

# **St Augustine's OSHC, Augustine Heights**



## **‘About our service’ information handbook**

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## Our routines:

### St Augustine's OSHC- Morning Routine

<b>Service opens:</b> Children are able to participate in the program, free play or help set up breakfast with an educator	<b>6:30am</b>
<b>Hand-washing and breakfast opens:</b> Children will wash their hands and breakfast will be served. Student helpers are invited to assist younger children in preparing breakfast	<b>6:40am</b>
<b>Special breakfast:</b> An educator will invite children to participate in the special breakfast experience. The menu is available for viewing on the parent notice board	<b>6:45am</b>
<b>Hall opens:</b> The hall will open and programmed activities will be set up	<b>7:15am</b>
<b>Last call for breakfast:</b> Children will be given a reminder that breakfast will be closing soon	<b>7:30am</b>
<b>Breakfast closes</b>	<b>7:45am</b>
<b>Main room pack away:</b> Children will be given a 5 minute pack away warning	<b>7:45am</b>
<b>Pack up begins:</b> Children in the main room and hall will pack-away. Once finished packing away in the main room, children will line up at the hall doors.	<b>7:50am</b>
<b>Group time:</b> All children will enter the hall for group time and the main room closes	<b>8:00am</b>
<b>Question of the day:</b> Educators and student helpers will ask children question of the day and record answers in child feedback books	<b>8:00am- 8:10am</b>
<b>Group games:</b> All children can choose to participate in group games or sit down for yarnning circles	<b>8:10am- 8:30am</b>
<b>Prep departures:</b> Preps will go to get their bags and line up with the prep educator to leave	<b>8:15am</b>
<b>Early leavers:</b> Early leavers will go and collect their bags and line up at the hall door to be signed out	<b>8:20am- 8:25am</b>
<b>Sign out:</b> All children will collect their bags and line up at the hall doors to be signed out	<b>8:30am</b>

## St Augustine's OSHC- Afternoon routine

<p><b>Sign in:</b></p> <p>Preps are collected from classrooms and walked down to OSHC. Year 1s are ticked off at the classrooms and sent down to get signed in. Year 2-6 walk down from their classrooms to get signed in at the gate.</p>	3:00pm
<p><b>Hand-washing and Question of the Day</b></p> <p>As children put their bags away, an educator will give them a bit of soap to wash off either in the bathrooms or at the handwashing tap When arriving the hall, an educator will be asking children 'Question of the Day' with the whiteboard</p>	3:00pm- 3:10pm
<p><b>Area selection:</b></p> <p>Children are able to choose from a range of different areas by sitting in the designated line they would like to go to (Seniors/Sensory line up outside the doors, main room line up outside the main room doors, Outdoor spaces line up at the fire escape doors and children for the hall line up on the yellow line closest to sign in area)</p>	3:05pm- 3:10pm
<p><b>Going to spaces:</b></p> <p>Educators lead children into their spaces and they sit down quietly to go through expectations of each space and programmed activities</p>	3:10pm- 3:15pm
<p><b>Afternoon tea:</b></p> <p>Afternoon tea is served in each space (Main room is served from kitchen, the hall and Giramee rooms is served outside the fire escape doors and playground is served at the playground) Student helpers are invited to serve</p>	3:15pm
<p><b>Final call:</b></p> <p>Final call for afternoon tea</p>	3:40pm
<b>Afternoon tea closes</b>	3:45pm
<p><b>Main room Pack away:</b></p> <p>The main room gives a 5 minute pack-away warning and then packing away is started</p>	4:30pm
<p><b>Hall pack-away:</b></p> <p>If a large amount of equipment has been used, the hall will commence a partial pack-away</p>	4:45pm- 5:00pm
<p><b>Group games:</b></p> <p>All children enter the hall for group games and music</p>	5:15pm
<p><b>Down time:</b></p> <p>All children enter the room to the carpet space for down time (T.V, music or yarning circles)</p>	5:45pm
<b>Service closes</b>	6:00pm

