



EJ KIDS' CARE



NEW FAMILY INFORMATION AND FAMILY HANDBOOK

2026

Print date: 1st July 2026



EJ Kids' Care Family Handbook

49 ROSEBY AVE, CLAYFIELD Q 4011 | Ph: 07 3262 8093 | Email: oshc@ejkidscare.com.au

Service Information

Service Operation Monday – Friday:

Before School Care:	7.00am - 8:35am
After School Care:	2:45pm - 6:00pm
Vacation Care:	7.00am - 6:00pm

Fees and Charges:

Type of Care	Fees	Discount
Before School Care	\$23.00	None
After School Care	\$40.00	Five Day Discount for \$37.00
Vacation Care and Pupil Free Days	\$80.00	Early Bird Price for \$75.00

Term-time casual bookings will attract an additional \$5 charge

Childcare Subsidy (CCS) is available for all eligible families.

Approved Provider:

Approved provider number: PR-00000188

Service approval number: SE-00001096

Eagle Junction State School Parents & Citizens' Association

Contact person: P&C President on ejsspcpresident@gmail.com



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EJ Kids' Care Team

EJ Kids Care Sub-Committee Details:	Chairperson: Amin Chehab
	Treasurer: <i>Vacant</i>
	Secretary: Natasha Styler
	Policy / Communications: <i>Vacant</i>
Service Manager and Nominated Supervisor:	Annie Talley-Steel (07) 3262 8093 or oshc@ejkidscare.com.au
Assistant Service Manager and Human Resources Coordinator	Kayla Di Mauro
Assistant Service Manager and Administration Coordinator	Maeve Toohey
Program Coordinator (Educational Leader)	Emily Lennon
Inclusion Support Coordinator	Emily Buckland
Kitchen Coordinator	Leilani Wain
Administrators	Victoria Thomas, Georgia Gaddes, Brianna Toohey



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Educators

Ava Duggin	Geordie Barrie	Penelope Dryden
Ben Weeden	Georgia Lillicrap	Phoebe Shave
Bridget Toohey	Grace Harmer	Rachel Simms
Caitlin Gorban	Heath Dennison	Ruby Skyring
Casey Stinson	Jack Plowman	Samantha Gilmour
Charlie Thomas	Jazmine Zenoni	Sofia Nielson
Chelsea Byrnes	Lachlan Bligh	Stella Pelzer
Chloe-Rose Cannard	Laura Chapman	Tayce Brown
Claudia Walker	Lauren Winstanley	Wai Chun (Xavier) Chiu
Dragon Saman	Luisa Rossi	Zac Reid
Elise Keyes-Johnstone	Madison Waugh	
Ella Gilmore	Mathilde Burkhard	
Erin Long	Misha Sakhla	
Frances Edwards	Olivia Knauer	

Complaints, Grievances & Compliments

1. Annie Talley-Steel oshc@ejkidscare.com.au
2. EJSS P&C President ejsspcpresident@gmail.com
3. Office of Early Childhood Education and Care (07) 3634 0532 or MetroNorth.ecec@qed.qld.gov.au
4. The Australian Children's Education & Care Quality Authority (ACECQA) 1300 422 327 or enquiries@acecqa.gov.au

Regulatory Authority:

Office of Early Childhood Education and Care (07) 3634 0532 or MetroNorth.ecec@qed.qld.gov.au



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Welcome

On behalf of all the staff at EJ Kids Care, we would like to extend a warm welcome to our families and thank you for entrusting your children into our care. Our Educators are committed to providing your children with quality learning opportunities, delivered in a safe, secure and stimulating environment.

Our Educators have a wide variety of experience in childcare and are guided in best practice by the School Aged Framework, *My Time, Our Place*.

The School Aged Framework *My Time, Our Place* aims to provide school aged children in outside school hours' care with high quality care that promotes their learning and development while recognising the importance of social interactions and recreation. Educators working in collaboration with children and their families, guide children's learning by identifying their strengths and interests. Our aim is to extend and enrich children's wellbeing by providing stimulating, positive leisure experiences that foster self-esteem and confidence.

All Kids' Care staff are required by law to hold a current Suitability Card for Child Related Employment. In addition to each individual person's qualifications, training and experience, all of our staff complete the following training as part of our ongoing professional development and induction process in ensuring exceeding quality care for our children and families:

- All staff undergo full First Aid (including CPR and anaphylaxis) annually (the state requirement is only one person trained).
- Annual external child protection training
- Annual external LBGTQ+ competency training.
- Annual external cultural competency training for First Nations cultures.
- Annual external trauma-informed care training and ongoing training using the P.A.C.E model.

Our Service is Approved under National Law Act 2010 and National Regulations 2011 and the quality of our Service's operations, programs and practices are assessed and rated under the National Quality Standards.

Our 2024 Assessment and Ratings process saw the Service rated as Exceeding the National Quality Standard.



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An integral part of the assessment and rating process is our Service's *Quality Improvement Plan*. The Quality Improvement Plan documents the outcome of our self-assessment and quality improvement planning process and can be found in our family information corner in the centre and online via *OWNA*. As part of our commitment to ongoing self-reflection and improvement, we welcome and encourage families, staff and children to contribute to our plan wherever possible.

Please feel free to contact the Kids' Care Service Manager and Nominated Supervisor, Annie Talley-Steel, if you have any queries or concerns about your child or the Service.

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Part 1: New Family Information

This is designed to assist new families.

Childcare Subsidy (CCS)

Our Service is an approved Child Care Subsidy (CCS) provider. This includes maintaining accurate enrolment and attendance records and ensuring that all sessions reported for CCS accurately reflect the care provided. To ensure CCS can be applied to your bookings, we must have:

- Your child's Customer Reference Number (CRN);
- The CCS claimant's (account holder's) Customer Reference Number (CRN); and
- The claimant's date of birth.

If this information is missing, incorrect or cannot be validated, CCS cannot be applied to your account and full fees will be charged until the required information has been successfully verified.

Genuine Attendance and Care

We are legally responsible for ensuring that attendance records accurately reflect the care provided. The Nominated Supervisor (or their delegate) is responsible for determining whether a booking should be recorded as an attendance or an absence for CCS purposes. When determining whether a genuine attendance has occurred, the Service may consider a range of factors, including:

- whether responsibility for the child's care was transferred to the Service;
- whether educators had a reasonable opportunity to provide care and supervision;
- whether the child participated in the normal routines or program of the session, such as afternoon tea, play experiences or group activities; and
- whether the attendance accurately reflects the purpose of the booked session.

No single factor, including the length of time attended, determines whether a genuine attendance has occurred. However, attendance records must represent the genuine provision of care. For example, if a child is signed into care immediately before the session concludes, is collected almost immediately after arrival, or is signed in without the Service having a genuine opportunity to provide care and supervision, the booking may not be considered a genuine attendance.

Where the Service determines that genuine care was not provided, the booking may be recorded as an absence rather than an attendance to ensure our CCS reporting remains accurate and compliant with Family Assistance Law. This decision is made to protect the integrity of our attendance records and meet our obligations as an approved CCS provider.



Your Child's First Attendance

CCS cannot be paid until your child has physically attended their first session of care at our Service. A booking or enrolment alone does not activate CCS.

We understand that some children require a gradual transition into care. Families are welcome to arrange for their child to attend part of their first booked session before being collected, provided the Service has a genuine opportunity to provide care and supervision during that attendance.

If the Service determines that the booking did not constitute a genuine attendance and records it as an absence, the session will not satisfy your child's first attendance requirement for CCS purposes. CCS will not commence until your child has attended a subsequent session where genuine care has been provided.

If your child has already attended one of our approved care sessions, including Vacation Care, this first attendance requirement has already been met.

We've provided a couple of scenarios below to help understand CCS:

Scenario	Outcome
My child is starting Prep and they are booked in for Monday to Friday After School Care starting in the first week of school. I want to pick them up from their classroom for their first day, and they won't be attending EJ Kids' Care until Tuesday After School Care. I am eligible and have been approved for CCS, what will happen to my CCS?	Your child's booking for Monday After School Care will be marked as an absent, and you will be required to pay full fees for this day. Your CCS will then come into effect on the Tuesday After School Care.
My child is starting at EJ Kids' Care in the upcoming year and they're booked in for Wednesday and Thursday Before School Care and After School Care. They won't be coming for the first week of school, but they attended Vacation Care in January and I had CCS applied to my bookings then. What will happen to my CCS for the first week of school?	Since your child has already attended their first day of care with us during the recent Vacation Care, the absences your child will have during the first week of school will have CCS applied to them.



Our Team

We understand how important it is for families to know exactly who is caring for their most precious children. That's why we invest heavily in building a professional, skilled, and passionate team. As a not for profit organisation, we don't cut corners, prioritise profits, or compromise on quality.

Our Service offers one of the most comprehensive training and professional development programs in the sector. Every new staff member, regardless of their previous experience, completes a minimum of 10 hours of online training, covering essential topics such as child protection and supervision before they can even step foot in our door. This is followed by at least 50 hours of paired, hands-on training with one of our experienced Trainers before they are permitted to take responsibility for any group of children. Ongoing learning is a core value of our team. All educators are supported to engage in continuous professional development to ensure they stay up to date with the latest sector knowledge, best practices, and regulatory requirements.

We are also proud to have a dedicated Human Resources Coordinator, something rare in our sector, who supports staff performance and wellbeing, ensuring we consistently meet the high standards expected by our Service and families. In addition to each individual person's qualifications, training and experience, all of our staff complete the following training as part of our ongoing professional development and induction process in ensuring exceeding quality care for our children and families:

- All staff undergo full First Aid (including CPR and anaphylaxis) annually (the state requirement is only one person trained).
- Annual external child protection training
- Annual external LGBTQ+ competency training.
- Annual external cultural competency training for First Nations cultures.
- Annual external trauma-informed care training and ongoing training using the P.A.C.E model.

More information about our specific team members are on the follow pages.



Management and Operations Team



Annie Talley

Service Manager and Nominated Supervisor

*Bachelor of Psychological Science (Honours),
Graduate Certificate in Mental Health &
Neuroscience, Graduate Certificate in Educational
Studies (Diverse Learning Needs)
First Aid, CPR, Asthma and Anaphylaxis Certified,
Food Safety Certified, Supervisor in Charge Certified*

Annie has been part of our Service since 2017 and for almost ten years, has built strong relationships with our children, families and school community. During this time, she has worked in several roles, including Inclusion Support Coordinator and Assistant Service Manager, before stepping into the role of Service Manager and Nominated Supervisor, where she has now led the Service for almost half of her time with us. As a mum of two, Annie understands the trust families place in a service each day and the importance of creating an environment where every child feels safe, supported and genuinely known.

With fifteen years of experience working with children across education, allied health and therapeutic settings, Annie brings a wealth of knowledge and a genuine passion for helping children thrive. Her previous experience includes facilitating animal-assisted therapy programs and working as a Sensorimotor Therapist within a neurology program, with a particular interest in supporting children with autism, ADHD and other developmental differences. Annie holds a Bachelor of Psychological Science (Honours), a Graduate Certificate in Special Education, a Graduate Certificate in Mental Health and Neuroscience, and certification in Applied Behaviour Analysis (ABA). She is passionate about working alongside families, supporting children's individual needs, and continually improving the quality of care provided by the Service.

Under Annie's leadership, the Service achieved its first-ever Exceeding National Quality Standard rating, an achievement that reflects the dedication of the entire team and a shared commitment to providing high-quality education and care for every child. Annie believes that strong partnerships with families are at the heart of a great service. Whether supporting a child's transition into care, helping families navigate additional support needs, or leading continuous improvement initiatives, she is committed to creating a welcoming, inclusive environment where every child feels a genuine sense of belonging and every family feels heard, valued and supported.



Kayla Di Mauro

**Assistant Service Manager and Human Resources
Coordinator**

*Bachelor of Education (Primary) (Currently
Studying), First Aid, CPR, Asthma and Anaphylaxis
Certified, Supervisor in Charge Certified*

Kayla has been with the Service since 2022 and brings a diverse background, having initially studied nursing and midwifery before transitioning to a Bachelor of Education (Primary). With several years of experience working with children, Kayla has held various roles, including Assistant Coordinator and Educational Leader at a previous childcare Service. She is passionate about cultural competency, art therapy practices, and building self-esteem in children. In her previous role as Program Coordinator, Kayla ensured that the Educational Program was fully compliant with the National Quality Standards and Approved Learning Framework. Additionally, Kayla has demonstrated leadership skills as Acting Director and Nominated Supervisor during Annie's maternity leave in 2023. In 2024, Kayla took on the Human Resources Coordinator position, where she is responsible for managing and supporting our growing team, ensuring they are well-equipped and motivated to provide the highest quality care to our children.



