



OOSH

Out Of School Hours care

Educator Handbook

Welcome

to Intereach Out Of School Hours

Intereach is a community-based, not-for-profit organisation that has been working with older people, people with disability, carers, children and families and communities in the Riverina-Murray region of NSW and in Northern Victoria.

Our vision is Strong Connected Communities. We work toward this through our purpose, which is to:

- **Strengthen and improve** social and personal well-being for individuals, families and communities;
- **Promote and facilitate** access, equality and social justice; and,
- **Deliver services** locally that are of quality and have value.

Our values are defined as:

- **Leadership** - We use our social influence to motivate others to reach their full potential;
- **Partnerships** - We work collectively with others toward a common goal of positive social and cultural change; and,
- **Social Justice** - We protect and promote human rights by recognising that all people are free and equal in dignity and rights.

Approved Provider

Intereach, as the Approved Provider, is committed to the following:

- appointing a suitably qualified and experienced Nominated Supervisor and Educational Leader;
- ensuring staff with management, control or people responsible for the day-to-day operation of the service educators will be 'fit and proper persons' to operate an Education and Care service and to administer payments under the Child Care Subsidy and Additional Child Care Subsidy;
- maintaining the required educator to child ratios at all times based on the ages and number of children being educated and cared for at the service; and,
- ensuring staff and educators comply with the ECA Code of Ethics (2016), Intereach Code of Conduct and Child Safe Code of Conduct.

Under Child Care Subsidy requirements, Intereach, as the Approved Provider, is required to appoint people to the following roles:

- persons with management or control of the provider;
- persons responsible for the day to day operation of the service; and,
- administration staff & service coordinators.

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About OOSH

The Intereach Children's Services department provides a local based program - Out Of School Hours Care (OOSH). The program offers flexible and professional services where children are provided with quality education and care exclusively for primary school aged children between the ages of 5 to 12 years in a warm, friendly and safe environment.

After School Care operates during NSW school terms from 3pm – 6pm and Vacation Care operates during NSW school holidays from 8am – 6pm.

The program provides a total number of 60 places per day for local children from Deniliquin and the local surrounding regions with approximately 200 enrolled children.

Philosophy

- Our practice is centred on play-based experiences that promote fun, learning and choice for children.
- We recognise that play energises and enlivens us, renewing sense of brightness whilst providing opportunities for children to experience moments towards their future successes.
- We endeavour to value each child's individuality in creating a safe space where a child can feel confident to use their imagination and build upon their belonging.
- We support positive experiences with healthy food to foster good food habits and provide energy for physical wellbeing and activities.
- We openly encourage families to get involved and we actively plan towards community engagement, networking and contribution.
- The National Quality Framework and My Time, Our Place framework principles, practices and outcomes guide our practice to nurture a positive learning environment.

Becoming an Educator

Intereach OOSH is an established childcare service that has operated in the Riverina-Murray for more than 20 years, and more recently. Being a registered Educator with Intereach OOSH, you benefit from qualified, professional staff who are experienced in supporting and training Educators in areas of child development, safety and wellbeing for environment, children and families and team, quality care and service delivery and educational learning experiences for children through play-based learning opportunities of interest.

The primary focus of our Educators is a genuine interest in children and the motivation to learn and strive to provide high quality education and care for primary school aged care children.

All educators are to be over the age of 18 years of age and are required to complete a Working with Children Check, Police Check, Child Protection training and child safe training.

All new educators will undertake a on the floor buddy shift x 2 followed with a one-day induction inclusive of Child Protection and child safe training, policies and procedures, routines, supervision and more.





Educator and Child Ratios

What to expect?

Quality early education and care lays the foundation for development and learning.

Two of the main influences of quality are the qualifications of staff and ratios of qualified staff to children. Higher ratio numbers of staff to care for children allow qualified staff (also known as educators) to give more individual care and attention to your child, which helps them to develop better social and learning skills. Also, educators develop more effective and meaningful relationships with your child, to help make sure they are engaged, happy, safe and relaxed.

Educator to child ratios are part of the National Quality Framework for Early Childhood Education and Care. The set ratios are based on evidence about how quality education and care is beneficial to children.

The following ratios are recommend and supported by Australian Children Education and Care Quality Authority (ACECQA).

Children over preschool age:

Centre = 1 staff member to every 15 children

Excursion = 1 staff member to every 8-10 children

Water excursion = 1 staff member to every 5 children

Supervision

Supervision is constantly observing and relating to individual children and groups of children to contribute to their safety and wellbeing. Supervision involves more than preventing or responding to potential or actual hazards or harm. This helps to build partnerships and increase understanding of children.