## What's on the parent desk/notice board?

**IPad:** For signing children in and out

**Compliance paperwork:** Our service approval, provider approval, managed by signage, health and safety alerts, certificate of insurance, work health and safety policy, access to the national quality framework

**Forms for families:** Safe conduct agreements, request for booking forms, permission forms

**Weekly program and practice:** The weekly program, the weekly menu, our roster

**Routines board:** Our daily routines

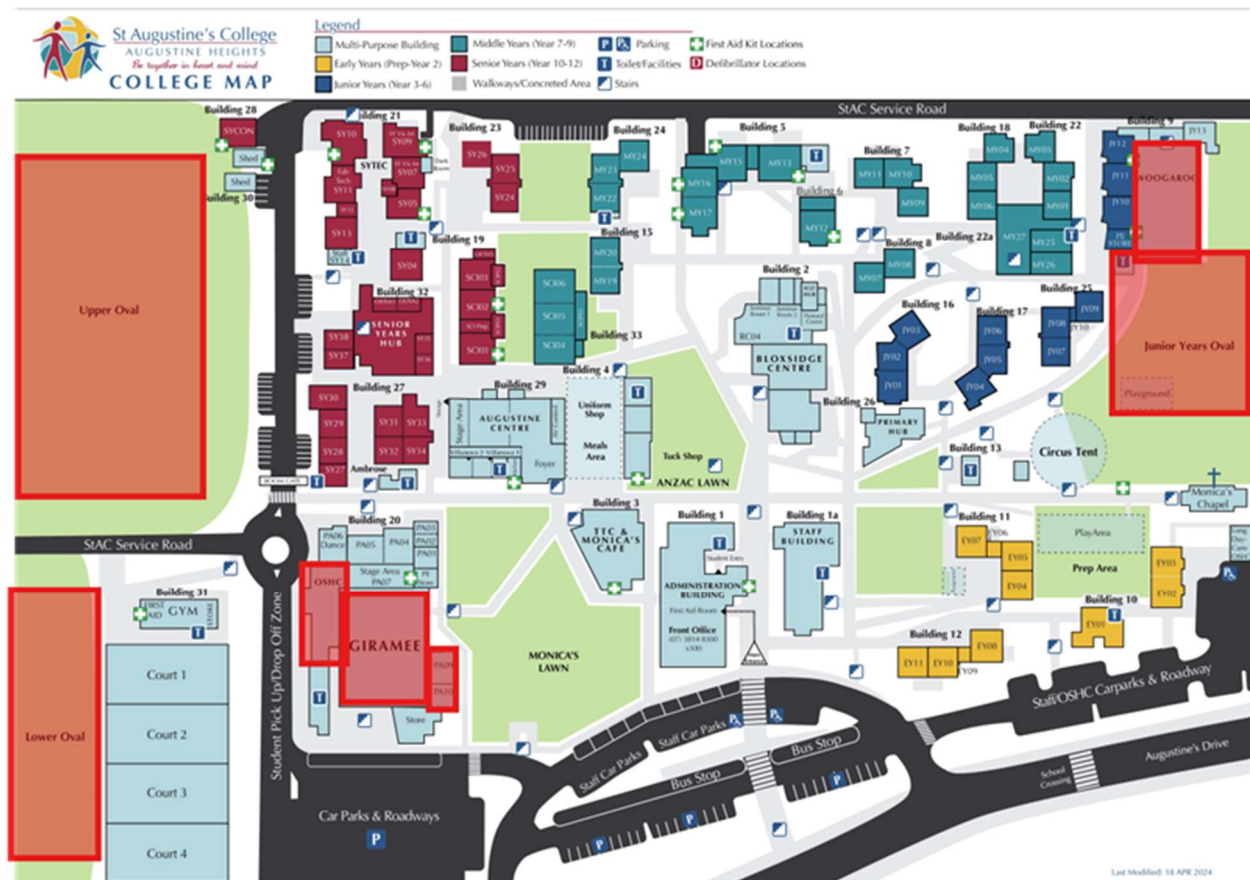
**Map of the service:** All of our licenced spaces