Maeve Toohey

**Assistance Service Manager and Administration
Coordinator
Staff Wellbeing Leader, Indoor Supervisor, Outdoor
Supervisor, Staff Trainer**

*Dip. School Aged Care, Bachelor of Ancient History
(Korean), Master of Information Management
(Currently Studying), First Aid, CPR, Asthma &
Anaphylaxis Certified, Supervisor in Charge
Certified.*

Maeve has been a valued member of our team since 2019, bringing a unique blend of qualifications and diverse experiences. She holds a Diploma in School Age Education, complemented by a Bachelor's Degree in Ancient History and Korean, showcasing her broad academic interests. Maeve's remarkable dedication is evident from her nineteen years in Scouts Australia, where she achieved the prestigious Baden-Powell Award, and her passion for performing, having participated in numerous musicals since age ten. With almost ten years of experience working with children, including seven years as a gymnastics coach, Maeve has a proven ability to engage and mentor young people. At the Service, Maeve is a friendly face you'll often see as one of our Indoor Supervisors during drop-off and collection times. Her commitment extends to being a significant part of our sustainability initiatives, helping to foster environmentally conscious practices across the Service.

Beyond direct child engagement, Maeve plays crucial internal roles as a Staff Trainer, responsible for orienting and upskilling new team members, and as our Staff Wellbeing Leader, championing initiatives to support our team's welfare.



Leadership Team



Emily Lennon

Program Coordinator

**Certified Supervisor, Indoor Supervisor, Outdoor Supervisor,
Staff Trainer, Inclusion Supervisor**

Bachelor of Education (Currently Studying), First Aid, CPR,

Asthma and Anaphylaxis Certified, Supervisor in Charge

Certified

Emily joined our team in 2024 and is currently pursuing a Bachelor of Primary Education, bringing a fresh perspective and a strong academic foundation to her work with children. With an undeniable passion for nurturing young minds, Emily channels her enthusiasm and energy into every aspect of her role. Emily is responsible for designing and overseeing our engaging educational programs, ensuring they align with approved learning frameworks and foster holistic development for all children. A keen advocate for literacy, Emily is particularly passionate about reading, a valuable interest that she actively integrates into her programming to inspire a love of books and storytelling. Prior to this, Emily completed a valuable student teaching placement at Eagle Junction, gaining practical experience in diverse educational environments. She also contributed significantly to our team as an Outdoor Supervisor, demonstrating her commitment to creating safe and dynamic play spaces. Emily is dedicated to providing enriching experiences and supporting our children's learning journeys.



Emily Buckland

Inclusion Support Coordinator

Certified Supervisor, Indoor Supervisor

Bachelor of Behavioural Science/Bachelor of Justice (Family and Youth Support), Masters of Education, (Trauma-Aware, First Nations). First Aid, CPR, Asthma and Anaphylaxis

Certified, Supervisor in Charge Certified

Emily has been with us since 2020 and brings a wealth of knowledge and experience. She holds an impressive academic background, including a Bachelor of Behaviour Science/Bachelor of Justice (Family and Youth Support) and a Masters of Trauma-Aware Education, with a minor in Inclusive and First Nations Education. With her extensive experience working with children and adolescents with diverse needs and a strong passion for creating truly inclusive environments, Emily is our dedicated Inclusion Support Coordinator. In this vital role, Emily is responsible for coordinating the Inclusion Support Program, meticulously managing individual cases and developing tailored behaviour support plans to ensure every child receives the necessary support to thrive in our care.. She fosters strong partnerships by actively liaising with families to provide guidance for their child's development and collaborates closely with various stakeholders to implement effective support strategies. A key aspect of her role also involves supporting and mentoring staff, promoting best practices in inclusion and behaviour management across the Service. Emily maintains meticulous record-keeping and documentation of children's progress, ensuring comprehensive and accessible information. Her deep expertise in trauma-informed care and unwavering commitment to inclusivity play a central role in fostering a nurturing and holistic approach to the development of every child in our Service.

Administration Team



Victoria (Vicky) Thomas
Administrator

**Certified Supervisor, Indoor Supervisor, Outdoor Supervisor,
Inclusion Supervisor, Staff Trainer**

Certificate III in School Aged Care (Currently Studying), First Aid, CPR, Asthma and Anaphylaxis Certified, Supervisor in

Charge Certified.

Vicky has been with us since 2018 and has previously studied in areas of business and human services. Vicky comes with a lot of experience, including working with children for over eight years in a variety of settings. She also has six years of experience working as a disability support worker primarily with adolescents and supporting them through the NDIS. Vicky is trained as one of our Outdoor Supervisors, Indoor Supervisors to liaise with parents and is a member of Inclusion Support Team. Vicky is also one of our Certified Supervisors in Charge. Vicky also is responsible for managing our medical and dietary requirements of the children in our care.



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**Georgia Gaddes
Administrator**

Skills & Transitions Leader

**Certified Supervisor, Indoor Supervisor, Outdoor Supervisor,
Inclusion Supervisor**

*Bachelor of Education (Special Education) (Currently
Studying), First Aid, CPR, Asthma & Anaphylaxis Certified*

Georgia has been with us since 2022 and is currently studying a Bachelor of Primary and Special Education. She has been working with children for five years, including as babysitting as a Junior Hockey Coach for her local club and as a teacher aid in a special education unit at a high school. Georgia is passionate about working with children with additional needs after her travels to Cambodia where she volunteered at a primary school for students with a disability. She is also learning AUSLAN.

Georgia is trained as one of our hard-working Outdoor Supervisors and Indoor Supervisors.



**Brianna (Bri) Toohey
Administrator**

Certified Supervisor, Indoor Supervisor

First Aid, CPR, Asthma and Anaphylaxis Certified

Brianna first joined the team back in 2019 where she learned skills revolving around behaviour management, developmental knowledge and planning and coordination before leaving for a short while until her return in 2025 as an Administrator and Educator where she is highly motivated and passionate about refining and gaining new skills. Additionally, Brianna is a retail professional with over 8 years of comprehensive experience, including 3 years in impactful management roles leading large teams in fast-paced, dynamic environments which is perfect for the busy OSHC environment! We are excited to support

Brianna as she commences her studies in 2026 in the Diploma of School Aged Care.

Kitchen Team



**Leilani Wain
Kitchen Coordinator/ Chef**

Certificate III in Commercial Cookery

Leilani has been with us since 2020 and has a Certificate III in Commercial Cookery. She has been working around children for over ten years and has several years of experience preparing and serving food for large numbers of students. Leilani prepares all dishes fresh and in-house, ensuring that only fresh ingredients with minimal preservatives are used in our food and follows the strictest food handling and hygiene practices at the Service.



**Rachel Simms
Relief Cook**

Educator

*Certificate III in Children's Services, First Aid, CPR, Asthma and
Anaphylaxis Certified*

Rachel has been with us since 2015 and has a Certificate III in Children's Services. She has almost ten years of experience working with children, including in previous other childcare services. Rachel is passionate about teaching children how to create delicious foods for themselves and is involved in running our Kids' Kitchen Club at the Service. Rachel has stepped in as our Relief Cook in 2024 and 2025 while Leilani is on leave.



Educator Team

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Ava Duggin

Educator

Outdoor Supervisor

Bachelor of Education (Primary) (Currently Studying), First Aid, CPR, Asthma and Anaphylaxis Certified, Supervisor in Charge Certified

Ava became part of our team as an Educator earlier in 2025. Ava has commenced her studies in Primary Teaching this year, demonstrating her commitment to a career in education. Her previous roles in food service and at an indoor play center have equipped her with valuable customer service, supervision, and hospitality skills. Additionally, Ava's volunteer experience and participation in community initiatives highlight her strong leadership potential and community spirit. She is keen to gain experience and develop new skills, contributing positively to our team and the children's learning journeys.



Ben Polloni-Weeden

Educator

Outdoor Supervisor, Inclusion Supervisor

Bachelor of Education (Secondary) (Currently Studying), First Aid, CPR, Asthma & Anaphylaxis Certified

Ben has been part of our Service for several years and is a familiar face to many of our children and families. A former student of St Joseph's College, Gregory Terrace, he enjoys building positive relationships with children and creating an environment where they feel welcomed, included and encouraged to try new things. Alongside his role at the Service, Ben has extensive experience coaching junior volleyball through St Joseph's College, Gregory Terrace and Brisbane Volleyball Club. Working with children and young people across both primary and secondary school settings has strengthened his ability to engage children of all ages, encourage teamwork and resilience, and create inclusive environments where every child feels supported to participate. Ben is passionate about helping children develop confidence, independence and strong social skills through play, sport and meaningful relationships. His calm, approachable nature and ability to connect with children make him a valued member of our team.



Bridget Toohey

Educator

Indoor Supervisor, Staff Trainer

Diploma of School Aged Care, Bachelor of Veterinary Science (Currently Studying), First Aid, CPR, Asthma & Anaphylaxis Certified

Bridget has been a bright and consistent presence with us since 2020, bringing a wonderful blend of practical and academic knowledge. Holding a Diploma in School Age Education and Care and currently pursuing a Bachelor of Veterinary Science, Bridget's dedication to both nurturing young minds and caring for the natural world shines through. With over two decades in Scouts Australia and countless musical performances under her belt, she effortlessly facilitates a wide variety of engaging activities and always has a fascinating fun fact to share, sparking curiosity in everyone around her. Her extensive experience includes being heavily involved in initiatives like camps for children with diverse needs.

Bridget is one of our friendly faces you'll often see coordinating sign-in and sign-out as an Indoor Supervisor. Her passion for the environment is evident at the Service, where she lovingly tends to any green-thumb activities and our much-loved Bug Club. Bridget has also made significant contributions to our Service's sustainability and reconciliation efforts, having previously been involved in initiatives related to our Sustainability Action Plan and Reconciliation Action Plan. Bridget's diverse background and warm nature create a truly enriching and supportive environment for all the children.



Casey Stinson

Educator

*Diploma of Health Science and Bachelor of Behavioural Science (Currently Studying)
First Aid, CPR, Asthma & Anaphylaxis Certified*

Casey joined the team in 2025 and is an enthusiastic and reliable individual currently pursuing a Bachelor of Psychological Sciences at Swinburne University of Technology, with the goal of becoming a Paediatric Psychologist. Her passion lies in supporting children's development within safe and engaging environments, and is currently a valuable addition to our Outside School Hours Care (OSHC) bringing hands-on experience and contributing meaningfully to children's wellbeing and daily routines. Casey has prior experience as a support worker where she utilized her strong communication skills, genuine caring nature, and proactive approach to helping people and has brought those valuable skills over to our OSHC where she supports children in a structured care setting.



Caitlin Gorban
Educator

Staff Trainer, Outdoor Supervisor

*Diploma of Health Science and Bachelor of Nutrition Science
(Currently Studying), First Aid, CPR, Asthma & Anaphylaxis
Certified*

Caitlin has been a valuable member of our team since 2023, bringing a unique perspective informed by her ongoing studies. Currently pursuing a Diploma of Health Science and a Bachelor of Nutrition Science, Caitlin is passionate about fostering holistic well-being and promoting healthy habits amongst the children. With significant experience working with children and adolescents as a Netball Coach and Umpire, she excels at engaging young people and developing their skills in a fun, supportive environment. Caitlin is particularly enthusiastic about involving children in play-based sports, encouraging active lifestyles and teamwork through dynamic and inclusive activities.

Beyond her direct interactions with children, Caitlin also plays a crucial role behind the scenes as one of our dedicated Staff Trainers. In this role, she helps onboard and support new team members, ensuring they are well-equipped and confident in upholding our high standards of care and educational practices.



Charlie Thomas
Educator
Staff Trainer

*Bachelor of Built Environment (Master of Construction), First
Aid, CPR, Asthma & Anaphylaxis Certified*

Charlie joined our team as an Educator at the start of 2025, bringing enthusiasm and a fresh perspective to our Service. He is currently pursuing a Bachelor of Built Environment with a Master of Construction Management, applying his skills in our dynamic environment. With four years of experience in food service, Charlie has honed strong customer service abilities, food preparation skills, and experience in training junior team members, demonstrating his reliability and capability in a fast-paced setting. Charlie is dedicated to upholding the ethos of our Service and contributing positively to the children's daily experiences.