What is active supervision in early childhood?

Active supervision requires focused attention and intentional observation of children at all times. They also use their knowledge of each child's development and abilities to anticipate what they will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely.

What are the 4 key points to supervision in childcare?

The number, age and ability of the children.

- The number and positioning of educators.
- Each child's current activity.
- Areas where children are playing, in particular the visibility and accessibility of these areas.
- Risks in the environment and experiences provided to the children.

Why is supervision important in childcare?

Effective supervision reduces the risk of harm to children by preventing injuries and accidents. It also promotes positive, responsive, and intentional learning environments for children and child care providers watching and participating in children's play to ensure that children are playing in a safe manner.

What is appropriate supervision for a child?

- Educators should provide active and positive supervision of school-aged children by sight and hearing at all times, including when children are resting, eating, or using the bathroom and when children are outdoors
- Continuity of educators is an important consideration which makes a positive contribution to children's well-being and development, and supports the development of trusting, secure relationships and familiarity of safe engagement and supervision of children.

Supervision

Staff Ratios and Supervision

Staff/Educator ratios and adequate supervision must be maintained at all times. Ratios must be maintained at all times when a service is operating, and these requirements apply to all locations where a service is operating, not just individual rooms or areas. This includes during times where children are being transported under the care of the service.

To be included in the educator-to-child ratio, educators must be working directly with children (Regulation 122), meaning they are physically present with and directly engaged in providing education and care to the children (Regulation 13). If educators take planned breaks while they are working, or are required to do so under their award or contract, they cannot be counted in ratios during this time. Even if the educator remains on the premises during their break, they cannot be included in ratios, as they are not directly involved in the education and care of children during their break.

Likewise, if a staff member is on the premises but undertaking administrative or programming tasks they cannot be included in ratios. In NSW there is flexibility for educators to take short, unplanned breaks e.g. for personal hygiene, without their position being back-filled by another staff member.

Ratios for safe supervision are and used at Intereach OOSH:

- 1 educator to 15 children within the centre
- 1 educator to 8- 10 children (general excursion)
- 1 educator to 5 children (near water) and same colour coded vests for safety. Children are encouraged to be allocated a child buddy friend that they check in with at each roll call and before each departure.

Adequate Supervision

In addition to meeting ratio requirements, adequate supervision must be always maintained at a service providing education and care.

Supervision of children is an active practice that helps protect to children from harm or hazards that may arise during play, activities, or routines.

Adequate supervision requires the maintenance of ratio requirements. Educators should always know where each child is, monitor their activities and be able to respond if necessary.

Some considerations which are included when determining if supervision is adequate are:

- The number, age, and ability of the children
- The number and positioning of educators
- Each child's current activity
- Areas where children are playing, the visibility and accessibility of these areas
- Risks in the environment and experiences provided to the children
- The educator's knowledge of each child and age group of children
- The experience, knowledge, and skill of each educator

Definition of supervision (Intereach OOSH)

Boundary supervisors: Know your zone and you are not to engage in activities to mitigate risk of distraction in identified high risk zones, due to heightened risk involvement of children absconding the boundary fence. Therefore the boundary supervising educator in this space is to supervise and not directly engage within an activity such as basketball etc.

General supervision: Know your zone and you are to be diligent with supervision of your zone although engagement with children can occur when you are fully staffed, and ratios are correct.

If you are short staffed, then please contain the space available for the children to play (you can possibly do this by closing off Room 3 or outdoors) to enhance supervision. Please note at these times all educators are not to engage with activities.

Due to educator's ratios to children attendance within the OOSH environment:

- 1:1 activity are not encouraged unless needed to support a child with comfort, regulation or first aid
- small group activities are an opportunity although must be discussed and agreed at handover
- sitting down is generally not achievable or preferred practice as it decreases your supervision abilities unless again you are delivering a small group exercise as agreed at handover or supporting a child 1:1 to regulate or in the provision of first aid.

Supervision as an educator is of the upper most importance component within your role which is why you won't see your team members at Intereach OOSH.

- Using mobiles, unless discussed with Responsible Person and arranged to support transitions with children or of you have a very important reason and need to monitor private calls. This must be approved by Responsible person.
- Talking between educators for lengthy periods of time as this distracts from supervision and engagement with children.
- Sitting with one child during an activity is discouraged unless comforting or supporting a child to regulate or if child numbers have reduced to a very small scale.
- Sitting in Room 2 watching the screen
- In summer we alternate inside/outside for safety of educator's exposure to heat and cold conditions
- At all times there are to be two educators within the premises to support safety of both children and educators. One of these educators must be a trained and approved "Responsible person".