**Notices:** A range of different notices or events may be present

**QIP:** Our quality improvement plan is always available on the parent desk to read

**Our inspirational quote of the week:** Every week, we will have an inspirational quote to focus on as a service. Children will discuss the quote during group time and be encouraged to share their interpretation of it

## What spaces do we use?



## We have access to:

- Main OSHC room
- The lower and upper oval
- Giramee hall and rooms
- Woogaroo Hall
- Junior years oval
- Junior years playground

## Meet our team:



### **Julia Collingwood- Educator**

"Born in Ipswich and have lived here my entire life. I went to Ipswich Girls' Grammar School and studied 3 years of Psychological Science at Griffith before settling down and having a family. I have 2 sons named Noah and Alex. I am very open about my neurodiversity and hope to raise awareness and understanding so that our children can grow up in a world that accepts them for who they are"

**Julia has been at STAC since April 2022**



### **Amy Easter- Educator**

"I graduated high school a few years ago and have been exploring my interest in different areas since. I enjoy nature, baking/cooking and music! I also love animals!"

**Amy has been at STAC since February 2024**



### **Elisa Lavea- Educator**

"I moved from my country Samoa to New Zealand and lived there for two years I then move to Australia and called Queensland home for almost 20 years now. I studied cert three in early childhood education before completing my diploma in the following years. I also love doing Zumba and meditation!"

**Elisa has been at STAC since 2017**





### **Kira McGillivray- Educator**

"I was born in NSW in Saint George Private Hospital. We then moved to QLD when I was 18 months old, 6 months later I got a younger brother named Jai. Growing up I went to three different primary schools, these include Saint Francis, Good Shepperd and Greenbank State School. From here I went to Springfield Central State High School where I graduated from in 2023. I am now studying a Bachelor of Nursing at USQ"

**Kira has been at STAC since April 2024**



### **Madeline Nipper- Educator**

"I'm 19 and I enjoy drawing. I taught myself piano when I was 10. I've been working with children since 2023"

**Madeline has been at STAC since April 2024**



### **PJ Day- Responsible Person**

"I referee rugby league and I have refereed for 7 years  
I have experience in a lot of different sports"

**PJ has been at STAC since April 2024**



### **Ethan Reitsma- Educator**

"Born in Victoria and moved to Queensland at a young age, I am a lover of many things music and sports based, as I am a die-hard Carlton fan. I'm also a university student studying to become a palaeontologist."

**Ethan has been at STAC since April 2024**





### **Brittnee Lehmann- Responsible person**

“Big family orientated person, born and raised in Ipswich. I have an older sister and thanks to her I am becoming an Aunty for the first time in June 2024!

I have spent the past couple of years focused on personal development and am loving the journey. Rediscovering my interests whilst trying new things has been a big part of the journey”

**Brittnee has been at STAC since May 2017**



### **Addy-Lee Geary- Responsible Person**

“I have 2 children Levi and Emily. I also have 2 dogs Ollie and Chase. I have worked in childcare since 2018 and have worked at STAC since 2020. I hold my diploma of School Aged Education and Care as well as my first aid and CPR.”

**Addy has been at STAC since July 2020**



### **Azalea Riddle-Johnston- Nominated supervisor/coordinator and educational leader**

“I have lived in Ipswich for most of my life and have always wanted to work with children. I first started working with children when I was 14 as an assistant trampolining coach. I started working in OSHC in 2020 and in 2021, I became the educational leader and 3IC for my service. I then moved to St Augustine’s at the end of 2023 as the coordinator”

**Azalea has been at STAC since October 2023**

## What should your child bring to OSHC?

**BSC and ASC:** Hat, shoes, water-bottle and on water-play days, we recommend a spare change of clothes

**Vacation care:** Morning tea, lunch, a snack, water bottles, hats, closed in shoes, sun safe shirts and we recommend a spare change of clothes