Chelsea Brynes
Educator

Diploma of School Age Education and Care

Chelsea brings several years of Outside School Hours Care experience to our Service and is passionate about creating engaging, inclusive and meaningful experiences for children. Before joining our team, she worked with another OSHC service where she progressed from Educator to Co-Educational Leader and Assistant Coordinator, before stepping into the role of Relief Coordinator, further developing her leadership and operational experience.

Chelsea has a strong understanding of the National Quality Framework and enjoys designing programs that reflect children's interests, encourage independence and celebrate diversity. She is particularly passionate about embedding Aboriginal and Torres Strait Islander perspectives into everyday experiences in meaningful and respectful ways.

Photo Coming Soon!

Chloe-Rose Cannard
Educator

*Bachelor of Education (Primary) (Currently Studying)
First Aid, CPR, Asthma & Anaphylaxis Certified*

Chloe-Rose is currently in her third year of a Bachelor of Primary Education at Australian Catholic University and is passionate about helping children learn, grow and develop confidence through positive relationships and engaging experiences. Alongside her university studies, Chloe-Rose has built valuable experience working with primary school-aged children in both Outside School Hours Care and community settings. She also coaches junior volleyball, where she enjoys encouraging teamwork, resilience and a love of being active while helping children build new skills in a fun and supportive environment. Before joining the OSHC sector, Chloe-Rose worked as a Party Team Leader at Urban Xtreme Adventure Sports, where she led a team of staff, coordinated children's parties and ensured every child had a safe, enjoyable and memorable experience. Her earlier experience in customer service as a barista also helped her develop strong communication, organization and relationship-building skills.

Photo Coming Soon!

Claudia Walker
Educator

Bachelor of Health Science

Claudia is an energetic and caring educator with a strong background in sport, recreation and fast-paced service environments. She holds a Certificate III in Fitness, Certificate II in Sport and Recreation. Claudia has experience working across hospitality and community settings, including roles at Kedron Wavell RSL, North Devils Leagues Club and KFC, where she developed strong communication, teamwork and multitasking skills while working in busy, high-pressure environments. She is confident working as part of a team, supporting smooth daily operations, and maintaining a calm and positive approach when managing competing demands.



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Dragon Saman
Educator

First Aid, CPR, Asthma & Anaphylaxis Certified

Dragon has officially returned to Brisbane and stepped straight back into the EJKC crew after departing in 2022. He previously spent several wonderful years with the service, where he was well-known for running the highly popular Film & TV Club. During his time away on the Gold Coast, Dragon furthered his experience in children's development by working as a Teacher Aide, bringing valuable classroom insights back to his role. A passionate Rugby League fan, he brings a great blend of creativity, active play, and experienced leadership to the educator team.



Elise Keyes-Johnstone
Educator

Indoor Supervisor, Certified Supervisor

Bachelor of Education (Primary) (Currently Studying)

Elise joined our team early in 2025 as an Educator, bringing a genuine enthusiasm for learning and a compassionate approach to childcare. She is currently building a strong academic foundation by studying a Bachelor of Education (Primary). Elise has gained valuable hands-on experience through various practical roles, including working at another Outside School Hours Care Service and through her insightful pre-service teaching placements. Her dedication to early education extends to her volunteer work in community-based early childhood and literacy programs. Elise is deeply passionate about fostering a lifelong love of learning in children and excels at creating engaging, supportive, and nurturing environments where every young mind feels encouraged to explore and thrive.



Ella Gilmore
Educator

Outdoor Supervisor

Bachelor of Education (Primary) (Currently Studying)

Ella joined our team recently bringing a dedicated and enthusiastic approach to children's services. Currently pursuing a Bachelor of Education (Primary), Ella is building a strong foundation in teaching methodologies and child development. She brings valuable hands-on experience from her role as a Children's Services Employee at another Outside School Hours Care Service, where she was responsible for ensuring children's safety, wellbeing, and inclusion, and mentored junior educators. Ella is passionate about supporting children's wellbeing, learning, and growth, ensuring they thrive in a safe and engaging OSHC environment. Her leadership skills are further demonstrated through her experience as a Shift Manager in food service, where she led teams, managed operations, and resolved customer issues. Additionally, Ella volunteers her time at a community outreach program, organizing food distribution and training new volunteers, showcasing her commitment to empathy and community support.



Erin Long
Educator

Indoor Supervisor

*Bachelor of Speech Pathology (Currently Studying), First Aid,
CPR, Asthma and Anaphylaxis Certified.*

Erin has been a valued member of our team since 2023, bringing a compassionate approach and a focus on children's development. She is currently studying a Bachelor of Speech Pathology, which deeply informs her understanding of communication and language development in young children. Erin brings valuable hands-on experience from her previous role as a Teachers' Aide in a Primary Education setting, where she actively supported children's learning journeys. Erin is passionate about working with children and helping them to grow and reach their full potential. She actively contributes to creating an engaging and supportive environment where every child feels encouraged to explore and express themselves. As one of our Indoor Supervisors, you'll often see Erin coordinating activities and ensuring a welcoming atmosphere during drop-off and pick-up times, dedicated to providing high-quality care and support.



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Frances (Fran) Edwards
Educator

*Diploma of School Aged Education and Care. First Aid, CPR,
Athma and Anaphylaxis Certified*

Fran has been a highly valued member of our team since 2022, bringing a remarkable depth of experience and a genuine passion for early education. Having begun her studies in Early Childhood in 1994 and completing her Diploma in School Aged Education and Care in 2012, Fran comes with a wealth of knowledge that spans decades. With over twenty years dedicated to working with children, Fran's diverse background includes extensive time in early day care, Outside School Hours Care (OSHC), and as a nanny. This broad experience has equipped her with a unique understanding of child development across various stages and environments. Fran's expertise and commitment ensure a nurturing and enriching experience for all children in our care, making her an invaluable resource to both our team and the families we serve.



Geordie Barrie
Educator
Indoor Supervisor, Staff Trainer

*Bachelor of Social Sciences (Majoring in Psychology and
Counselling) (Currently Studying)*

Geordie recently joined our team as an Educator, having recently migrated from South Africa. She is currently pursuing a Bachelor of Social Sciences, majoring in Psychology and Counselling, which deeply informs her understanding of child development and interpersonal dynamics. Geordie has extensive hands-on experience in comprehensive childcare, including her time as an Au Pair and through her self-employed babysitting and tutoring services. In these roles, she has excelled at designing engaging routines, assisting with homework and learning activities, and fostering nurturing and stimulating environments. She is highly skilled in problem-solving, multitasking, and building strong relationships with both children and parents, always focusing on their unique needs. Geordie's background also includes valuable customer service experience, further enhancing her ability to connect with families. Fluent in English, Afrikaans, and Dutch, Geordie is a hard-working, kind, and adaptable team player dedicated to making a positive impact on every child's experience.



Georgia Lillicrap
**Bachelor of Advanced Finance and Economics (Currently
Studying)**

Georgia is currently studying a Bachelor of Advanced Finance and Economics at the University of Queensland and brings a strong mix of academic focus, professionalism and a genuine interest in working with children. Alongside her studies, Georgia has experience tutoring primary school students in maths and science, where she supported small groups and helped children build confidence in their learning. She also brings a strong background in customer service and fast-paced environments through roles in hospitality and retail, including McDonald's Albion and Clayfield Seafood Market, where she developed teamwork, communication and the ability to stay calm and organised under pressure. More recently, Georgia completed an internship with Pitcher Partners in the wealth division, gaining experience in research, analysis and professional workplace environments. She also previously worked in warehouse and logistics roles, strengthening her attention to detail and reliability.



Grace Harmer
Educator

Grace has previously worked with our Service at EJ Kids' Care as an Educator, where she supported children across a range of activities, contributed to inclusive programming, and helped create a calm and engaging environment for children in OSHC settings. This experience, alongside her broader work in trauma-informed, client-focused roles, has strengthened her ability to build positive relationships and respond to the individual needs of children. She also has experience working as a camp leader with Zoe's Angels, supporting children with Juvenile Idiopathic Arthritis across an annual camp program. In this role, she assisted with supervision, wellbeing support, activity facilitation and creating safe spaces for children to participate and connect.



Heath Dennison

Educator

Outdoor Supervisor, Staff Trainer, Inclusion Supervisor

Bachelor of Engineering (Civil) (Currently Studying)

Heath has been with the team since 2025 and is a results-driven and reliable professional who just completed Year 12, building on two years of practical customer service experience. With a strong focus on client relations and presentation, he excels as a team player, bringing a positive, friendly, and well-presented approach to every role with prior roles working with children across an early child centre and church groups. Heath was a former EJSS student and has returned to us as an Educator many years on.



Jack Plowman

Educator

Bachelor of Business (Majoring in Accounting) (Currently Studying)

Jack is an enthusiastic and reliable educator with experience working with children aged 1–13 across swim instruction and junior sports programs. He is passionate about creating safe, supportive and inclusive environments where children feel encouraged to participate, build confidence and develop new skills. Jack currently studies a Bachelor of Business (Accounting) at the Queensland University of Technology (QUT), and brings strong communication, teamwork and organisation skills to his work with children and families.

He has extensive experience as a swim instructor through Learn to Swim programs at Eagle Junction State School and Ascot State School, where he taught water safety and swimming skills to children of varying ages and abilities. In this role, Jack also supported children with additional needs, ensuring sessions were structured, safe and adapted to individual learning styles.

Jack also volunteers as a coach with the North Brisbane Polo Bears “Come and Try” water polo clinics, where he supports beginner players under 12. He enjoys encouraging teamwork, confidence and participation while assisting with session setup, supervision and safety.



Jazmine (Jaz) Zenoni

**Outdoor Supervisor, Indoor Supervisor
Educator**

*Bachelor of Education (Primary) (Currently Studying)
First Aid, CPR, Asthma & Anaphylaxis Certified*

Jazmine joined our Service at the beginning of 2025, bringing a truly unique blend of professional experience and a fresh, enthusiastic perspective to Outside School Hours Care (OSHC). With a strong background in Human Resources, Jazmine has honed exceptional skills in organisation, communication, problem-solving, and supporting team dynamics, all of which she now adeptly applies to fostering a harmonious and well-structured environment for the children. Jazmine was also the proud owner and operator of her own cake business. This entrepreneurial venture speaks volumes about her incredible creativity, meticulous attention to detail, and her innate ability to bring joy and wonder to others through her delicious creations. She is deeply passionate about fostering creativity and curiosity in young minds, a passion she eagerly shares by designing engaging activities and encouraging children to explore their imaginations. Jazmine is also committed to her ongoing professional development, excited to commence her Primary Education studies in 2025, further solidifying her dedication to nurturing the holistic growth and learning of every child in our care.



Lachlan Bligh

Educator

*Bachelor of Business (Currently Studying)
First Aid, CPR, Asthma and Anaphylaxis Certified*

Lachlan has been with the team since 2025 and has strong foundations in children services working as a shift manager at McDonalds, banking, and lending consultant and as an Educator at another exceeding OSHC Service. He is currently studying a bachelor of Business at Griffith University and is a young, driven person eager to fulfil his duties and put into practice his knowledge gained from his diverse background of work experience. Lachlan has a skillset which enables him to effectively manage both children and staff in a manner that is in every body's best interest that fosters growth and development.



Laura Chapman
Educator

Bachelor of Medical Sonography (Currently Studying), First Aid, CPR, Asthma and Anaphylaxis Certified

Laura joined our team in 2024, immediately enriching our Service with her exceptional creativity and diverse experience. With a background encompassing journalism, marketing and administration, combined with her passion for art education, Laura is dedicated to fostering a love of learning and inspiring creativity in every child.

This artistic flair directly translates into her role, allowing her to facilitate imaginative activities and encourage children to explore their own artistic potential. Furthermore, Laura is expanding her knowledge by studying a degree in Medical Sonography. This unique academic pursuit provides her with a meticulous eye for detail and a scientific approach, adding another valuable dimension to her interactions and contributions within our nurturing environment. Laura's blend of creative energy, dedication to learning, and warm approach makes her a wonderful asset to our team and a positive influence on the children.



Laura Gilmore
Educator

Bachelor of Science (Currently Studying)

Laura has worked for several years at McDonald's Brunswick Street Mall in Fortitude Valley, where she developed strong skills in teamwork, communication and problem-solving. Working in a busy environment has strengthened her ability to stay organized, respond to challenges calmly, and work efficiently as part of a team. She is comfortable managing competing priorities, supporting others when needed, and maintaining a positive approach even during busy periods.