Excursions

Excursions are an essential and valuable part of OOSH as they provide variety and a unique opportunity for children to participate in outings, offering diverse learning opportunities, participation in activities and community engagement.

Excursions are well-considered and planned, provide meaningful experiences and every reasonable precaution is taken to protect children being educated and cared for by the service from any harm or hazard likely to cause injury or illness. Excursions are inclusive and all children are welcome.

Educators and Families are required to review the Risk Assessment towards the planned day excursion and activity which must include the means of transport and travel route, number of staff and ratios. The Risk Assessment must be signed by educators and Excursion and Transportation form prior to the excursion.

Due to limited resources, it is not always possible for children who do not have permission to attend an excursion to remain at the centre and as such will not be able to be booked into care for that day.



Food and Nutrition

Intereach OOSH provides nutritional food choices for children and in part of the educational program we use food, food preparation and cooking as intentional teaching activities with the children.

At the service we require some staff to be qualified “Food supervisor” whenever food is to be prepared, cooked or served. We also must ensure our storage of food meets the Australian food standards with correct labelling, dating, storing and temperatures. Regular audits are completed daily to support best practice and all staff when working in the kitchen must wear enclosed shoes, have hair tied back, wash hands, and wear gloves undertake food cooking and cooling temps and food storage devices temps.

After School Care (during school term)

A nutritional afternoon tea is provided and included in the fee for After School Care. Afternoon tea will be served at approximately 3.45pm and includes a beverage, fresh fruit and healthy snack. We will endeavour to provide for children’s nutritional needs and encourage children to foster good eating habits. Weekly menus are displayed in the foyer.

Vacation Care (during school holidays)

Children are required to bring their own food unless stated otherwise on each holiday program. Children will need to have sufficient food for morning and afternoon tea and lunch, as well as a drink. Please make sure you supply a drink container that can be refilled. You may also like to provide an icepack in children’s lunchboxes to keep their food cold (when at the centre, a fridge is available for children’s lunchboxes). Due to Work, Health and Safety reasons we are unable to heat up any food for children. Food may be brought in a thermos if hot food is preferred.

Inclusion

All children are welcome to participate in our programs and we aim to provide a service which recognises and responds positively to the needs of children and their families, irrespective of the abilities of the child, parents/guardians, or family.

Working in collaboration with children and in partnership with families, educators shape daily programs from the information we gather from the child's family and from our own interactions with and observations of each child. We set goals and plan for children with the intention of facilitating, supporting, and extending learning and enjoyment for everyone.

Sun Smart

OOSH is 'Sun Smart', and hats are required to be worn by children and educators for all outdoor activities (compulsory between September 1 to April 30). Educators are also expected to wear a hat whenever outdoors. The use of sunscreen is mandatory, and a sunscreen container is available for families, children, and educators in the foyer.

Educators minimise the time children spend outdoors during peak UV times.

Sunscreen is to be applied before going outdoors and reapplied.

OOSH provides sunscreen, however, if families have a child who is sensitive to sunscreen they are welcome to provide their own.



Slip
on protective
clothing



Slop
on SPF30+
sunscreen



Slap
on a hat



Seek
shade



Slide
on sunglasses

Medical Conditions, Anaphylaxis and Asthma Management

- Qualified staff or educator will attend all times at any place children are being educated and cared for by the service and immediately available in an emergency:
- At least one staff member or one Nominated Supervisor of the service who holds a current approved first aid qualification.
- At least one staff member or one Nominated Supervisor of the service who has undertaken current approved anaphylaxis management training.
- At least one staff member or one Nominated Supervisor of the service who has undertaken current approved emergency asthma management training; and
- One staff member may hold one or more of the qualifications.
 - During the enrolment process or upon diagnosis, information sought about any specific health care need, allergy or relevant medical condition, diagnosed or undiagnosed, that a child may have will be communicated verbally and in writing (current Medical Management Plan specific to the child will be required) to all educators and staff caring for the child.
 - Ongoing communication with families in regards to the medical status of children is sought and encouraged.
 - Families whose child has a medical condition is followed up annually to discuss medical management plans. Any changes that have occurred will be documented.
 - A risk assessment of the service is conducted to reduce the likelihood of exposure to relevant allergens or risks.
 - A Risk Minimisation Plan is developed in consultation with families, educators and staff.
 - A Communication Plan for medical conditions is developed to enable staff members, educators and parents to be clear about the management of the medical condition.
 - Where a child has a medical management plan a copy of their plan is displayed at the service. Medical management plans will be followed at all times.
 - Children with specific health care needs, allergies or relevant medical conditions are not left at the service without necessary medication.
 - An Asthma Emergency Kit (including one blue or blue/grey reliever medication such as Airomir, Asmol, or Ventolin and a small volume plastic spacer) is available at the service and on excursions at all times, where a child in care has a diagnosis for asthma.