## Our service projects:

You will usually receive an email with updates on any new projects however we have a few ongoing long term projects:

- Collecting cardboard boxes, rolls or other recyclable materials for our art area
- Collecting cans and bottles to raise money for a variety of charities

## Our service specific policies

- We follow the 4 step behaviour plan in line with the safe conduct agreement. These can be found in multiple areas within the main room and on page 13-14
- We do not currently allow usage of children's personal devices at OSHC unless specified in the program (For example, technology day during vacation care)
- We close breakfast at 7:45am
- Children are able to take their shoes off at OSHC, but must also take their socks off (To prevent slipping) We encourage children to store these in our shoe buckets
- Children must ask an educator before leaving a space for any reason
- Children must be signed out before they exit the premises. Children cannot sign themselves out.

**A reminder on the Catholic Early Ed Care medical conditions policy- Any child with a diagnosed medical condition (Asthma, ADHD, and Epilepsy for example) must have a risk minimisation plan signed by parents to attend care. Pauses of care and delayed enrolments may be enforced if a risk minimisation plan is not returned to the service after being sent out.**

## Admin

### How to give feedback:

As well as filling out our questionnaires and participating in bottle-cap surveys; families are also free to pass feedback on to an educator on site or in an email. We recommend emailing depending on the length of the feedback

### How to make a complaint:

We highly recommend putting all serious complaints in email form so we are best able to action it and seek a remedy. For minor complaints, passing the information onto an educator is also acceptable.

### Bookings:

To add a booking or mark a child as absent, we recommend using the app however texts and emails are also acceptable.

To have a booking removed without charge, an email must be sent in at least 7 days in advance. Using the app to mark a child as absent will result in a charge being incurred for that session.

We are unable to swap days without charge unless 7 days' notice is given.

We do operate on ratios so there may be times when requested bookings are not able to be fulfilled.

### CCS and account enquiries:

For any questions concerning accounts or CCS, please contact the family support team at: [childcare@catholicearlyedcare.qld.edu.au](mailto:childcare@catholicearlyedcare.qld.edu.au)

As the service is only open between the hours of 6:30am-9:00am and 2:00pm-6:00pm, phone calls, emails or requests may not be answered during this period. During busy periods, there may be a delay in response times however we try to minimise this as much as we can.

## Behaviour management policy

At St Augustine's OSHC, we strive to ensure the health, safety and inclusion of all children. To assist us in this, we have put together a behaviour management policy, often referred to as the '4 Step behaviour policy' and we follow the behaviour matrix in line with the safe conduct agreement.

<p><b>Step 1</b></p> <p><b>Reminder:</b> Educator will check in with child (Are you ok, do you need a drink/something to eat, has something happened) Child will then be reminded of the expectations and will be referred to the 4 step behaviour policy (Next step is reflection time)</p>	<p><b>Step 2</b></p> <p><b>Reflection:</b> Educator will explain what expectations were not followed and will ask the children to either sit down and do a quiet activity (Reading a book, drawing, using fidget toys) for 10 minutes or will ask them to do 2 laps of the hall depending on the circumstances. After reflection time, the educator will ask the child if there is anything upsetting them and how they could get back on the right track. The educator will explain what the next step will be (Redirection) If the child refuses to have reflection time, they will be moved to step three.</p>
<p><b>Step 3:</b></p> <p><b>Redirection:</b> Educator will explain what expectations have not been met and will inform the child they need to move to a different space for 30 minutes (Ideally sensory room or hall depending on where they are) the educator will then explain what the next step will be if the behaviours continue. The RP will be asked to have a chat to the child and try to get them engaged in a different activity. If the child refuses to move spaces; they will move to step 4.</p>	<p><b>Step 4:</b></p> <p><b>Phone call home:</b> The child's parents will be called and the child will need to be collected ASAP and a guardian report will be completed on the child ASAP. In red zone, circumstances (Review Behaviour Matrix) a pause of care may be implemented immediately.</p> <p>If the unsafe behaviour continues after the phone call, the service will review if care needs to be paused.</p> <p>If three phone calls home occur in a term, a meeting will need to be organised to arrange a behaviour support plan. If behaviours continue once a support plan has been implemented, pause of cares will need to be implemented to ensure the health and safety of all children.</p>