Laura brings these qualities into her work with children by being patient, approachable and consistent. She is focused on creating a safe and supportive environment where children feel comfortable, included and able to engage confidently in the program. She is currently studying a Bachelor of Science part-time at the University of Queensland and balances her study with ongoing work experience in fast-paced environments.



Luran Winstanley
Educator

Bachelor of Education Studies (Primary)

Lauren is a highly experienced education professional with over 10 years working across early childhood and primary school settings. She holds a BA (Hons) in Education Studies (Primary) and a PGCE with Qualified Teacher Status, and brings a strong background in supporting children's learning, development and wellbeing across a range of ages and needs.

Lauren has extensive experience working in both nursery and school environments, including supporting children with additional needs such as autism and those requiring 1:1 and targeted learning support. Her work across primary schools has included delivering small-group interventions, assisting with classroom learning, and providing consistent pastoral support to help children feel safe, regulated and engaged in their learning. She has also worked in early childhood settings supporting babies through to preschool-aged children, where she focused on play-based learning, routines and developmental support.



Luisa Russo
Educator

Bachelor of Nursing (Currently Studying)
First Aid, CPR, Asthma and Anaphylaxis Certified

She is currently studying a Bachelor of Nursing at the University of Queensland. She brings a hardworking, reliable and adaptable approach to her work, with a strong interest in supporting and caring for others in a safe and positive environment.

Luisa has experience working in both retail and hospitality roles, including at City Beach Australia and Pizza Hut, where she developed strong teamwork, communication and problem-solving skills in fast-paced environments. Through these roles, she learned how to stay calm under pressure, support customers and colleagues, and adapt quickly to changing situations while maintaining a positive and respectful approach.

Alongside her work experience, Luisa has been involved in community sport as a National C-Badged Netball Umpire, demonstrating confidence, fairness and the ability to make decisions in dynamic group settings. She is passionate about learning, growing her skills, and contributing to environments where children feel safe, supported and encouraged to participate.



Madison (Madi) Waugh
Educator

Inclusion Supervisor, Outdoor Supervisor, Indoor Supervisor
Bachelor of Education (Secondary) (Currently Studying)

Madi joined our team as an Educator earlier this year, bringing a vibrant energy and a unique connection to our community as a former EJSS student. With a deep appreciation for the positive environment at EJ Kids Care, Madi is passionate about contributing to the growth and development of the children here. She is currently pursuing a Bachelor of Education, building a strong academic foundation that deeply informs her approach to fostering positive learning environments. Madi comes with a rich background that highlights her leadership capabilities and extensive experience working with children. Her four years of professional experience, most recently as a Retail Assistant, have honed invaluable skills in customer service, communication, and teamwork. She excels at fostering positive interactions and creating welcoming experiences, demonstrating strong interpersonal skills and an empathetic approach to engaging with a diverse range of people. Madi also brings significant hands-on experience in coaching various team sports, including Netball and Touch Football, where she developed her ability to guide and inspire young people through physical activity. She is also experienced in babysitting children of diverse ages, further cementing her practical skills in childcare. A truly team-oriented individual, Madi is dedicated to upholding our high standards of care and ensuring each child has a fulfilling and rewarding experience within a safe and inclusive learning environment.



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Mandy Gosal
Educator

Certificate III in Children's Services, First Aid, CPR, Asthma & Anaphylaxis Certified

Mandy has been an incredibly integral and cherished member of our team since 2009, bringing an extraordinary depth of experience and dedication to our Service. With over sixteen years of experience working with children, Mandy's long tenure reflects her unwavering commitment and passion for early childhood education and care.

Many of our older families will fondly remember Mandy as our much-loved cook at the Service for several years previously. In that role, she not only prepared delicious and nutritious meals but also nurtured the children with her warm presence and caring approach. Her vast experience, spanning over a decade and a half, means she has witnessed the growth of countless children and staff in our care, building strong, lasting relationships with families and truly becoming a cornerstone of our community. Mandy's deep understanding of our Service's history and values makes her an invaluable asset and a trusted presence for both children and staff.



Mathilde Burkhard
Educator

Mathilde is an experienced and motivated educator with a strong background in communication, organisation and working with children in both structured and recreational settings. She holds a Master's degree in Communication, along with previous studies in Information and Communication (DUT) and a High School qualification in Science and Engineering. She brings a well-rounded skill set in planning, coordination and teamwork to her work with children.

Mathilde has experience working as a Mini-Club Activity Leader with Azureva, where she organised and led creative activities, supervised children, and supported the delivery of group programs including performances and recreational events. This role strengthened her ability to create engaging experiences for children while ensuring their safety and wellbeing at all times. She also brings broader professional experience in coordination, administration and operational roles, including internal communications, event planning, data analysis and logistics, which have strengthened her organisation and communication skills.



Misha Sakhla
Educator

Bachelor of Nursing (Currently Studying)

Misha is a Bachelor of Nursing student with a strong interest in working in people-focused, professional environments and building a long-term career in care and support services. She brings three years of experience across customer-facing roles and leadership positions, along with a calm, organised and adaptable approach to working with children and teams.

Misha has experience supervising and engaging with children through her role as a Party Host at Kingpin Chermside, where she supported groups of children, prioritised safety, and helped create positive and memorable experiences. She also currently works in a reception and operations role at Kingpin, where she manages bookings, supports events and maintains smooth day-to-day venue operations in a fast-paced environment. Alongside this, Misha has experience as a volleyball referee, where she supported fair play, safety and structure in school sporting environments, and as a team leader within a large dance group, where she coordinates performances, logistics and group communication for over 60 participants.



Olivia Knauer
Educator

Inclusion Supervisor, Outdoor Supervisor, Indoor Supervisor
Bachelor of Physiotherapy (Honours) (Currently Studying)
First Aid, CPR, Asthma and Anaphylaxis Certified

Olivia has been part of our team since 2025 and brings a young, vibrant personality to the team. Olivia graduated from Brisbane Girls Grammar and brings with her an array of leadership and developmental attributes. She has worked in numerous community programs including the Pyjama Foundation and Coffee Brigade as well as donating her time to the local netball club as an accredited umpire. Olivia brings experience as a child carer with prior roles as a babysitter in her neighbourhood nurturing young children up to 7 years of age. Olivia is an advocate for inclusion, diversity and growth and brings those personal values to the team where she eagerly works with a positive inclusive attitude. Olivia is also a past- EJSS student and loved her time as a child of EJ Kids' Care, now joining us as an adult as she joins the workforce.



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Penelope (Penny) Dryden

Educator

Certified Supervisor, Outdoor Supervisor, Indoor Supervisor

Bachelor of Fine Arts,

First Aid, CPR, Asthma & Anaphylaxis Certified

Penny is a truly dedicated and experienced early childhood educator, bringing four years of valuable experience from private childcare settings to our Service. Her extensive hands-on experience has equipped her with a deep understanding of child development, nurturing care, and creating supportive environments where young minds can flourish.

In addition to her direct childcare expertise, Penny has honed a diverse set of transferable skills through her role as a studio assistant. This experience has developed her proficiency in inventory management, meticulous attention to detail, and the ability to work seamlessly within a team to achieve shared goals. She possesses excellent communication skills, enabling her to connect effectively with children, families, and colleagues alike. Penny is particularly passionate about delivering creative and engaging experiences to children, consistently finding innovative ways to spark their curiosity and foster their imagination through art, play, and exploration. Her blend of practical childcare experience, organisational skills, and creative spirit makes her an exceptional and inspiring presence in our Service.



Phoebe Shave

Educator

Inclusion Supervisor, Outdoor Supervisor

Bachelor of Primary Education (Currently Studying), First Aid,

CPR, Asthma & Anaphylaxis Certified

Phoebe joined our team as an Educator at the start of this year, bringing a vibrant energy and a unique connection to our community. As a former student of EJ primary school, Phoebe has a deep appreciation for the positive environment at EJ Kids Care and is genuinely excited to contribute to the growth and development of the children here.

With a clear aspiration to a career in education, Phoebe is set to commence her studies in Primary Teaching this year, demonstrating her strong commitment to nurturing young minds. She is eager to gain hands-on experience working with children, building upon her natural enthusiasm and dedication.



Ruby Skyring

Educator

Bachelor of Early Childhood and Primary Education (Currently

Studying)

First Aid, CPR, Asthma & Anaphylaxis Certified

Starting in 2025, Ruby is currently studying a Bachelor of Early Childhood and Primary Education as well as already acquiring a Cert 3 in Film and Television. Ruby is a hands-on person with experience as head coach at Urban Climb where she taught young people with special needs as well as kid's groups and adults of all ages. Ruby has previous experience as a McDonald's crew member which has proven great for her team cohesion and group coordination. Ruby has a variety of skills pertaining to caring and nurturing for children of all backgrounds and needs.



Samantha (Sammy) Gilmour

Educator

Outdoor Supervisor, Certified Supervisor

Bachelor of Business and Human Services (Currently

Studying), First Aid, CPR, Asthma & Anaphylaxis Certified

Sammy joined our team as an Educator at the end of 2024, bringing a fresh and enthusiastic perspective to our Service. She is currently pursuing a Bachelor of Business and Human Services, a multidisciplinary degree that provides her with a unique understanding of organisational dynamics, community well-being, and individual needs, all of which are invaluable in an OSHC setting. With a clear passion for working with children, Sammy is eager to apply her developing skills and knowledge to create a supportive and engaging environment. She has gained valuable hands-on experience in customer service, teamwork, and leadership through her previous work experience, demonstrating her ability to thrive in dynamic environments and collaborate effectively. Her blend of academic pursuit, practical skills, and genuine enthusiasm makes her a wonderful asset to our team and a positive influence on the children's daily experiences.



Sofia Nielson

Educator

*Bachelor of Sports and Exercise Science, First Aid, CPR,
Asthma & Anaphylaxis Certified*

Sofia joined our team recently as an Educator, bringing a vibrant energy and a genuine passion for working with children. She is currently pursuing a Bachelor of Sports and Exercise Science, which deeply informs her understanding of physical activity, development, and well-being, enriching her interactions within the Service.

Sofia comes with valuable hands-on experience working directly with children. She has served as a Sports Coach, guiding students in various skills and ensuring a safe, fun environment. Her experience as a Lifeguard and Front Desk staff member means she is adept at high-level supervision, providing clear direction, and managing safety in dynamic settings. Sofia has also volunteered her time at Swimming Clinics, teaching proper techniques, and helping primary school children with their homework, showcasing her commitment to fostering learning and growth.

Beyond her direct work with children, Sofia brings strong customer service, communication, and teamwork skills from her diverse background in retail and hospitality.



Sonali Prasud

Staff Trainer

Educator

*Bachelor of Occupational Therapy (Currently Studying), First
Aid, CPR, Asthma & Anaphylaxis Certified*

Sonali joined our team earlier this year as an Educator, bringing a compassionate approach and a genuine passion for supporting children's development and well-being. She is currently pursuing a Bachelor of Occupational Therapy, a degree that deeply informs her understanding of holistic development and equips her with valuable insights into supporting children's participation and growth. Sonali aspires to become a paediatric occupational therapist, showcasing her unwavering dedication to the field.

Her extensive experience working with children includes actively participating in junior school reading programs and tutoring subjects like mathematics, biology, and chemistry. Sonali has also gained valuable hands-on experience through placements, notably at AEIOU (for children with ASD), and through her volunteer work as an ARTIE tutor at both primary and special schools. This background highlights her patience, problem-solving skills, and ability to connect with diverse learners. Sonali is passionate about engaging in creative activities, bringing a vibrant energy to her interactions with children.



Stella Pelzer

Educator

Outdoor Supervisor

*Bachelor of Education (Primary) (Currently Studying), First
Aid, CPR, Asthma & Anaphylaxis Certified*

Stella joined our team as an Educator at the start of this year, bringing a vibrant energy and a natural talent for engaging with children. She is currently pursuing a Bachelor of Education (Primary), which deeply informs her understanding of child development and learning. Stella comes with extensive hands-on experience, particularly as a Kids Party Manager at an indoor activity centre, where she honed exceptional skills in hosting events, supervising activities, and managing teams. She also gained valuable experience mentoring children through her university placement with ARTIE at Bray Park State School. We are especially pleased that Stella has recently taken on the crucial role of Diabetes Supervisor, providing dedicated support to children with diabetes. Her background in customer service and hospitality, combined with her friendly and people-oriented nature, makes her a wonderful and capable addition to our Service.