Medical Conditions, Anaphylaxis and Asthma Management

- One staff member may hold one or more of the qualifications.
 - It is ensured that children diagnosed as at risk of anaphylaxis have brought their prescribed auto-immune adrenalin device each time they attend. Children are not permitted to be left at the service without their own auto-immune adrenalin device.
 - Emergency contact phone numbers are readily available either displayed on the service noticeboard or in the service's mobile phone.
 - When a child experience an anaphylactic reaction or asthma attack, this is treated as a serious incident. (Refer to the Incident, Injury, Trauma and Illness Procedure);
- Complete an Incident, Injury, Trauma and Illness Form is completed.
- Notify the Nominated Supervisor immediately, who in turn will:
- Advise the Executive team; and
- Report the incident to the Regulatory Authority via the NQA IT System.
 - OOSH will have a general use auto-immune adrenalin device which will be used, when an anaphylactic reaction occurs or when a second dose is required where possible with medical advice. This is not a substitute for an individual child's prescribed auto-immune adrenalin device. Children diagnosed as at risk of anaphylaxis must bring their prescribed auto-immune adrenalin device each time they attend. Children are not permitted to be left at the service without their own auto-immune adrenalin devices.
- **Note:** If a child has a food preference or dietary restriction, i.e. not drinking cows milk due to parents' wishes, this is not considered a medical condition. Staff and educators will still follow the parents' preferences but additional steps are not required as for a child with a medical condition.



Diagnosed Medical Conditions

- To facilitate effective care for a child with any diagnosed medical condition, families are required to provide information to Intereach staff and educators about:
 - The child's health, medications, medical conditions and allergies;
 - Their doctor's name, address, phone number;
 - Emergency contact names and phone numbers; and,
 - First Aid Plan or Emergency Medical Plan approved by their doctor (a doctors' approval is not required for all dietary requirements).
- Upon enrolment and prior to the child commencing care when the child is diagnosed, or when changes to their condition/treatment occur it is ensured by the staff and educators that:
 - There is a current Medical Management Plan for the medical condition available which could include:
 - Signs and symptoms;
 - Any specific monitoring required;
 - Any specific medication/treatment required;
 - What first aid to give or what action to take, including emergency contacts for the child's doctor and family;
 - Regulations and other guidelines are adhered to when administering medication and treatment in emergencies, and that the parent/guardian has provided written consent.
- In an emergency involving a child with a known medical condition:
 - Administer first aid or emergency medical aid according to the child's Medical Management Plan, or instructions from the Triple Zero operator; and,
 - Administer first aid or emergency medical aid according to the child's First Aid or Medical Management Plan, or instructions from the Triple Zero operator; and,
 - In the case of an emergency when possible the Educator will contact the Nominated Supervisor, who will notify the parent/guardian so that the educator's focus can and remain on the child.

Undiagnosed Medical Conditions

- In the situation where a child who has not been diagnosed as having a medical condition but appears to be suffering from a medical condition, educators will:
 - Call Triple Zero (000) for an ambulance;
 - Commence first aid measures and/or follow recommendations from or instructions from the Triple Zero operator;
 - Contact the Nominated Supervisor who will contact the parents/guardians;
 - If the staff or educators cannot contact the parents/guardians, they will contact emergency contacts.
 - Remain in communication with the family in regard to changes to the child's health or actual diagnosis of the condition; and,
 - Document any medical changes that may occur using the communication plan.

Emergency and Evacuation Procedures

Intereach educators and staff are committed to ensuring the health, safety and wellbeing of all staff, educators, children, parents, students, contractors, and visitors in the event of an emergency or evacuation at any educator's home, service, or excursion venue. Intereach is committed to identifying and reducing the risks and hazards of emergency and evacuation situations.