# Behaviour matrix

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Values	Inside	Outside	Giramee	Minor Behaviour	Escalating Behaviour	Severe Behaviour
I am safe	<ul style="list-style-type: none"><li>I use my walking feet.</li><li>I stay inside and ask before moving between areas.</li><li>I follow educator's instructions.</li><li>I use toys safely without hurting others.</li><li>I only enter the kitchen with an educator.</li><li>I put my school bags on the hooks or tables.</li><li>I keep my hands and feet to myself.</li><li>I recognise and report unsafe situations to an educator.</li><li>I get signed in by an educator, put my bag away respectfully and wash my hands.</li></ul>	<ul style="list-style-type: none"><li>I wear my hat, sunscreen and shoes.</li><li>I stay inbounds and ask before moving between areas.</li><li>I follow educator's instructions.</li><li>I use toys safely without hurting others.</li><li>I keep my hands and feet to myself.</li><li>I use the equipment at the adventure playground safely and as intended.</li><li>I recognise and report unsafe situations to an educator.</li><li>I get signed in by an educator, put my bag away respectfully and wash my hands.</li></ul>	<ul style="list-style-type: none"><li>I wear my shoes unless I am on the gymnastics mats.</li><li>I stay inside the hall and ask before moving between areas.</li><li>I follow educator's instructions.</li><li>I use toys safely without hurting others.</li><li>I keep my hands and feet to myself.</li><li>I use the sports equipment safely as intended.</li><li>I recognise and report unsafe situations to an educator.</li><li>I get signed in by an educator, put my bag away respectfully and wash my hands.</li></ul>	<ul style="list-style-type: none"><li>Running inside/ on concrete.</li><li>Not wearing a hat or shoes in areas.</li><li>Rough play (minor- children were rough playing together not trying to hurt each other).</li><li>Leaving an area without asking an educator.</li><li>Not using listening ears when being spoken to by peers/ educators.</li><li>Entering the kitchen without an educator.</li></ul>	<ul style="list-style-type: none"><li>Not following educator's instructions.</li><li>Going out of bounds intentionally.</li><li>Physical harm towards others.</li><li>Engaging in games/ activities resulting in injury to self/ others.</li><li>Using OSHC equipment to harm others.</li></ul>	<ul style="list-style-type: none"><li>Intentional dangerous behaviour.</li><li>Continual refusal to follow educator's instructions.</li><li>Severe behaviour endangering self or others.</li><li>Repeatedly using OSHC equipment to severely harm others.</li><li>Harming multiple children in one day</li><li>Harming educators</li></ul>
I am respectful	<ul style="list-style-type: none"><li>I use respectful and friendly language that is kind to others.</li><li>I use my listening ears when others are talking.</li><li>I care for my environment and the OSHC resources. I help pack-up.</li><li>I use the iPad appropriately and respectfully and only play when it is my turn.</li></ul>	<ul style="list-style-type: none"><li>I use respectful and friendly language that is kind to others.</li><li>I use my listening ears when others are talking.</li><li>I care for my environment and the OSHC resources. I help pack-up.</li></ul>	<ul style="list-style-type: none"><li>I do not eat food or drink in the hall.</li><li>I use respectful and friendly language that is kind to others.