Tayce Cairns- Brown

Educator

*Certificate in Early Childhood, First Aid, CPR, Asthma &
Anaphylaxis Certified*

Tayce joined our team early in 2024, bringing a vibrant energy and a profound passion for early childhood education and development. With a Certificate III in Early Childhood Education and Care, Tayce possesses a solid understanding of child psychology, curriculum development, and effective educational strategies, which she expertly applies in her daily interactions. Her extensive experience in Long Daycare has honed her ability to meticulously design and deliver engaging activities that truly cater to each child's unique needs and interests. Tayce is deeply dedicated to providing a supportive and stimulating environment for all children, with a strong focus on play-based learning that encourages natural curiosity and fosters emotional well-being. She is also particularly passionate about the thoughtful integration of technology in early childhood education, exploring innovative ways to enhance learning experiences. Tayce's blend of practical expertise, academic grounding, and forward-thinking approach makes her an invaluable and inspiring presence in our Service.



Wai Chun Chiu (Xavier)

Educator

Master of Physiotherapy Studies (Currently Studying), First Aid, CPR, Asthma & Anaphylaxis Certified

Xavier joined our team early in 2024, bringing an impressive academic background and a wealth of experience in engaging individuals of all ages. He is currently pursuing a Master of Physiotherapy Studies at UQ, which provides him with a deep understanding of movement, rehabilitation, and holistic well-being, skills that are highly valuable in supporting children's physical development. Xavier's previous role as a Fitness Centre Coordinator in Hong Kong saw him design and implement comprehensive programs for diverse age groups, from children to the elderly, showcasing his ability to cater to unique needs and foster participation. His strong academic foundation includes a Bachelor of Applied Science (Exercise and Sports Science) and a master's degree in Sports Management and Coaching. This extensive background, combined with his genuine passion for working with children, makes him a fantastic and highly knowledgeable addition to our team, dedicated to promoting active and healthy lifestyles within our Service.



Will Plowman

Educator

Will has extensive experience working with children through Learn to Swim programs at Belinda Cadzow Swim School, where he teaches children across a range of ages and skill levels, including those with additional needs such as autism and ADHD. In this role, he focuses on water safety, confidence-building and skill development in a structured and supportive environment. He also brings experience as a water polo coach, supporting junior development clinics and helping younger athletes build teamwork, resilience and confidence.



Zac Reid

Educator

Inclusion Supervisor

First Aid, CPR, Asthma & Anaphylaxis Certified

Zac recently joined our team as an Educator, bringing a genuine passion for working with children and a wealth of prior experience in an Out of School Hours setting. Currently commencing his studies in remedial massage, Zac understands the balance between academics and work and is drawn to OSHC environments where he can foster positive connections. With two years of experience as an educator at an OOSH in Newcastle, NSW, and three years studying primary education, Zac possesses a strong foundation of knowledge and skills that make him a highly adaptable and valuable addition to our team. He is naturally drawn to working with children, having consistently found joy in their growth and celebrating their achievements, no matter how big or small. Zac is eager to create new memories and bonds within our Service, bringing his positive energy and dedication to ensure each child has a fulfilling and rewarding experience.

Glossary of Terms

Inclusion Support Team / Inclusion Supervisor – A group of Educators with above training in additional support and emotional regulation of children as part of our Inclusion Support Program

Indoor Supervisor – This person wears a red vest and is the parent liaison for the Service. They are tasked in coordinating our indoor areas, managing our activities roll, incident reports, injuries and authorising parent collections.

Outdoor Supervisor – This person wears a yellow vest and manages our outdoor areas and staffing. They are tasked in reviewing all areas in supervision, ensuring our Educational Program is being facilitated to a high standard and responding to incidents.

Staff Trainer – This person is specifically trained to support new employees begin with us, training and overseeing their development so new staff have the skills to work with our children.

Supervisor in Charge / Certified Supervisor – This person is trained in the day-to-day management of the Service in the absence of the Service Manager. They are typically someone you will have contact with in the office.



Features and Amenities

Our Food

We provide food during our care sessions, which includes a variety of green foods and the occasional amber food, as outlined in the Smart Choices guidelines. Our meals are packed with hidden vegetables and nutritious ingredients, while ensuring they remain tasty and enjoyable. All food is prepared in-house by our kitchen team using fresh ingredients sourced from local businesses.

Breakfast is served at Before School Care and consists of a selection of toast, yoghurt, cereals, and fruit. Children are welcome to return and eat as much as they like.

Afternoon Tea is served at After School Care and includes a main meal, such as a pasta dish, accompanied by a fresh assortment of fruit. Children will have access to food and additional servings of fruit throughout the afternoon, allowing them to regulate their own intake.

Both Breakfast and Afternoon Tea are provided during Vacation Care, following the same structure as outlined above.

?

How do you decide what food to serve?

Our menu planning is centered around the voices that matter most- our children! Each term, we actively seek input from the children about what they'd like to see on the menu. While we can't serve ice-cream or fast food (no matter how popular those suggestions are!), we do our best to interpret their preferences and create meals that reflect their tastes in a healthy and balanced way.

We understand that with over 400 children attending across a week, we may not get it right for everyone every time. That's where our flexible and responsive approach comes in. We trial new ideas based on suggestions, and if something doesn't work, we take on feedback and adjust. Our menus are never set in stone- they're designed to evolve based on the real-time preferences of our most important critics: the children!

Our Educational Program

Our Educational Programming is a true reflection of our families, children, and the broader community. It is a dynamic, living document that evolves each week in response to the voices and feedback of the children. Unlike some services that may follow a pre-determined program on a monthly, termly, or even yearly basis,



we take a more flexible approach. Our program is shaped by the interests, ideas, and needs of the children, ensuring that it remains relevant, engaging, and responsive to their development.

Our programming covers a wide array of essential areas, including the development of life skills, child protection and health, emotional wellbeing, and cultural explorations. We place a strong emphasis on learning about First Nations histories and fostering respect for diversity. In addition, our program addresses important social events and issues, sustainability, and many other topics that contribute to the holistic growth of each child. Through this approach, we ensure that our programming not only supports children's academic and social development but also nurtures their understanding of the world around them.

?

I have feedback or suggestions about the program, how do I go about providing it?

You are always welcome to share feedback or suggestions with us at any time. You can speak to a team member or email us. It's important to us that our program reflects our families!

Our Inclusion Support Program

At our Service, inclusion is at the heart of everything we do which is why we have an Inclusion Support Coordinator. We are committed to ensuring that all children, regardless of their individual needs, are supported to fully participate in and engage with our programs and activities. Our inclusive approach is a key feature of our Service, reflecting our belief that every child deserves to feel valued, respected, and part of the community.

As part of our commitment to inclusion, we partner closely with families and caregivers to provide tailored support that ensures each child can access and enjoy all that our Service has to offer. This includes actively supporting children with diverse needs, with the aim of removing barriers to participation and fostering an environment where every child can thrive.

Through the government-funded Inclusion Support Program, we are able to provide additional resources and support to children with specific needs. This program ensures that all children in our care, particularly those with diverse abilities, have the opportunities they need to succeed and feel a strong sense of belonging.

?

My child isn't eligible for the government-funded Inclusion Support Program, how else can you help?

Even if your child isn't eligible for the government-funded Inclusion Support Program, we're still committed to supporting their individual needs. We work closely with families to understand how we can best help, and we adapt our environment and practices to ensure every child feels safe,



included, and valued. Our team is experienced, flexible, and always willing to make reasonable adjustments to support each child's wellbeing and participation.

After School Restraint Collapse

As we welcome our new cohort of Preps, we recognise the world of OSHC is a fun and exciting experience for many of our children! However, after a long day at school, sometimes it can be difficult to keep it all together at After School Care. As our Preps adapt to a brand new routine, and use many of their resources at school to exercise self-control and actively learn, we sometimes observe children experiencing after school restraint collapse. This is not something pathological, or something 'bad', it is simply a recognition of the cognitive, emotional, social, and physiological load that a day at school can take. While at school, children are often navigating social conflict, competing demands, the needs of their body, all while actively learning! This is not something which impacts all children, but for many children, this is a common after-school experience.

You might observe this restraint collapse in a number of different behaviours: struggling to listen, engaging in physical behaviour, tantrums, becoming easily upset, struggling with task initiation, verbal aggression, screaming, or arguing with others. These behaviours are not intentional, and rather reflect an incapacity, lack of resources, or lack of adaptive coping mechanisms. As adults, when we begin to struggle with our emotional regulation, we often have developed a number of useful strategies to utilise – speaking with a trusted friend, exercising, or going for a walk. However, as children are still learning to regulate their emotions, and require co-regulation from safe adults, they require assistance to cope with this collapse.

At OSHC, we often observe and support children experiencing after school restraint collapse, as they enter an environment which is a safe space for them to be themselves, and is play and leisure-based, and child-led. Like our Educators, you may have also observed this when you pick up your children, and they enter the safe space of their homes. To support children who experience this restraint collapse, we aim to have low-demand routines, providing children with visual cues, providing readily accessible afternoon tea, and minimising questions upon sign-in to provide proactive support. However, sometimes even these low-demand routines require further tailoring, or children may require additional support, as every child's day and needs look different!

To best support children who experience after school restraint collapse, a holistic and collaborative approach between OSHC, families, and schools can identify effective strategies. Some ways in which families can support children experiencing after school restraint collapse include:



- Minimising questions – after a long day of learning, children’s verbal processing has often been exhausted. Instead of asking children questions such as “how was school today?”, you can create bridges of connection, by sharing with your child how you have been looking forward to seeing them and are excited to spend time with them.
- Meeting physiological needs first – often, children experiencing after school restraint collapse may struggle to identify core needs such as hydration, hunger, or toileting. Without physiological needs being met, children’s nervous systems cannot regulate. It can be helpful to provide a predictable preferred snack in your child’s bag, which they can eat upon arrival at OSHC. While we provide afternoon tea and fruit, sometimes having a predictable routine can reduce demand and decision-making!
- Incorporating opportunities for movement – movement is a great way to regulate our nervous systems! If you know your child may require some extra opportunities for movement, packing a small fidget in their backpack may assist with providing a predictable opportunity for movement before our outdoor spaces open. Alternatively, if your child has specific movement preferences or needs, please let us know, and we can work alongside you to try and meet these needs.
- Validating and naming emotions – growing your child’s emotional vocabulary can assist them in feeling heard and recognising specific feelings, supporting them to build effective coping skills. This might look like recognising your child’s body signals, such as “I can see that you’re feeling angry right now”.
- Providing opportunities for autonomy – throughout the school day, children often do not feel in control over their own decision-making. If your child has any specific interests or activities they enjoy, please let us know, and we can work together with our Program Coordinator to try and provide structured or spontaneous opportunities for children to engage with their interests!
- Practice coping skills at home – children can only learn when they are regulated, so it is important for any coping strategies to also be practiced when children are regulated or in the ‘green zone’. This might include strategies like deep breathing, sensory regulation, naming emotions, or taking time to calm down.
- Providing connection – if you know your child benefits from a continuous sense of connection with you throughout the day, it may help to leave a note in their bag, to let them know you are thinking of them and are never too far away.

While after school restraint collapse can feel confusing, exhausting, or sometimes difficult to navigate, it is important to remember that children’s emotions are not personal. Emotional regulation, like reading and writing, is a learned skill, that requires consistent support and practice to develop. Every child is individual, and has different interests, needs, and experiences – and we recognise that routines or strategies require collaboration and tailoring. Our team of Educators, Inclusion Support, and our Operations Team are always



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Ph: 07 3262 8093 | Email: oshc@ejkidscare.com.au

here to support families and children as they navigate the world of After School Care – so please don't hesitate to reach out to us if we can assist your child at OSHC! You can contact us via email at oshc@ejkidscare.com.au, or come and chat with our Inclusion Support Coordinator, Emily Buckland, on pick-up or drop-off!

Extra-Curricular Activities

We understand that our families lead busy lives, and that's why we strive to make it as easy as possible for your child to continue participating in extracurricular activities without any disruption. At our Service, we offer the convenient option of signing children out and back into our care, so they can attend activities such as swimming, tennis, drama classes, and more. This allows your child to enjoy a well-rounded experience while ensuring that their care is seamlessly maintained.