Different emergency situations may present different levels of risk and require different responses, depending on the service location taking into consideration of a safe environment for children. Services must practice with children and staff Emergency and Evacuation Rehearsals/ drills minimum 3 month or more often these may include specific procedures to follow in the event of the identified potential emergencies that may include (but is not limited to) the following emergencies:

- natural disaster;
- fire or smoke;
- bomb threat;
- snake or another potentially dangerous animal;
- act of terrorism.
- chemical or hazardous leaks and spills;
- loss of power or water;
- intruders;

Educators and staff will:

- Assess associated risks including all possible types of emergencies and evacuations that may be identified as relevant to the service;
- Coordinate the rehearsals of emergency and evacuation procedures with every child in care at least once every three months. These rehearsals should include all those in attendance at the service including educators, volunteers, visitors, educators, children and family members;
- Be informed by a risk assessment including all possible types of emergencies and evacuations that may be identified as relevant to the service;
- Plan rehearsals to take place during a variety of times and when a range of staff, educators and children are in attendance, considering various times of the day, e.g. when school-aged children are in attendance; and,
- Document all rehearsed emergency and evacuation procedures.
- Evaluate the effectiveness of rehearsed or actual emergency and evacuations.

Educational Programs

From 1 January 2012, the National Quality Standards set a new benchmark of quality for all mainstream child education and care services across Australia. A national body oversees the quality assurance and rating: Australian Children's Education and Care Quality Authority (ACECQA). More information is available at www.acecqa.gov.au

Children's services must undergo assessment and compliance visits on a regular basis to measure the quality of the service. The assessors spend time visiting services and speaking with educators, children, families at random and assessing the service.

Services are assessed on the educational programs they provide for children, the relationships they form with children, families and communities, the standards of health and safety, and the physical environment, governance and more.

Educational programs are based on the

- My Time Our Place (MTO) for school age children.
- Eat Smart Play Smart Framework
- National Quality Standards

Services must offer a professional, planned program for each day. For further information go to www.education.gov.au



Frameworks

My Time Our Place - Curriculum Framework for School Age Care in Australia

The My Time, Our Place (MTOP) nationally approved learning framework is embraced by OOSH to inspire conversations, improve communication, and provide a common language about children's play, leisure and learning among children themselves, their families, and the broader community.

Our experienced educators design and deliver high-quality programs in consultation with children, based on the framework.

The framework sets expectations and provides direction for OOSH providers to facilitate children's play, leisure and learning in school age care settings. It supports the following outcomes:

- Children have a strong sense of identity
- Children relate to and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

We work collaboratively with families to build strong, respectful relationships. We partner with children and families to plan activities, menus and inclusive experiences that support children's interests and needs.

Our educators foster an engaging and supportive environment where children feel a sense of belonging. A collaborative learning community is encouraged by promoting opportunities for children to explore, discover and create. Programs are evaluated and displayed in the OOSH Family Centre for families to read and provide feedback at any time. Families are encouraged to bring their children to visit the centre before care starts, to see the centre and meet the educators.

OOSH understands and caters for the developmental differences and similarities of children aged 5-13 years (not attending secondary school). Children are shaped by many experiences and therefore we encourage all children to support one another and build upon one another's skills and knowledge bases.

National Standards

The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvement for early education and care. The framework is designed to drive continuous improvement of quality and compliance within education and care services across Australia.

The NQF sets out the following seven quality areas against which education and care services will be assessed and rated:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Governance and leadership

Intereach Children's Services policies and procedures are developed to incorporate these seven quality areas.

You can find more information about the NQF at www.acecqa.gov.au

Assessors spend time visiting services and appraising OOSH which has a long and proud history of success when being measured against early childhood quality standards. We welcome families asking about our service rating. More information is available at www.mychild.gov.au.



Frameworks

Eat Smart, Play Smart

The Heart Foundation's Eat Smart, Play Smart manual includes the most up to date guidelines on healthy eating and physical activity for children and food handling and hygiene information. In addition practical tools are included for OSHC educators to use.

These include:

- Care Plan for Children with Specific Dietary Needs
- Food Handling and Hygiene Checklist for Out of School Hours Care
- Menu Checklist for Out of School Hours Care
- Menu Template, Sample Menu
- Packing a Healthy Lunchbox, Food Activities
- Blank Australian Guide to Healthy Eating
- Recipes Sample Nutrition,
- Food Handling and Hygiene Policy
- Australia's Physical Activity and Sedentary Behavior Guidelines for Children
- Physical Activity Checklist for Out of School Hours Care
- Sample Physical Activity Program, Physical Activity Ideas, Sample Physical Activity and Small Screen Recreation Policy

The Eat Smart Play Smart manual supports OOSH services to meet certain Quality Areas of the National Quality Standards and the principles, practice and outcomes of My Time, Our Place - Framework for School Age Care in Australia (My Time, Our Place) by using information and practical tools (e.g. checklists and sample policies) to assist OOSH services meets standards/elements that relate to healthy eating and physical activity.