</li><li>I use my listening ears when others are talking.</li><li>I care for my environment and the OSHC resources. I help pack-up.</li><li>I am quiet in Giramee rooms and respect the items</li></ul>	<ul style="list-style-type: none"><li>Incorrect use of equipment.</li><li>Putting toys away incorrectly at pack-up and leaving areas messy.</li><li>Using toys/ iPad without sharing/ asking.</li><li>Not using manners when talking to peers/ staff.</li></ul>	<ul style="list-style-type: none"><li>Verbal intimidation/ harassment of others.</li><li>Rude behaviour towards peers/ educators (tone of voice/ language).</li><li>Persistent disregard for rules/ instructions.</li><li>Repeated incorrect use of equipment causing damage.</li><li>Taking others belongings without asking.</li></ul>	<ul style="list-style-type: none"><li>Severe abuse of educators or ongoing refusal to follow instructions.</li><li>Severe verbal intimidation or physical harm or harassment.</li><li>Deliberate extensive destruction of property.</li><li>Theft of others personal property or OSHC property.</li></ul>
I am inclusive	<ul style="list-style-type: none"><li>I am responsible for my own behaviour and ask for help from educators if I need it.</li><li>I engage in activities cooperatively and encourage my peers to get involved.</li><li>I consider the feelings and perspectives of my peers and educators.</li></ul>	<ul style="list-style-type: none"><li>I am responsible for my own behaviour and ask for help from educators if I need it.</li><li>I engage in activities cooperatively and encourage my peers to get involved.</li><li>I consider the feelings and perspectives of my peers and educators.</li></ul>	<ul style="list-style-type: none"><li>I am responsible for my own behaviour and ask for help from educators if I need it.</li><li>I engage in activities cooperatively and encourage my peers to get involved.</li><li>I consider the feelings and perspectives of my peers and educators.</li></ul>	<ul style="list-style-type: none"><li>Minor conflict over rules of a game (yelling or shouting)</li><li>Not showing good sportsmanship when playing with others.</li><li>Making others feel left out of activities.</li></ul>	<ul style="list-style-type: none"><li>Continued interruption/ conflicts to OSHC activities.</li><li>Excluding others from play/ games.</li><li>I do not take responsibility for my own behaviour and blame others.</li></ul>	<ul style="list-style-type: none"><li>Ongoing disruptive behaviour causing distress.</li><li>Repeated exclusion of peers leading to bullying behaviour of others.</li><li>I repeatedly do not take responsibility for my own behaviour and blame others.</li></ul>
Consequences				<ul style="list-style-type: none"><li>Starts 4 step procedure at step 1</li><li>if continued C.A.R.E conversations (educator, coordinator, child, parent/ carer)</li></ul>	<ul style="list-style-type: none"><li>Starts 4 step procedure at step 3</li><li>C.A.R.E conversations (educator, coordinator, child, parent/ carer)</li><li>Behaviour observations</li></ul>	<ul style="list-style-type: none"><li>Starts 4 step procedure at step 4</li><li>Phone call to parents to collect child</li><li>Pause care</li><li>Behaviour strategy meeting with coordinator and parents/ carers</li></ul>
				Frequent green behaviour will result to orange zone	Frequent orange behaviour will result to red zone	Frequent red behaviour will result in review of enrolment