To access this service, simply complete the relevant forms available on the OWNA app, or feel free to email us for more information. Please note that while we support your child's participation in these activities, it's important to be aware that once your child is signed out of our care, we are no longer responsible for their supervision during that time.



Before School Care Routine

Our general routine is provided below:

7:00	Arrival and Breakfast Prep children eat breakfast and play indoors in the Junior Room Grade 1 children can choose to eat breakfast or play in the Junior Room or Main Centre Grade 2 children and up remain in the Main Centre for breakfast or play.
7:30	Outdoor Play An outdoor area will open for Outdoor Play (Oval or Hall) for children who wish to go outside
8:00	Pack Up Time Outdoor play ends and any Preps outside return to the Junior Room for further play. Grade 1 children choose to go to Main Centre or Junior Room for continued play.
8:15	Roll and last call for Breakfast Spaces are cleaned and roll call commences with an Acknowledgement of Country. Grade 3 onwards are permitted to be signed out at first bell to follow school processes.
8:25	Wind Down Spaces are packed up. Preps have group Storytime and quiet play to wind down and prepare for the school day.
8:30-8:35	School Drop Off Preps are escorted to their classrooms (including a stop at the toilets), supported in unpacking their bag and handed over to their classroom teacher. All remaining children are signed out of Care.



After School Care Routine

Our general routine is provided below. In the subsequent sections, there's more specific information relating to each grade.

2:45	School Bell Rings Preps are collected from their classrooms, supported in packing their bag, receive hand sanitiser or handwash (child choice), toilet break and roll call. Grade 1 to 6 make their way to their designated areas for sign in, receive sunscreen, receive hand sanitiser or handwash (child choice). Visual of designated sign-in/eating areas are in the subsequent sections. Afternoon Tea is served and free play available in all areas
3:00	Pack Up Time Children finish up their Afternoon Tea, children begin to pack away the toys they played with. All children are encouraged to play outside so areas can be cleaned from Afternoon Tea. Preps receive sunscreen and are provided the option of transitioning to the Junior Playground, Junior Oval, Cosy Corner, or remaining in the Junior Room to play until Activity Time.
3:30	Activity Time Preps and Grade 1s gather at the amphitheatre in the Junior Playground for Acknowledgement of Country and "Activity Time" announcements Educators will read out and explain the afternoon's activities. Grades 2 to 6 continue to play with a call out that "Activity Time" is commencing. The programmed activities will then begin for all children.
4:30	Activity Time Ends Most programmed activities end, and additional areas begin to pack up Typically, all children gather on the oval and hall for Free Play, however the Junior Playground will remain open until 5pm for the Preps. Some activities such as those in the Centre will close at 4:00pm.
5:00	Wind Down Prep children will move indoors to the Main Centre for free play. Remaining Prep bags brought down to the Main Centre. All other children will be in the hall/oval or the Main Centre Building as we begin to wind down for the evening.
5:30/5:45	Documentary and Quiet Games Documentary opens in the Main Centre on the main screen and quiet games encouraged for all children.



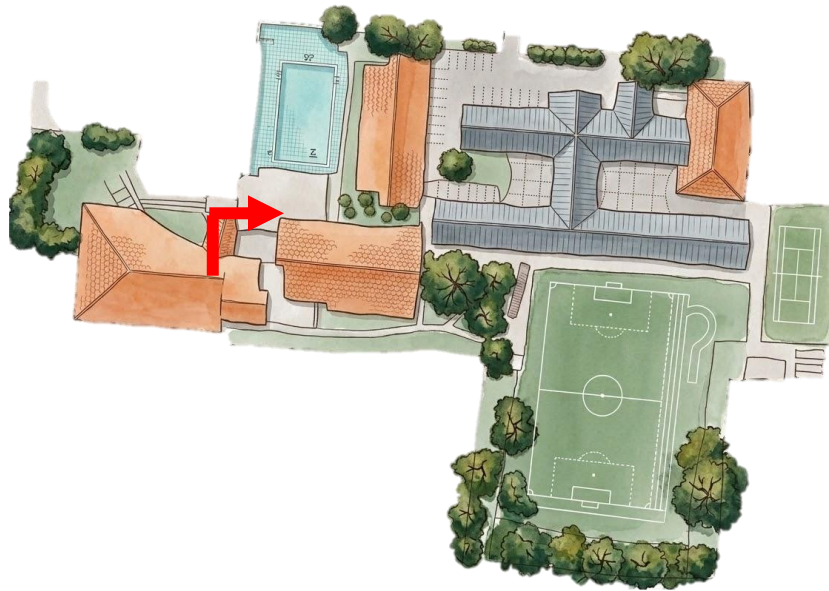
Preps

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All Prep children will be collected from their classrooms at 2:45pm each afternoon by an Educator.

Prep Collection Routine (2:45pm):



Term 1 Prep Transition Plan for After School Care

The below plan is subject to change based upon ongoing reflection of this specific Prep cohort's needs and abilities. They will have a "Prep Uber" to escort them to all areas in Term 1.

Week 1	Preps will have access to the Junior Room, Junior Playground and Hall
Week 2-7	
Week 8 onwards	Prep children will now also be able to play on the Oval with the older grades (unless parents/caregivers request otherwise via email). They are permitted to be on the Lower Playground (playground next to the mango tree) however are not permitted to play on the equipment.



Outline of Prep Transition Plan on subsequent pages.

Weeks 1 to 7	Week 8 onwards
	

Term 2 Onwards Prep Transition Plan for After School Care

The below plan is subject to change based upon ongoing reflection of this specific Prep cohort's needs and abilities. This is based upon Term 2 *onwards*.

Week onwards	1	Preps will now have access to the Junior Room, Junior Playground, Hall and Oval (not the oval playground). They are permitted to go onto the Lower Playground, however are not to play on the equipment. Preps restricted to certain areas are only on a as request basis by families.
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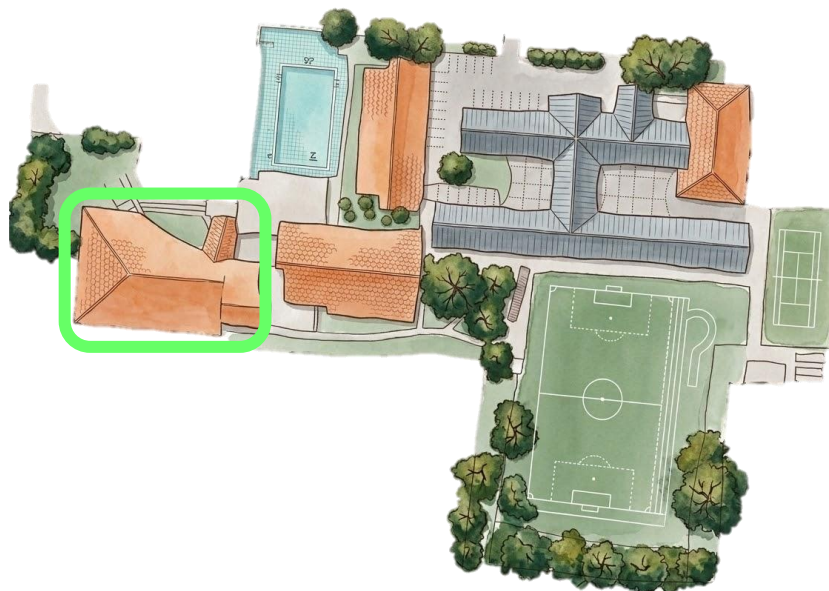
Week 1 onwards




Grade 1

In the first few weeks of Term 1, we will have Educators outside of the Grade 1 classrooms to sweep up any Grade 1's who need assistance in their routine. Many will walk to their sign in area without assistance with their peers. Once we feel confident as a team that they can make it to their sign in area without assistance, we will phase out the Grade 1's needing support.

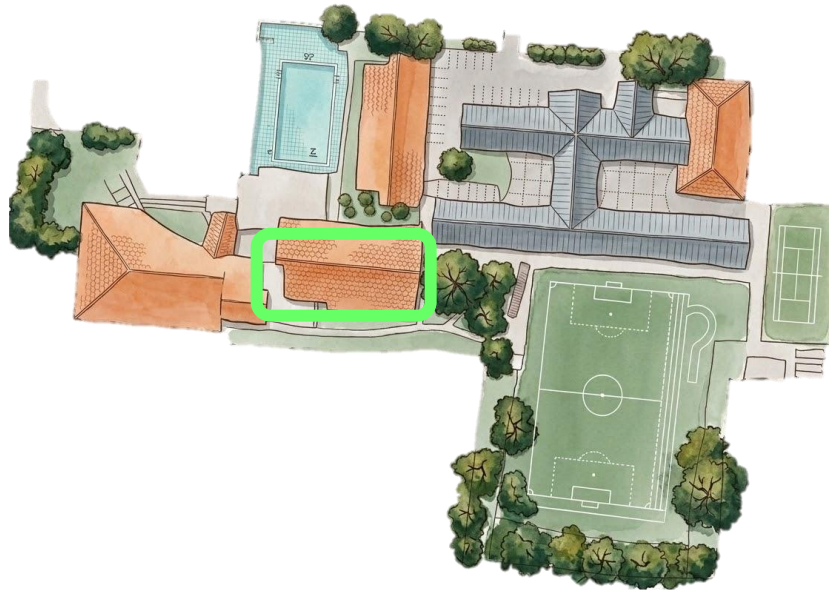
They will sign in, have sunscreen, handwashing/sanitiser and afternoon tea at the bottom level of the Prep Precinct.





Grade 2

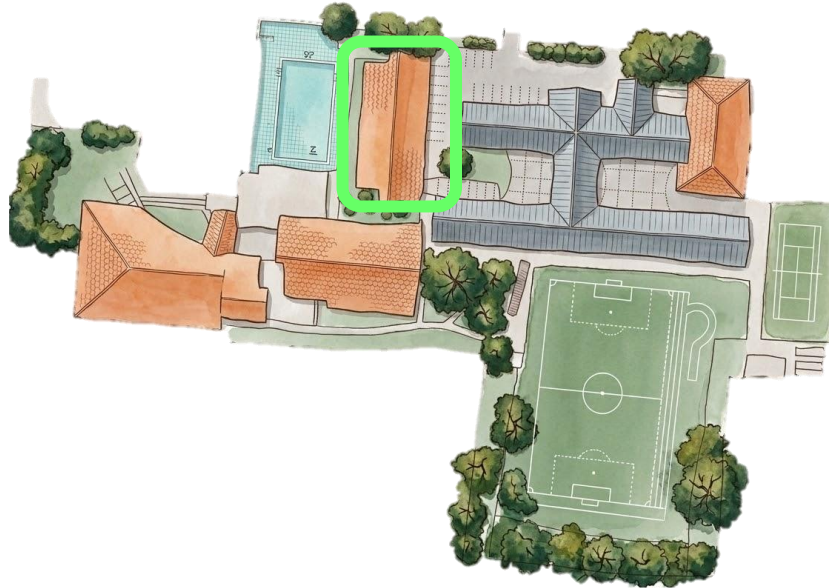
Grade 2's will make their way to the Main Centre where they will sign in, have sunscreen, handwashing or sanitiser (child choice) and afternoon tea. They will need to place their bags in the bag racks at the back of the Main Centre, then enter through the backdoor.





Grade 3 to 4

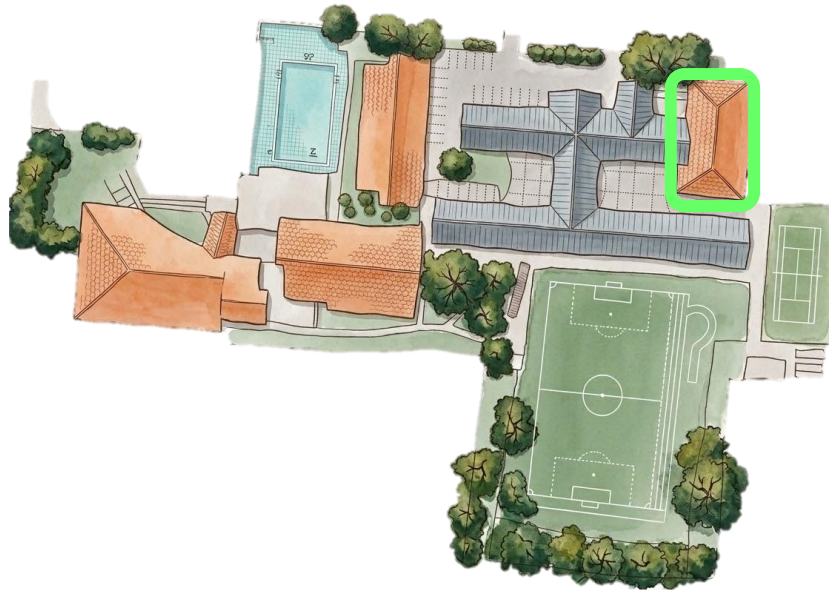
Grade 3 to 4's will make their way to the Hall where they will sign in, have sunscreen, handwashing or sanitiser (child choice) and afternoon tea. They will need to enter the Hall on the swimming pool side.





