

# PARENT INFORMATION

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## INTRODUCTION

### **Our Commitment You**

Open Air Adventure Care (OAAC) has been established due to our desire to actively participate in positively influencing the next generation. Childhood is a wonderful opportunity to expose young minds and bodies to a vast world of experiences and memories that can be drawn upon/reflected in later life. It is a time like no other, where things are new and there is so much to explore. The paradigm of Outside School Hours is a window where the children are able to engage in unstructured play, interact with each other and the natural world/environment around them. They are very much part of the programming and direction of the OAAC family. Their voices are encouraged, respected and most importantly heard, as key citizens in their own learning and development.

Our commitment to our families and community is reflected in all we do. We nurture the development and enjoyment of each child in our care by offering a safe, relaxed but still developmentally challenging environment, whilst we:

- Strive to create programs that create true ‘community schools’ that serve the entire community
- Mentor not instruct, allowing the children the opportunity to lead
- Build independence and resilience
- Encourage children to actively learn life skills

Provide socialisation and citizenship opportunities

- Foster a love and respect of the outdoors and the natural environment
- Aim to integrate local Aboriginal culture and facilitate genuine opportunities to engage and learn from the traditional landowners
- Appreciate active participation and input from all stakeholders
- Always seek opportunity and feedback to grow and evolve the program to meet the needs of all that participate, or that seek to participate in the program

### **The Framework- My time, Our Place and OAAC**

The underpinning framework that OAAC operates under is My Time, Our Place (MTOF)

The Council of Australian Governments has developed My Time, Our Place- Framework for School aged Care in Australia. The framework is to assist educators to provide children with opportunities to maximise their potential and develop a foundation for future success in life. In this way the Framework will contribute to realising the Council of Australian Governments vision that:

*“All children have the best start in life to create a better future for themselves and for the nation.”*

Our educators are guided by the MTOP framework and will also reinforce in their daily practice the principles laid out in the United Nations Convention on the Rights of the Child. The Convention states that all children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities. It also recognises children’s rights to be active participants in all matters affecting their lives and respects their family, cultural and other identities and languages.

Development of Life Skills and a sense of enjoyment are emphasised in the Framework. As is recognising the importance of social and emotional development and communication in learning through play and leisure. Thus forming the foundations for ensuring delivery of quality experiences for rich learning, personal development and citizenship.

For more information on the National Quality Framework you can visit the website:  
[www.acecqa.gov.au](http://www.acecqa.gov.au)

## Goals of our program

OAAC has adopted Goal 2 of the Melbourne Declaration on Education Goals for Young Australians that states:

All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

The Melbourne Declaration also commits to improved outcomes for Aboriginal and Torres Strait Islander young people.

The MTOP framework also supports these goals and you will find them integrated throughout the framework.

Because the My Time, Our place for school age Framework is a natural progression on from the Early Years Learning Framework (Birth – 5yrs) the view that children’s lives are characterised by the following still remains relevant and continues to guide our program:

- Belonging- Knowing where and with whom you belong. Relationships are crucial.
- Being- Recognises the significance of here and now in children’s lives. About knowing themselves, engaging with life’s joys and complexities and meeting challenges in everyday life.
- Becoming- Acknowledges children’s ongoing learning and development. It emphasises learning to participate fully and actively in society.

## Expected Outcomes of our Program

As required by the Australian Children's Education and Care Quality Authority (ACECQA)

The Framework expects that each service will work towards meeting the following 5 outcomes for your child:

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

## How OAAC Educators will work towards achieving the Outcomes for your child

Educators at OAAC will collaborate with all children to make progress towards the outcomes using the following 5 principles from the Framework:

1. **Secure, Respectful and Reciprocal Relationships-** When children feel safe, secure, respected and given appropriate responsibility they feel like valued members of the OAAC community. Children that are supported to understand themselves in this positive way, experience a sense of belonging that nurtures the development of their self-esteem.
2. **Partnerships-** Children have the potential to be affected by people, places and events. Families, Schools and local communities contribute to opportunities provided for this age group. Educators recognise that families are the children's first and most influential teachers. The educators also understand that they are the sensitive conduit between home, school and community at times. Partnerships and connections help shape children's dispositions towards citizenship.
3. **High expectations and equity-** Educators are committed to equity and believe in all children's capacities to access opportunities and succeed, regardless of diverse circumstances and abilities. They nurture children's optimism, happiness and sense of fun. Children progress well when they, their parents/carers, educators and community hold high expectations for achievements and contributions to society.
4. **Respect for Diversity-** Being aware of and understanding diversity means taking into account the context of different family practices, values and beliefs. OAAC educators will endeavour to understand the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families so they can better support children in their care. At OAAC we will also promote a genuine greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being. We will pay respect to the traditional landowners of the local area.

5. **Ongoing learning and reflective practice**- Educators continually seek ways to build their professional knowledge and develop learning communities. They collaborate with children, families and community, and value the continuity and richness of local knowledge shared by community members, including Aboriginal and Torres Strait Islander Elders. Reflective Practice is a form of ongoing learning that involves engaging with questions of philosophy, ethics and practice. Its intention is to gather information and gain insights that support, inform and enrich decision making about children’s wellbeing and development.

## OUR PHILOSOPHY

*It takes a village to raise a child and Open Air Adventure Care sees itself as part of each community that it operates within. We see our role in the village as supporting families by offering a time and space for children to enjoy their childhood outside of school hours.*

### Play

#### Play is learning!

At OAAC we have the distinct advantage in the outside school hours space of using play as the context for all our learning be it intentional learning or spontaneous. What is the advantage of using play to learn? It:

- allows for the expression of personality and uniqueness
- enhances dispositions such as curiosity and creativity
- enables children to make connections between prior experiences and new learning
- assists children to develop relationships and concepts
- stimulates a sense of wellbeing

### Pedagogy

OAAC’s approach to programming is most closely aligned (but not limited to) socio-cultural theories that emphasise the central role that families and cultural groups play in children’s wellbeing and learning, and the importance of respectful relationships, providing insight into social and cultural contexts of learning and development.

You will often hear the saying *“It takes a village to raise a child”* used at OAAC.

Complimenting OAAC’s sway towards Socio-cultural theories, OAAC’s educator’s professional practice is influenced by their:

- professional knowledge and skills
- knowledge of children, families and their communities
- awareness of how their beliefs and values impact on children’s wellbeing and learning

- personal style and past experiences

## CHILD CARE AUTHORITY

Open Air Adventure Care operates under the authority of the Australian Children’s Education and Care Service Quality Authority. Each individual OAAC OSHC site is individually licenced under the Education and Care Services National Law and the Education and Care Services National Regulations

The Service Approvals are:

**Axedale Service Number: SE-40007431**

Each Service is required to operate under the supervision of an approved Provider under the Education and Care Services National Law and the Education and Care Services National Regulations. OAAC’s provider is:

**Time 2B Me Approval Number: PR-40008656<sup>1</sup>**

Each service location is required to have a nominated supervisor, who is the person with overall responsibility for the operation of that site, and a certified supervisor on duty who is responsible for the current shift. The name of the nominated supervisor and the certified supervisor are on display at the entrance to our services.

## FINANCE AND PAYMENT

### Fee Structure

Please see our separate fee hand out, or go to [www.oaac.com.au](http://www.oaac.com.au) for the most up to date fee structure.

### What’s included?

**Before School Care:** Breakfast is provided between 7:00-8am

**After School Care:** Afternoon snack is provided between 3:30-4:30pm

**Holiday Program/Pupil Free Day:** Breakfast is provided between 7:30-8:30 (BYO Lunch)

**Optional Extended Session:** Afternoon snack provided between 3:30-4:30

### Billing

It is our policy that families pay fees in advance to maintain a credit balance equivalent to 2 weeks’ worth of fees at all times to maintain their booking.