□



## Our Philosophy:



### **St Augustine's OSHC Statement**

At St Augustine's OSHC, we believe each child is a unique individual, with unique needs, interests and unique ways of learning. Each has the capacity to succeed, regardless of their diverse circumstances and abilities if they are given the opportunity to. We believe each child's individuality needs to be supported and they need to be given the opportunity to develop their own ideas, interests and hobbies. We believe when children feel safe, secure, supported and a sense of belonging, they will develop their true selves and gain confidence in their individuality. Through developing close relationships with children, we are able to identify, understand, value and respond to each child's needs and strive to develop their strengths, interests, skills, abilities and knowledge to extend each child's learning. We strive to create an safe, nurturing and fun environment where children feel happy and comfortable.

Educators at St Augustine's OSHC are able to recognise and respond to all children to encourage a positive sense of identity to develop the child's autonomy, interdependence, resilience and sense of agency. We promote routines and experiences that give children the opportunity to take charge, be in control and take calculated risks. By developing individual skills for specific children, we are able to celebrate differences and encourage active decision-making. Through doing this, we are able to set high expectations for children encouraging them to progress as well as setting high expectations for inclusion. We believe the key to offering support to children is our belief and our commitment to the value of the individual child.



# CREATIVELY

## St Augustine's OSHC Statement

At St Augustine's OSHC, we recognise and value children's involvement in a variety of play experiences. We believe in fostering a child's creativity in a range of ways including making them apart of decision making and programming. We believe children learn through play and will develop their creativity and knowledge when they are given the opportunity to explore, discover, create and imagine. We believe in Vygotskys theory of creative thinking and imagination, that every child's imagination should be supported and valued to promote their creativity. By offering opportunities for children to explore their imaginations and ideas, we will harness their creative ability. We offer both structured and flexible creative experiences to encourage curiosity and creativity through play. By allowing the children to have freedom in their creative choices, they are able to build confidence in expressing their own ideas. Our educators use a range of different resources to encourage creative learning which builds on the foundations of individual or group play.



## **St Augustine's OSHC Statement**

At St Augustine's OSHC, we strive to create a positive and welcoming relationship with all stakeholders in our OSHC environment. We believe children benefit from positive relationships between the people around them. We support the diverse nature of all children by nurturing their connections with each other and the wider community. We believe in celebrating differences and our diverse ways of life. We aim to model positive relationships with children through developing a sense of social and emotional wellbeing within our program. We strive to support children to build relationships with other children through our programming, routines and practice. We believe when children feel safe and secure, they are able to develop socially and emotionally. St Augustine's OSHC places a high value of communication, transparency and collaboration amongst families, educators and children.





