requirements set out in this handbook and in the Mount Beauty Primary School Council Combined OSHC Services policies.

I/We understand the commitment that you are undertaking and your responsibilities to the Service.

I/We have completed the enrolment form and provided the required documentation for our child/ren.

I/We agree to notify Mount Beauty Primary School Council Combined OSHC Services of any changes that may affect the education and care of our child (changes to court order, parenting orders, authorised nominees, Medical Management Plans, medication etc).

ACKNOWLEDGEMENT OF FAMILY HANDBOOK			
I have read and understood the information in this handbook and agree to the terms and conditions provided in relation to my child/ren's enrolment.			
Child's name			
Parent/Guardian 1 name		Date	
Parent/Guardian 1 signature			
Parent/Guardian 2 name		Date	
Parent/Guardian 2 signature			

Nominated supervisor name		Date	
Nominated supervisor signature			

Please list what skills talents, interest and culture that you and your family (not forgetting grandparents) are able to share with the Service.