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<sup>1</sup> Time 2B Me is a registered business name of Turner Strategies Pty Ltd ACN 605 088 640

Our service has a NO CASH policy. We believe our on-site educators are employed for their expertise with children and should not be burdened with additional administrative duties where possible. Pick up and drop off times are already challenging times in regards to transitions for children, educators and families alike.

Our preferred method of payment is online via recurring fortnightly **Direct Debit** using BSB and account details. Parents can setup this up via the **iParent Portal** ([www.oaac.com.au/iparent](http://www.oaac.com.au/iparent))

We have absorbed the processing fee (declined transactions excluded) to make this a convenient and transaction fee **FREE** payment method for families. Alternatively you can pay via Credit Card if desired, also in the parental portal (transaction fees will apply for this option)

In consultation with management, direct bank deposit or CENTREPAY may be available however, requests are carefully assessed and not guaranteed to be approved.

All booked days for Before School Care and After School Care are based on a commitment for the full school year (school terms) including public holidays to retain your child's place in the program.

Pupil free days Core Session (9am-3:30) and School Holiday Care is booked separately.

Two weeks' notice is required if you wish to cancel a booking. Failure to do so will require Parents/carers to pay two weeks full fees. All accounts must be finalised by this time as any outstanding accounts will be forwarded to debt collection agencies.

## Government Assistance/Fee Relief

**Open Air Adventure Care** is currently an **APPROVED** service with the Department of Human Services (DHS) for the administration of Child Care Benefit (CCB) and also Child Care Rebate (CCR) through the Governments Child Care Management System (CCMS). This is of huge advantage to our families as most families will be eligible for at least the CCR 50% rebate (not income tested) making participation more affordable.

When you apply for the Child Care Benefit and the 50% Child Care Rebate with the Department of human services [www.humanservices.gov.au/customer/services/centrelink/child-care-benefit](http://www.humanservices.gov.au/customer/services/centrelink/child-care-benefit)

You can also select your preferred payment option. The simplest option is Option 1 – Paid to service. This means you only need to pay 'the gap' when you receive your invoice. There's no need to pay the full amount first and wait to receive the rebate later. Other payment options are:

- Option 2: Paid to your bank account fortnightly. Pay the full fee to your child care provider upfront, and then you will be reimbursed fortnightly, directly into your bank account.
- Option 3: Paid to your bank account each quarter. Pay the full fee to your child care provider upfront, and then the rebate will be paid each quarter (every 3 months) directly into your bank account.
- Option 4: Paid to your bank account each year. Pay the full fee to your child care provider upfront, and then the rebate will be paid directly into your bank account as a lump sum at tax time.

It is the responsibility of the parent to register/check eligibility for CCB and/or CCR. Information, factsheets and forms can be accessed through [www.mychild.gov.au](http://www.mychild.gov.au) alternatively families can call the DHS office direct on ph. 131 150.

For our service to maintain APPROVED status with DHS for CCB and CCR purposes, we must offer a minimum number of hours per day and at least 7 weeks of School Holiday Care per year. For this to remain viable we rely on our families to support their local OOAC service with active engagement/enrolment across all 3 Programs (Before, After and Vacation Care) where possible.

## Financial Hardship

Because we feel that our Program is of great benefit to all children and families we maintain a commitment to the community to make access for ALL children our priority, regardless of families financial circumstances. If you feel our program would be beneficial, but finances are the limiting factor please approach staff and enquire about options or contact our head office on the details above. All enquiries will be dealt with in the strictest of confidence.