Mandatory Reporting

Mandatory reporter is defined by the legislative requirement for certain professional groups to report reasonable belief of child physical or sexual abuse to child protection authorities:

- In NSW, mandatory reporting is regulated by the Children and Young Persons (Care and Protection) Act 1998 (the Care Act), for further information go to www.facs.nsw.gov.au/families/Protecting-kids/mandatory-reporters/about; and,
- In Victoria, mandatory reporting is regulated under the Children, Youth and Families Act 2005, for further information go to <https://providers.dhhs.vic.gov.au/mandatory-reporting>.

Child Protection and Children's Safety

Children's safety and wellbeing are paramount at Intereach Children's Services. Intereach support children to become strong in their physical and mental health and provide protection while in care, this will be fostered through responsive relationships, engaging experiences, and a safe and healthy environment.

Intereach is dedicated to embedding child safety in our organisation. Intereach has zero tolerance for child abuse and is committed to:

- actively work to listen and empower children;
- have all systems to protect children from abuse, and will take all allegations and concerns very seriously and respond to them consistently in line with the organisation's policies and procedures such as the Children services Child protection procedure and Intereach Child safe policy.

Child Safe

Intereach is a Child Safe organisation. Staff and educators of OOSH are mandatory child protection reporters. This means they are required by law to report suspected child abuse and/or neglect to government authorities and are committed to implementing the Child Safe Standards from the Office of the Children's Guardian NSW Government.

Child Safe Standards

The NSW Child Safe Standards are compulsory frameworks that support organisations to promote the safety of children by requiring them to implement policies to prevent, respond to and report allegations of child abuse. The Standards inform and guide practice in areas such as:

- Governance and Leadership.
- Empowering Children;
- Involving and informing families and communities;
- Equity and diversity in providing culturally safe and child friendly services;
- Human Resource Practices;
- Responding and Reporting;
- Knowledge, Skills and Awareness;
- Physical and Online Environment;
- Continuous Review and Improvement; and,
- Accurate Documentation and Communication.

Please refer to [Child Safe Standards NSW](#) for detailed information regarding these Standards.

Child Safe Code of Conduct

A Child Safe Code of Conduct is in place, which establishes guidance on professional boundaries, ethical behaviour, acceptable and unacceptable relationships, and lists behaviours that are acceptable and those that are not.

All Intereach workers must agree to abide by our Child Safe Code of Conduct.

All workers, as well as children and their families, are given the opportunity to contribute to the development of the Child Safe Code of Conduct.

Workers receive training on the Intereach Child Safe Code of Conduct to ensure understanding and their obligations. Training is regularly provided or refreshed annually e.g. Code of Conduct is collaboratively reviewed annually and staff receive updated training and re-sign to ensure they understand their obligations.

Early Childhood Australia Code of Ethics

The Early Childhood Australia ECA Code of Ethics is a set of statements about appropriate and expected behaviour of early childhood professionals.

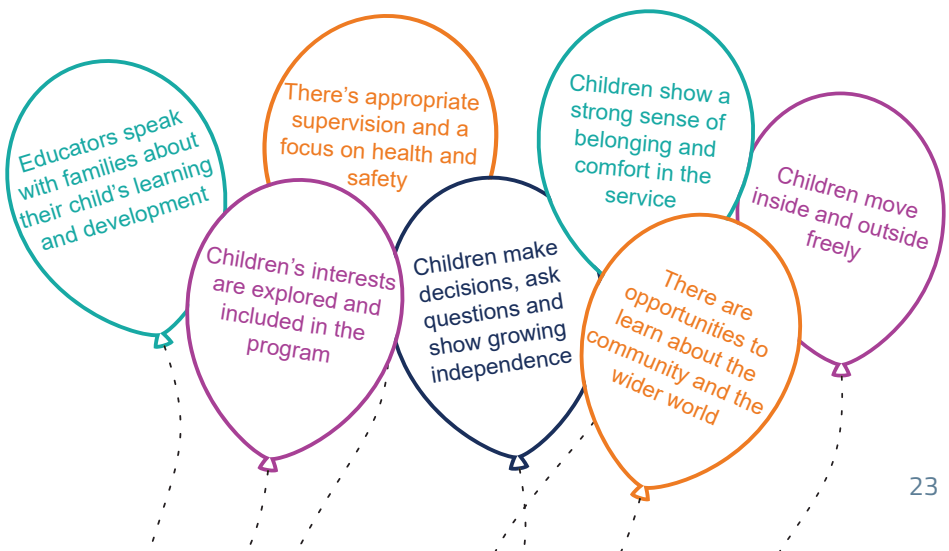
Designed especially for early childhood education and care environments and based on the principles of the United Nations Convention on the Rights of the Child (1991) the ECA Code of Ethics reflects current pedagogical research and practice, providing a framework for reflection about the ethical responsibilities of early childhood professionals who work with or on behalf of children and families in early childhood settings.