Grade 5 to 6

Grade 5 to 6's will make their way to the Senior Space where they will sign in, have sunscreen, handwashing or sanitiser (child choice) and afternoon tea. They will need to enter the Senior Space on the school oval side *not* the tuckshop side.





Frequently Asked Questions

Staffing

Are staff permitted to have phones on them?

We only have two staff members who are permitted to have their phone on them, that is our Supervisor in Charge in the office and our Outdoor Supervisor. This is so there is always someone able to phone emergency services at any point (e.g. if a child has had a significant head injury, our Outdoor Supervisor is able to be at the site of injury and on the phone with paramedics without any delays), check UV and air quality ratings, document hazards or maintenance items required and more. They are not permitted to use it for personal matters. Our Outdoor Supervisors use Service issued devices.

All other staff members must keep their phones in our staff room and are not permitted to touch them until they finish their shift. Our staff members who wear smart devices, like smart watches, are not permitted to use it beyond telling the time or setting timers. If you see a phone in the hand of a staff member that is not in the office or is not wearing a yellow vest, then this phone will be a medical tracking device with relevant applications required to support a child with a significant medical condition and is owned by the family, not the Service and is not capable of being used for any form of personal use.

How do staff take photos of children?

While some Services permit their staff to have their personal phones on them to take photos of children for documentation and then promptly delete them after, our Service **DOES NOT** permit any staff member for any reason to have photos of your children on their personal devices. We have strict protocols and rules around this and relevant disciplinary measures proportionate to the offence will occur—however, this not something we have ever had to deal with! Our Service follows the National Model Code for Taking Images or Videos of Children, meaning our staff **ONLY** use Service-issued devices (e.g. iPads) and any photos are stored with strict controls on EJ Kids' Care servers or cloud storages.

What is your background check for your staff, such as police checks?

All of our staff must have a valid and current paid Blue Card. The difference between a Blue Card and a police check can be [found here](#). We also use the ACEQA Register of Prohibited Persons & Suspended Educators to check as part of our onboarding and recruitment processes.

What is your staff retention and will my child be cycling through many staff during their time with you?

One thing our Service has had very little issues with is retaining staff or employing staff. Although the sector has seen mass shortages, our Service has not been greatly impacted. Our Service has significantly low staff



turn-over, with staff typically staying with us for at least 3-4 years. Many of our staff have been with us for over 5 years, with some approaching their ten year long service leave! We know that it might seem like we have a lot of new staff, but this is because we have a very large team in order to provide your child the best experience and supervision we can, so we often sit at around forty-five educators who will be on shift throughout the week.

Do you use relief agency staff?

If we require relief agency staff, for example when flu seasons has rolled in, we use the same relief staff from the same relief agency while we wait for our team to return. This means even when relief staff are used, they are familiar with the Service and meet our expectations of supervision. Any relief staff member that does not meet our expectations of supervision or child safety are immediately removed from shift.

What are the qualifications and training your staff complete?

All of our staff have diverse backgrounds, experience and qualifications, including social work, psychology, nursing, education and more. At least half of our staff on shift have what is called an ACECQA-recognised qualification which means that they are working towards or have completed a qualification that directly relates to working with children. Beyond tertiary qualifications, our staff complete approximately 50 hours of training before being permitted to supervise our children solo. We have one of the most robust and comprehensive training schedules we have seen in our sector.

Why do different staff wear different vests?

Different vests signal different key roles that will be a common point of contact for families and staff. Our Outdoor Supervisor wears a yellow vest and is responsible for our supervision and schedules occurring outside. Our Indoor Supervisor wears a red vest and is responsible for authorising collections home and handing over reports. Both of these roles will be a point of contact for families, but the Indoor Supervisor (red vest) is the only one who will be able to “radio” your child home and authorise your collection.

Activities, Programming and Rest

Where can I find the Programmed Activities and Menu for After School Care?

All of this information is available in person in our Centre and on the OWNA app in the palm of your hand.

What opportunity will my child have for rest, sleep and relaxation?

During After School Care, we will have the Cozy Corner which will be at the amphitheatre at the Junior Room playground to provide all children with an opportunity for rest, sleep and relaxation. The Cozy Corner will be filled with rugs, pillows and blankets and children will be able to bring reading books. In addition, children



will always have the option to rest in our First Aid corner on our bed in the Main Centre or in our Quiet Room. When a child naps, we document this in our sleep log to ensure they are regularly checked on while napping. They will never nap in a space where they are alone, it will always be in the presence of other children or with two Educators (never one).

What about your screen time, will my child be in front of a screen?

At our Service, we have screens that are used for a variety of purposes to support learning and communication. The primary screens in the Main Centre are used to share important information, such as the daily program, and occasionally, we may play documentaries in the evening (from 5:30 pm). On rainy days and Fridays, we may show a G-rated movie, and we carefully select these using Common Sense Media to ensure they are appropriate for children, as some G-rated movies may contain content that is not suitable. Other screens may be used to display short information videos related to activities, typically for brief periods (e.g., 5 minutes before an activity), although this is rare.

Programmed activities may include the use of screens, such as homework on school-controlled laptops with restricted internet access or iPads for activities like coding club or movie making, where guided access is applied to ensure safe usage. Children are not permitted to use their personal phones, smart watch or other devices while in our care. Permission is required for children to be permitted to play on their iPad. Our aim is to ensure screen time is purposeful, educational, and balanced within the children's day.

Do you do excursions or other paid activities?

We organise paid workshops with external vendors during term time occasionally through the year, such as a soccer workshop, but we will make this information known should you want to enrol your child in the activity (your child must be booked to attend). During Vacation Care we currently only offer incursions (vendors coming into the Service) and not excursions (leaving the Service).

What do you do for homework?

We have a dedicated homework room with educational resources for all ages. This room is open Monday to Thursday from 3:30pm.

How do you divide the children and can siblings play together?

In the morning, our Preps are encouraged to stay in the Junior Room, while children in other grades are free to move between the Main Centre and Junior Room. During the initial sign-in time in the afternoon, while we enjoy afternoon tea, the children are grouped by grade: Prep, Grade 1, Grade 2, Grade 3-4, and Grade 5-6. After this time, children are welcome to interact across these groups.



During Vacation Care, all children play and interact together. We encourage vertical grouping, as we believe children can learn a great deal from each other, including valuable skills like sharing and communication.

While we understand siblings enjoy spending time together—often being best friends and supporting one another—we also recommend encouraging children to make friends with peers their own age. This can help them develop social skills they will rely on during school time. Siblings will always have access to each other, but we often find that after the first day, they are eager to spend time with their own friends.

Health, Safety and Supervision

What is the ratio for Prep children?

In accordance with the Education and Care Service's National Laws and Regulations, the ratio of Educators to school aged children is 1:15. As a Service, we actively seek to work to exceed requirements, and roster staff to meet a 1:12 ratio. However, in practice during Prep collections we have a 1: 7 ratio on average.

Will educators assist with toileting?

In accordance with our Children's Toileting Policy and Procedures all children will use the toilet independently and Educators will be unable to physically assist. However, we understand that little accidents will occur, and Educators will be able to provide verbal assistance and guidance to support our children with toileting. In the event of any incident involving soiled clothing (toileting, mud, etc), a member of staff will inform parents/caregivers upon collection. Children will be provided with spare clothes (if required) and any soiled items will be placed in a plastic bag and placed inside their bag. We will also pop a little "Oops Tag" tag on the bag handle so you don't forget that there's potentially stinky clothes in there that need to be taken out as soon as you get home. We please ask that all Prep children come to EJ Kids' Care with suitable spare clothing in their bags. Whilst we do have a collection of spare clothing available, our range of sizes become quite limited if items loaned aren't returned.



What is the "Prep Uber"?

In order to support our new Prep children in their transition from a home/long day care environment to the big world of school and OSHC, we have a dedicated Educator each afternoon during Term 1, affectionately known as the "Prep Uber". The Prep Uber is responsible for transitioning our Preps between areas. For example, if a child is playing in the Junior Room and would like to go play outdoors, the Prep Uber will escort them. Once the Prep children become confident and competent in moving between spaces independently,



we'll roll back the Prep Uber and children will be radioed by our Educators from point A to point B (this typically occurs during Term 2).

Will my Prep child be playing on the new "adventure playground" on the oval or the Lower Playground?

No. In keeping with the school's playground rules, Prep children will not play on the playground equipment for the duration of the year or until otherwise advised by the school.

My child has difficulty settling when I drop them off at Before School Care, what is the best thing to do?

We know that new environments and experiences can be overwhelming for some of our little friends, so we always encourage parents to share their strategies with us so we can provide consistent Care for their child when it comes to drop offs. All of our staff are skilled in behaviour engagement and promoting self-regulation with all of our children. As we try to determine your drop off routine for your little one, as everyone is different, we appreciate when you cue us that it's time for us to come on in and get your child engaged.

My child has an older sibling, will they be able to play together?

We always encourage our new Preps to build friendships with those their own age to support their transition, but we recognise that their sibling is often their first friend. Older siblings are welcome to spend time with their Prep sibling in the areas Prep children can go in (not vice versa), all they need to do is let us know.

My child has a dietary or allergy consideration that may impact what they can have at Kids' Care, what do I do?

Please ensure this information was submitted in your enrolment form when starting with us. If you are unsure if this information was submitted, it was forgotten or a new condition has been identified between your enrolment form being completed and now, then please send us an email notifying us. This ensures we have appropriate alternative food available specifically for your child that is prepared by our Kitchen Coordinator and our team are aware of any potential allergic reactions that may occur in our Care. For specifics on your child's needs, please don't hesitate to reach out to us.

My child has additional needs that may impact their care, what do I do?

For children who have developmental conditions that may impact the level of support they require, we encourage families to please notify us and elect to be a part of our Inclusion Support Program if they have diagnosed condition (such as Autism Spectrum Disorder or Attention Deficit/Hyperactivity Disorder). By notifying us of your child's support needs, we are able to ensure our Inclusion Support Coordinator reviews our practices and spaces to ensure your child's needs are being appropriately met and by being a part of our Inclusion Support Program (a government funded program), your child will have more focused support in



group settings if needed by our Inclusion Support Team. We recognise that school is a very demanding environment for children of all ages and we strive for all children to be involved in the amazing Educational Program we have to offer. If you are ever concerned, please don't hesitate to reach out to us so we may assist.

Will my child be left alone with another staff member?

Our staff are not permitted to be alone in an area with only one child. Our children are often supported one-on-one by staff members as they experience big feelings, however, this is the vicinity of other staff or children.

How do I know if my child has been signed into After School Care?

You will be phoned if your child has not signed into care. We aim to start phone calls by 3:15pm. If you have not heard from us, you can safely assume your child has made it to us!

Other

Someone else will be collecting my child today who I haven't put on my account, is this allowed (e.g. neighbour, uncle, grandparent, friend)?

You will need to send us an email saying you authorise this collection as we require written permission to sign your child out on your behalf for the person or complete the relevant form on OWNA. This person will also need to bring a form of ID for verification. Please do not give your mobile number and PIN to another person to sign out on your behalf. If you would like to add someone to your account who will continue to collect your child (e.g. every Monday for soccer practice), we can add them to your account for you if you send through an email with their full name and mobile number or complete the relevant form on OWNA. If you have not sent us any information about this collection authority, we will not be able to release your child into their care without this permission.

My child has lost their jumper/hat/water bottle/lunch box while at Kids' Care, where should I look to find it?

We encourage all families to ensure items are clearly and permanently labelled with their child's name. If items are misplaced, we hold onto the item until the next morning at appx 8:20am. After this, it will be sent to the school general lost property near the uniform shop. For example, if they lost an item on Monday afternoon, it will go down to general lost property after 8:20am on Tuesday. Unfortunately, if an item is lost we do not send out notifications to our families to check if their child has accidentally taken the item by mistake due to the sheer number of children and lost property we accumulate every afternoon (we would be sending a message out daily!).