## POLICY AND PROCEDURES

OAAC has a number of policies and procedures pertaining to the care of your child. Our Policies are located in hardcopy in the venue foyer and are available to review at any time. All of our policies and procedures are available in the iParent portal. Some of our policies are also available on our website at [www.oaac.com.au/policies](http://www.oaac.com.au/policies)

A summary of some of the main policies and procedures is below. Please refer to the detailed policy for more information

## Waitlist and Enrolment

OAAC manages waitlists and enrolment online. In order to enrol, parents must first add themselves to the waitlist using the iEnrol application. Please go to: [www.oaac.com.au/ienroll](http://www.oaac.com.au/ienroll)

## Signing in and out of OAAC sites

Each child must be signed in and out of the service every session they attend. This is a legal requirement that we must follow. These records are used in case of emergencies and for the calculation of the childcare benefit (CCB). If a child is away, ill or on holidays the corresponding days must be signed by parents/guardians.

Like the enrolment process, OAAC uses an electronic portal to manage check-in and check-out of children. In the event that the portal is not working, Educators may ask you to sign a manual sign-in/Sign-out sheet.

## Sign In

On arrival you are asked to do the following:

- Use the tablets provided to check your child into the service for that session. If for some reason the tablets are not available, paper based signin/out sheets will be provided. In this case you will need to document the time, sign and print your name.
- Present your child to the educator in charge

- If your child is arriving from school for afterschool care, an extended session, or an early school knock-off, the educator in charge will sign the child into care.

## Sign Out

Before you leave the service you are asked to do the following

- Come into the service and greet your child
- Collect any belongings
- With your child, say goodbye to the educator in charge
- Use the tablets provided to check your child out of the service for that session. If for some reason the tablets are not available, paper based sign in/ sign out sheets will be provided. In this case you will need to document the time, sign and print your name.
- If your child is going to school immediately after a session, the child will be signed out by the educator in charge at the commencement of school.

## Collection

No child will be released into the care of any persons not known to the team members as Authorised Persons to collect. If team members do not know the person by appearance, the person must be able to produce some form of photo identification to prove that they are the person authorised to collect the child based on the enrolment form details provided. Please keep these details current.

## Child Not Collected

In the event that a child has not been collected 15mins after closing time then the parents/guardians will be contacted on the emergency telephone numbers provided.

If the child has still not been collected 30 minutes after closing time then staff will follow the Department of Communities Abandoned Child Procedures including contacting the child protection and Crisis Centre 24hr service.

Additional fees will be charged for a child that remains in the service after closing time in accordance with our Fees policy.

## Absences

In the case that your child is absent we request that you login to the iParent portal and advise of the absence ([www.oaac.com.au/iparent](http://www.oaac.com.au/iparent)) if your child is unable to attend their session.

If you do not have access to the iParent portal or it is a last minute absence please contact your local service via phone and they will manually record the absence in the system.

Please note that absences are still charged at the applicable rate for the care your child is enrolled in.

## OAAC LOCATIONS & HOURS OF OPERATION

### OAAC Main Office

Hours of Operation: 9:00am- 3:00pm  
Mailing Address: PO Box 9172  
Axedale, Vic 3551

Location: 7 Raglan Place East  
Axedale, Vic, 3551  
*Please call before visiting.*

Phone: (03) 86574546

Email: [info@oaac.com.au](mailto:info@oaac.com.au)  
Web: <https://www.oaac.com.au>

### Axedale Primary School

**Before School Care** 6:30am-9am

**After School Care** 3:30pm-6pm

**School Holidays & \*Pupil Free days Care** 6:30am-3:30pm core session PLUS additional 3:30pm-6pm extended sessions, and \*early school finish sessions available (\* subject to min numbers)

**Contact:** 043 602 1650  
**Email:** [axedale@oaac.com.au](mailto:axedale@oaac.com.au)  
**Web:** [www.oaac.com.au/axedale](http://www.oaac.com.au/axedale)

## RESOURCES

[www.oaac.com.au](http://www.oaac.com.au)  
[www.mychild.gov.au](http://www.mychild.gov.au)  
[www.acecqa.gov.au](http://www.acecqa.gov.au)  
[www.careforkids.com.au](http://www.careforkids.com.au)  
[www.humanservices.gov.au](http://www.humanservices.gov.au)