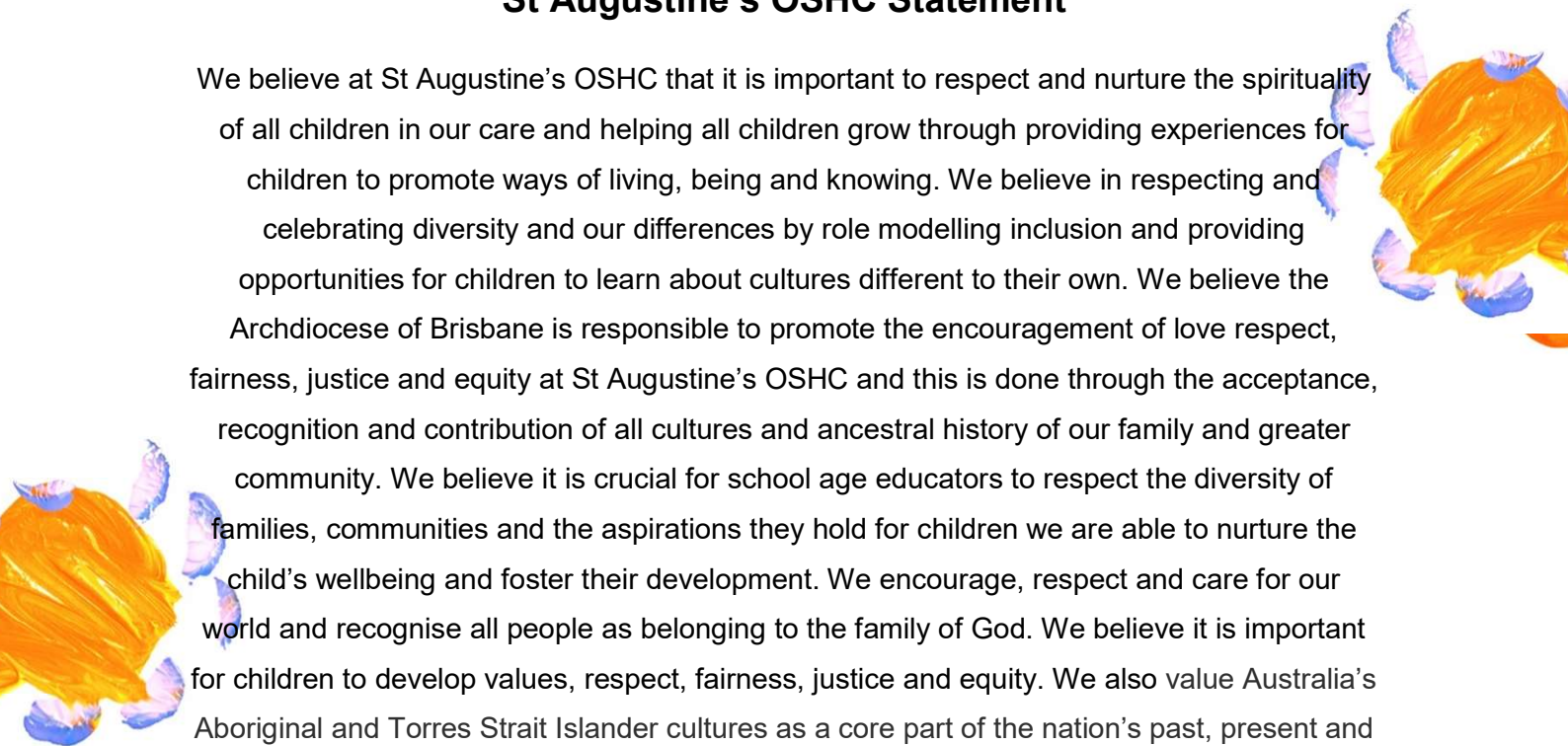
## **St Augustine's OSHC Statement**

At St Augustine's OSHC, we cater for a diverse range of children within our service through all stages of learning. We believe children need to feel cared for, trusted and secure when enjoying an educational environment. We believe when children feel others are confident in them, they will feel confident in themselves. We encourage all children to engage in a wide range of activities whilst allowing them to feel safe, secure and supported throughout. We believe children will gain confidence through taking calculated risks, accepting new challenges and experimenting with cause and effect. We use observations in order to develop new activities that challenge children and assist in developing their self-confidence by boosting their confidence, encouraging and reassuring the children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. When educators notice interest in activities we encourage them and assist them in pursuing this further by extending the activity with a new project furthering their learning outcomes. Connections with children are further developed through interactions with parents and discovering children's likes and dislikes.



## **St Augustine's OSHC Statement**

We believe at St Augustine's OSHC that it is important to respect and nurture the spirituality of all children in our care and helping all children grow through providing experiences for children to promote ways of living, being and knowing. We believe in respecting and celebrating diversity and our differences by role modelling inclusion and providing opportunities for children to learn about cultures different to their own. We believe the Archdiocese of Brisbane is responsible to promote the encouragement of love respect, fairness, justice and equity at St Augustine's OSHC and this is done through the acceptance, recognition and contribution of all cultures and ancestral history of our family and greater community. We believe it is crucial for school age educators to respect the diversity of families, communities and the aspirations they hold for children we are able to nurture the child's wellbeing and foster their development. We encourage, respect and care for our world and recognise all people as belonging to the family of God. We believe it is important for children to develop values, respect, fairness, justice and equity. We also value Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's past, present and future.





## **St Augustine's OSHC Statement**

At St Augustine's OSHC, we hold respect as one of our main core values. We embed respect for children, other families, cultures, belongings and ourselves in our everyday practice. We believe children deserve to be respected for their unique personalities and feelings and that children learn respect through feeling respected. Educators provide opportunities for Children and families to recognise their uniqueness and understanding through a range of experiences, both planned and unplanned to help children grow into confident beings. At St Augustine's OSHC, we believe that children are active learners, constructing knowledge, meaning and understanding through their interactions, relationships and experiences. We believe that rich, engaging environments and meaningful interactions, where children's voices are listened to and acted upon, build on the foundations for successful lifelong learning. We believe that the best interests of children and their right to learn and develop in a safe and nurturing environment is the primary consideration in all decision making at the service and is visible in the actions, interactions and daily work with children.