As an aspirational document, it does provide a basis for critical reflection, a guide for professional behaviour, and principles to inform individual and collective decision-making. This Code is not intended to, and could not possibly provide easy answers, formula, or prescriptive solutions for the complex issues early childhood professionals face in their work. The ECA Code of Ethics acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children.

Quality Child Care

Intereach Out of School Hours (OOSH) program has been rated as 'Meeting' against the National Quality Framework, a rating system that benchmarks education and care services in Australia.

Education and care should be convenient, affordable, and available when you need it.





Policies and Procedures

At Intereach, our children’s services policies and procedures are readily available to staff and families via our website. These include but are not limited to the required policies and procedures under the National regulations. Our Policies and Procedures provide professional guidance towards health and safety matters for staff and including policies on child safe environment, delivery and collection of children, refusal of authorization for a child to leave the service, medication, accidents, immunisation, exclusion, smoke-free environment, first aid, water safety, Sun Smart, alcohol and illegal substances, anaphylaxis and asthma management, excursions, supervision, protective care policies, nutrition and food safety, interactions with children, positive guidance of children, code of conduct, determining the responsible person present, Complaints and grievance procedure for staff, families, and children, dress codes, how and when staff report to management and many more.

All service stakeholders are regularly asked to give feedback on new and revised service policies. Your feedback and comments are appreciated and valued.

Policies and procedures are available and welcome to be viewed at any time on the website or a copy of the policies and procedures can be located within the staff station at any time.

Please note Policy and Procedure reading is accommodated within inductions and reviews are discussed at catch up and team meetings or through memos.

Role Profile and Your Contract

Please see your induction information kit for your role profile and/or ConnX HR file for both role profile and your Intereach employment contract.

Children's Services Award 2010

As an Intereach Educator you will be employed as a causal educator paid at a level 1.1

Classifying employees under the Childcare Award

FULL-TIME EMPLOYEES

- Usually works, on average, 38 hours each week.
- Can be a permanent employee or on a fixed-term contract.
- Are entitled to paid leave including annual leave and sick & carer's leave.

PART-TIME EMPLOYEES

On average work less than 38 hours per week.

- Commonly work regular hours each week.
- Can be a permanent employee or on a fixed-term contract.
- Are entitled to paid leave including annual leave and sick & carer's leave.

CASUAL EMPLOYEES

- Are employed with the understanding that there is no firm advance commitment to ongoing work with an agreed pattern of work.
- Are not entitled to paid leave including annual leave and sick & carer's leave.

Casual Conversion

The Australian Government introduced laws which allow eligible casual employees to convert to permanent employment. The laws were introduced to stop rare situations where casuals were working full-time for long periods of time without accruing leave. Employers need to make an offer of casual conversion if an employee has been at the business for at least a year and worked consistent hours in that time.

Leave Entitlements

Workers employed under the Children's Services Award receive the same leave entitlements as the vast majority of employees in Australia. These are set out in the National Employment Standards (NES). The amount of leave is set out by the classification of the employee. Typically, casuals don't receive annual leave entitlements, whereas part time and full time employees do

Children's Services Award 2010

Breaks and Rest Pauses

- When working 4 hours or more you are entitled to a paid rest period of 10 minutes
- When working 7 hours or more you will be entitled to 2 paid rest periods of 10 minutes each

All rest periods must be uninterrupted.

- When working over 5 hours or more you are entitled to a unpaid rest period for a lunch break of 30 or 60 minutes pending your agreement with employer.

Induction and Training: Ready Set Go

Over the first few months, you will be supported to gain knowledge and skills required to fulfil your job role. You will be supported throughout this journey and your first step will be to complete the Intereach Ready Set Go (RSG) Program - which is a combination of face-to-face training, virtual training, eLearning, on-the-job training, and self-directed activities.

The Ready Set Go Learner Guide is a central component of your induction. You will be learning a lot of new information and the Guide will help support you throughout the process. You will gain knowledge, learn skills, have opportunities to practice and, importantly, learn where to find the resources you need to do your job.

