Wangala
PRIMARY SCHOOL

Outside School Hours Care Policy
Education Program and Practice

Purpose

Wangala Primary School Outside School Hours Care plan and deliver an education and care program, where children have access to a wide variety of safe, stimulating resources and opportunities that are developmentally appropriate and cater to the social, intellectual, physical, recreational and emotional needs and interests of all children present. (R73)

Educators and staff will reflect on the approved learning framework, the Framework for School Aged Care, (My Time Our Place), when developing the program for each program. This will include a cycle of documentation that will meet the requirements of the National Quality Standards.

A suitably qualified and experienced Educational Leader will be identified for the service (as per the Educational Leader Policy)

Procedures

Programs are planned and delivered according to regulatory requirements, relevant approved learning frameworks and the needs and interests of children. These programs are documented and available to all relevant staff and parents/carers. Program planning is to be guided by our service philosophy which was developed in collaboration with all staff members, parents and children. The program will be developed in collaboration with children, parents and staff.

- A suitability qualified Educational Leader will have a current program on display in a prominent position at all times the service is operating. Team members will be able to discuss the program informally or by appointment with families.
- The program is evaluated regularly by educators, children and families. Critical reflection of all aspects of the program is conducted on a regular basis.
- Using 'My Time Our Place' will ensure Team Members will strive to provide high-quality outcomes that will guide children's learning and wellbeing. All Team members will be actively involved in circular planning, development and implementation of the program.
- Through the Framework, opportunities provided within the program will ensure children:
    - Develop a strong sense of identity;
    - Are connected and are contributing to their world;
    - Have a strong sense of wellbeing;
    - Are confident and involved learners;
    - Are effective communicators.
- Educator practice supports the growth, wellbeing and development of children.
- Educators encourage independence, co-operation, the development of positive peer relationships, skill development and an appreciation for physical activity and wellbeing.
- Children will be actively supervised at all times.
- Children are encouraged to leave expensive toys, gadgets and games at home. The service is well resourced, and these items do not support an interactive, educational program. Wangala Primary School Outside School Hours Care is not responsible for any loss/ damage to these items.
- Families are asked to contribute to the planned program development, through surveys and verbal feedback, noted by educators.

- Furthermore, we recognise the importance of play-based learning, discovery learning and socialisation that occurs at the program.

As well as a wide variety of planned program, spontaneous experiences and leisure play for the children will:

- Take a holistic view of children's learning, focusing on their physical, personal, social, emotional and wellbeing;
- Include a variety of routines, activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles;
- Include activities which will promote life skills. Activities will;
    - Demonstrate flexibility in service delivery by incorporating children's ideas, culture and interests to ensure the experiences are relevant and engaging;
    - Promote each child's sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, diversity, views and abilities of all children;
    - Provide a variety of indoor and outdoor experiences, use open-ended resources, ensure that natural materials are accessible at all times and suited to the age, developmental ranges and diversity of all children;
    - Provide appropriate opportunities for children to foster independent and group play to follow and extend their interests;
    - Provide appropriate opportunities for children to participate in physical play, accepting and acknowledging each child's level of participation according to their abilities and interests;
    - Provide appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama, etc.;
    - Provide appropriate opportunities for children to establish and maintain meaningful relationships, working collaboratively with others and self-regulating their behaviour.

- Incorporate the principles of equal opportunity;
- Provide appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage;
- Programs will reflect the cultures and traditions of families using the service where appropriate;
- No child will be separated from the group for any other reason other than illness in line with the Illness Policy;
- Children, regardless of gender, cultural, racial, religious or other backgrounds, will be encouraged to participate in a wide range of activities. However, no child will have to undertake an activity that is inappropriate having regard to each child's family and cultural values, age and physical and intellectual development;
- Where possible, children will be provided with appropriate time to complete projects. Educators will encourage children to complete projects they have commenced over a number of sessions;
- When planning physical activity games and experiences, the individual children's needs, interests, ages and capabilities will be taken into consideration.

All Team Members will set up the environment area in such a way as to:

- Promote safe physical play for children of different age groups and capabilities;
- Stimulate children's interest and curiosity by being creative in their use of equipment and materials;

- Offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- Facilitate the inclusion of children with additional needs;
- Support children to create their own games and experiences;
- Support the development of safe risk-taking and allowing children to challenge and develop their capabilities;
- Team Members will encourage children to help plan, set up and facilitate physical play activities;
- Team Members will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.
- Team Members will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences.
- Team Members will act as good role models by becoming involved in and enjoying children's physical activities.
- Team Member will intentionally guide children's understanding of 'good sportsmanship' and 'fair play'.
- Reflect the necessary modification and enhancements, as well as spontaneous child-initiated opportunities and moments of intentionality when required;
- Provide adequate time, space and supervision to enable children to do their homework as necessary.

The Service Coordinator/Director will:

- Seek verbal comments from Team Members with respect to the effectiveness of the programs delivered by the Service to ensure that the service philosophy and goals are guiding the program and are achievable;
- Discuss with Team Members how the program could be modified or enhanced as a result of any feedback or experience encountered in the delivery of the program.
- Take into account the feedback from key stakeholders, reflect on and evaluate the program planned and the spontaneous activities to ensure the identified goals and learning outcomes were achieved. Evaluations will assist with further programming of activities in collaboration with all key stakeholders.
- Coordinators are responsible for ensuring the overall program is evaluated on a daily basis.

All Team Members will:

- All Team Members will document regular observations of children, routines and activities at the service;
- All Children will be encouraged to participate in evaluating the program and individual activities;
- Encourage and provide appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child's learning'
- The Coordinator and Team Members will, through an ongoing process of self-evaluation, monitor, evaluate and review the program delivery in line with the National Quality Framework and to ensure they fulfil these policies and procedures and any other relevant obligations of the Service.

- Through regular Team Meetings, team members will draw on the diverse knowledge, views and experiences of each other's strengths and identify how these skills can be used when reviewing the experiences planned for children to ensure that all children have the opportunity to achieve the highest quality outcomes.

- Document Children's learning in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Critical reflection on each child's learning, allows the educators to scaffold and extend on the next level of learning.

Families:

- Upon request may view any information regarding the child's participation, this will need to be in line with any privacy or confidentiality requirements.

References

ACECQA National Quality Framework Resource Kit (2012)
Quality Area 7 – Leadership and Service Management
Education and Care Services National Regulations (2011), R 73, 74, 75, 177 & 185

Review Cycle

This policy was last updated in March 2025 and is scheduled for review in March 2027.