This Guide is designed to:

- support you to track your progress through the RSG Program;
- support your Manager to track your progress and sign off on topic completion;
- help you to 'slow down' and evaluate your learning experience at your own pace;
- encourage planning for your continued learning and development; and,
- empower you to be active in your own learning journey.

Induction and Training: Ready Set Go

There are a range of tools within this Guide that will assist you along the way:

- **Set tasks** - These must be completed by the time you finish your RSG period. Completing these activities gives you the opportunity to discuss and put into practice what you have learned, including contextualizing all the information you have received into the daily activities of your role.
- **RSG Checklist** - This checklist outlines the things you need to do in your first few months. Make sure you tick them off as you demonstrate or complete each step and talk to your Buddy or Manager if you need help.
- **Knowledge questions** - These must be completed and ticked off by your Manager. These questions help you to explore the various services we offer to both our participants and our employees.

Competency Tool – This tool will guide you in the Competency Assessment process and will be populated by your Manager throughout your probationary period.

It is important to note that the items in the checklist are a guide only. Your Manager may tailor and work through the RSG program in a way that suits your individual and program needs.

Catch up sessions with your Manager are provided if required or upon request which will provide you with the opportunity to discuss your journey so far using reflective coaching approaches. If you need more support, this is a great opportunity to discuss this with your Manager.



Staff Meetings

Daily Handover meetings

3pm daily handover meeting to discuss supervision, program, children, team, etc.

Weekly Catch-up meetings:

Alternative rostered staff - Later during and ASC shift on scheduled days will come together to discuss programming, educational opportunities, children interests needs and behaviours, what working, not working, practise, guidelines, facts sheets, care routines, reading resources and more

Team Staff meetings with compulsory training works shops

Delivered six monthly or once annually or at need (pending budget) during closed centre hours or staff with annual workshop training which will include mandatory reporting, child safe and new legislation and more.

Family and community meeting

- Mid-year June/ July/ August: Annual parent meeting
- Oct/Nov: Facility open day with BBQ

Work Patterns, Tasks and Routines

Buddy shifts prior to induction will provide the hand on exposure to what is needed to be achieved each rostered session. During Induction you will be provided with routine fact sheets that support and guide your daily role and actions of tasks to achieve with estimated times of when.

These sheets are available in the staff area at all times and are reviewed and discussed regularly at staff meetings or at need.

Rosters and Timesheets

Vacation Care Rosters

Staff availability forms are provided to staff for vacation care and rosters are developed as best they can to accommodate the availability of each staff member. Staff will not be rostered if they have noted they are not available. A draft roster is released via email and hard copies in office and feedback is requested, if needed amendments made and then the roster is adopted.

After School Care Rosters

Generally, where able to support relationships with children and families and routines and effective consistent practise and communication we aim to have a roster that provides each staff member with the same shifts weekly for each term, although staff are aware that due to children absences, programming budgets, and other varying reasons at times we may use a weekly or fortnightly roster.

Appraisals and Professional Development

A 1:1 annual catch-up meeting with your manager is scheduled annually at the end of the calendar year where time to discuss your needs, desire, work, professional development, and interests are explored.

Weekly catch-up meetings and team meetings are a groups-based avenue to identify professional development, team growth and opportunities, interests, strengths and more.

Intereach managers have an open-door policy to support staff wellbeing and guidance at need for each staff member/s.

Staff Expectations

If you have any questions, ideas, feedback, thoughts, concerns, perceptions, or suggestions please reach out to your manager and communicate. Informing your manager will provide opportunity for you to explore the personal expectation and or communication and come to agreed outcome.

Committees and Memberships

Internal

Intereach OOSH is a supportive member of Intereach internal committees.

- Child Safe Committee
- Children services committee
- WHS working committee.
- First Aid committee

External

- Individual child case committees and Child wellbeing case committees
- Allied health and complex care committees
- Network OOSH peak body committee meetings
- OOSH Riverina Murray OOSH communities' committee meetings
- KU inclusion agency and SIP committee meetings

Useful Contacts

Intereach OOSH

Mobile: 0428554478

Email: OOSH@intereach.com.au

Intereach Human Resource Department

Email: DeptHumanResource@intereach.com.au

Other

Australian Children's Education and Care Quality Authority

www.acecqa.gov.au

Department of Education and Workplace Relations

www.deewr.gov.au

Department of Education and Early Childhood Development

www.education.vic.gov.au

Fair Work Australia

www.fwa.gov.au



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