My child is starting an extracurricular activity (e.g. swimming, tennis), do you offer pick up and drop off from these activities?

We sign children in and out to attend outside activities once parents complete an Outside Activities Form found on OWNA. However, we do not offer a pick up or drop off service from these activities nor do we assist them in getting changed for their activities (e.g. getting in and out of their swimmers). We recommend for families that if their child is not ready to escort themselves to the activity and back again independently to either consider a day in which an adult can take them or choose a time where an adult can take them after attending our Care.

I hold a permanent booking, if my child is absent, do I still need to pay for the day?

Yes. All families who hold a permanent booking must still pay the fee for any days their child is absent, including when sick. We do not charge families for days in which the Centre is closed (for example, Public Holidays).

How do I notify you if my child is absent?

You are able to absent your child via the OWNA app on your phone, by sending us an email (oshc@ejkidscare.com.au) or by calling us (3262 8093). Families who fail to notify us of their child's absent will incur a \$10.00 Unnotified Absence. This is because we spend valuable time over the afternoon attempting to find children who have not signed into our Care and this can inflate the time it takes very quickly in the rare circumstance that we have a child that has not made it into our Care from their classroom. By ensuring that families absent their children when not attending keeps us all safe.

Am I guaranteed bookings for Vacation Care (school holidays) if I hold permanent bookings?

No, Vacation Care bookings open appx 3 weeks prior to each individual holiday period and are booked by families themselves on a first come, first served basis on the OWNA app or portal. If you have not already, we would recommend subscribing to our TeamApp group "EJ Kids Care" to ensure you receive all the latest information, including when our Vacation Care bookings open (please note, they are very competitive).



Part 2: Family Handbook

Section 1: About our Service

1.1 - Our Philosophy

Our Service gathers on Turrbal Nation Country and we respect the Traditional Custodians of this land that we walk, learn and play on. We value Aboriginal and Torres Strait Islander cultures as a core part of Australia's past, present and future. We recognise the value of exploring and learning the vital history and future of Australia alongside our children through storytelling, cooking, activities and play-based learning. We believe we must always find ways to grow as a Service by listening, exploring the lands and animals and allowing change, as represented by our logo.

Our Service believes that each child has the right to be a valued participant of the community in which they live. We support in every child's right to play, learn and develop in a safe and nurturing environment. We believe that children are active, autonomous and capable learners. Through rich and engaging environments, coupled with meaningful interactions and holistic perspectives, we support lifelong learning and inclusion. These are primary considerations in all decision making at our service to support their journey to form their self-identity.

We acknowledge that families are the child's primary nurturers. We value collaborative relationships and believe that children are best supported when we work together. We believe in the intrinsic worth of all children and their families, and their right to equitable access and participation at our service. Our Service believes that families and children have the right to have their individual cultural identity recognised, respected and celebrated. We recognise as lifelong learners that children deserve the opportunity to be experts of their identity and have the right to be actively involved in the Educational Program, including in facilitating activities and having a say on what is programmed at our Service with the support of Educators.



1.2 - Our Goals

We have a number of goals that our Service aims to meet. They include:

- For each individual child to develop an understanding of themselves and others.
- For each child to develop emotionally, socially, physically, culturally and cognitively.
- For each child to grow in independence, confidence and responsibilities.
- For children to participate in independent learning through self-selecting activities, enabling them to develop skills and knowledge appropriate to their developmental age.
- For each child to feel as though they are participating, that they are welcome and important to EJ Kids' Care, and are part of the EJ community.
- For each child to develop an active and positive approach to life, encouraging them to reach achievable goals in a safe and secure environment.
- For staff, children and families to develop a relationship based on trust and respect.
- To reflect a diverse multicultural perspective and show acceptance of all people as equals.
- To provide a program which responds to individual as well as group needs and interests.
- To provide an environment where families are actively encouraged to contribute to the decisions and operations of the Service.
- To provide opportunities for information, advice and support for families, fostering a sense of community and mutual support.
- To reflect on and re-evaluate all issues relevant to the operation of EJ Kids' Care, in open discussion with all interested stakeholders, in order to ensure a continuing standard of high quality care is provided with continuous improvement initiatives met.



1.3 - Our Approved Provider

The Eagle Junction State School P&C Association is the Approved Provider of EJ Kids' Care.

Parent participation is encouraged throughout all aspects of the Service, with suggestions and feedback actively sought by the Service's management.

Our parent OSHC Sub Committee supports the staff and the sponsor/licensee with the day to day running of the Service. Members of the Sub Committee must be current members of the Eagle Junction P&C Association and hold a current Suitability Card for Child Related Employment or have children currently enrolled in the Service. The election of our Sub Committee executives is held at the AGM every February. Monthly meetings are held each month when possible on or online running from 6:15pm to 7:30pm (approximately). Meetings follow an agenda so that they can be kept short and concise. If you wish to table an item for discussion at the Committee Meeting it needs to be communicated to either the Service Manager or any executive member of the OSHC Sub Committee by 5pm of the Friday prior to the Committee Meeting. All OSHC Committee Meetings are featured in the EJ School Calendar, *OWNA* events calendar and reminders are posted in *OWNA*. Policy and management issues should be directed to the Sub Committee or the P&C Association via the grievance policy outlined in this manual, rather than through the Principal.

Over the course of the year the Centre reviews aspects of its Service, including policies and procedures. Following review of these documents parent and guardian stakeholders will be given the opportunity to provide feedback. All suggestions for improvement are welcome and will be considered for inclusion in the development of our Quality Improvement Plan.

Key Centre stakeholders may also be asked to fill out surveys and/or provide verbal feedback. Your participation not only allows you to have your say, it also ensures that our Service is the best it can be. At EJ Kids' Care we actively strive for continuous improvement.



1.4 - Policies and Procedures

EJ Kids' Care has an extensive Policy and Procedures Manual which reflects the Philosophy and Goals of our Service. This Manual is a detailed and large document and is available to all Centre stakeholders following the enrolment of your child. For easy reference, a copy is kept in our family information corner in the Centre. As previously mentioned, following the review of policies and procedures by the OSHC Sub Committee across the year, notification will be sent to all Centre stakeholders via *OWNA* that they can access these refreshed documents if they are interested.

In this Family Handbook we provide a snapshot of policies which will affect you, your family and your child during your time with us. Please note that policies are subject to change and policies are the more accurate reference of the information within this handbook.

Refer Policies and Procedures – 7.8 Policy Development, Review and Implementation

Note:

1. Details in this manual are correct at the time of printing.
2. Policies and procedures are subject to change.



1.5 - Enrolment and Orientation

Parents/guardians are required to complete an enrolment form through our childcare software, OWNA by following the instructions found on the school website page that is dedicated Kids' Care (<https://eaglejunctionss.eq.edu.au/facilities/out-of-school-hours-care>) and follow the registration instructions. OWNA is the first port of call for families wishing to place their names on the Kids' Care waitlist.

Once families are offered places at Kids' Care, as part of the enrolment process, we encourage a meeting to take place at the Centre. This is a fantastic opportunity for you to discuss with us what will help make your child's time with us enjoyable, particularly during the first initial weeks of care. You will be shown around the Service and be given information on our basic operations such as staffing and programming.

If your child has additional needs and you have indicated this on your enrolment form or provided this information to the Service, then our Inclusion Support Coordinator will work closely with you to ensure your child is supported and included in our program. Families are welcome to include stakeholders, including Occupational Therapists or Play Therapists, to collaborate with our Inclusion Support Coordinator.

This information will help us to meet the needs of your child, and where necessary, seek assistance from specialist support workers. All information obtained through the enrolment procedures will be kept in the strictest confidence and used only for the purposes for which it is obtained. It is in your child's best interest that these forms are kept up to date.

Refer Policies and Procedures – 6.2 Enrolment and Orientation



1.6 - How we Communicate with Families

We have a number of ways we communicate with families. These include notifications via the EJSS P&C TeamApp, the publication of the monthly Kids' Care Connect Newsletter, information posted on the Kids' Care page of the school's website, the Quality Improvement Plan, *OWNA* and information sheets at the front desk. It is of utmost importance that families regularly check and update their personal details on *OWNA*, including email addresses and phone numbers.

Relevant posters and brochures from family groups and government authorities are displayed throughout the Centre too. This information pertains to a number of subjects including health, nutrition and family matters which provide contact numbers for various community support groups. We can help with further contacts if you need them.

All parents/guardians are encouraged to ask the Service Manager for information relating to the following:

- Your child's enrolment at this Service including the activities and experiences provided by the Service.
- The Service philosophy about learning and child development outcomes and how it is intended the outcomes will be achieved.
- The goals about knowledge and skills to be developed through activities and experiences.

Your feedback is important to us and as such, a survey is conducted each year. In addition to this, families are always welcome to speak with the Director directly or email any suggestions regarding the service delivery provided. Our confidential grievance procedure ensures that your concerns are heard and it is applicable to all users of the Centre.

Refer: Policies and Procedures – 6.5 Interactions and Communications with Families and Caregivers



1.7 - Respect for Children

The best interests of all children under our care are of paramount concern at EJ Kids' Care. Our Service endeavours to provide care that respects every child's dignity and privacy, while always considering children as unique and valued individuals. Consideration is given to the children's involvement when developing and maintaini"ng the program, rules of behaviour, and the physical and aesthetic environment of the Centre.

Refer: Policies and Procedures – 5.1 Interactions and Relationship with Children



1.8 - Child Protection

Our Centre regards, with the utmost importance, its role in the protection of children in its care. This includes the Centre's moral and legal duties to care for children associated with the Service whilst not in the care of their parents or primary carers. All staff have been trained in Early Childhood Education and Care Mandatory Reporting which includes understanding our reporting requirements and responsibilities under QLD legislation and watching for early indicators of harm, risk and protective factors. Training for staff is refreshed annually.

Refer: Policies and Procedures – 2.1 Providing a Child Safe Environment, 2.5 Child Protection and Mandatory Reporting



1.9 - Photos

On occasion, your child may be photographed participating in the day to day activities we provide at EJ Kids' Care. These photos may be used **within** the Service (on display and in our monthly Kids' Care Newsletter) as part of our programming process, with the children taking great pride in having their day to day lives documented in this way. Through the service enrolment process, parents will have the opportunity to give and/or refuse authority for this to happen.

If photos are taken at any other time or for use in any other project, such as marketing material for the Service, parents will be consulted separately to the above permission.

To protect the privacy of families, children and Educators alike, will not be permitted to take photographs of other children using their own devices (e.g. mobile phones, iPads, etc.).

Refer: Policies and Procedures – 6.4 Acceptance and Refusal of Authorisations, 7.6 Privacy and Confidentiality, 1.2 Documenting Children's Learning



1.10 - Priority of Access and Non-Discriminatory Access

This Service will ensure that parents and children have access to quality child care that is appropriate to their needs, regardless of income, social, religious or cultural background, gender or abilities. We provide term-time care only to children from Prep to Grade 6 who are currently enrolled and attending the Eagle Junction State Primary School. However, we accept children from other schools during Vacation Care periods if places are available. Children going into Prep are not permitted to attend our Service until the calendar year where they are due to commence at Eagle Junction State School.

The Service will follow the priority of access guidelines set down by the Department of Education Children's Services Handbook. These guidelines will be balanced with the principles of non-discriminatory access and inclusion. This reflects the Australian Government's intention to help families who are most in need and support the safety and well-being of children at risk in accordance with the Framework for Protecting Australia's Children 2009-2020.

PRIORITY LEVEL	DESCRIPTION
First Priority	A child at risk of serious abuse or neglect.
Second Priority	A child of a single parent/guardian who satisfies, or has parents/guardians who both satisfy, the work/training/study test under section 14 of the Family Assistance Act.
Third Priority *	Any other child.

Refer: Policies and Procedures – 6.1 Access for Families and Caregivers



1.11 - Inclusion and Anti-bias

EJ Kids' Care supports the principles of equity through implementing inclusive and anti-bias practices. At our Service, the common aim in equal opportunities is to:

- Achieve equal relations between nationalities, races, religions, genders and special needs;
- Cultivate each child's ability to stand up for themselves and for others to act to promote equity and justice;
- Develop programs which support the goals of an anti-bias program;
- For each child to be able to recognise and challenge bias;
- Regularly assess the physical environment for inclusiveness and undertake to plan changes in the environment where appropriate.

If your child has additional needs, a meeting should take place to gather information between the Director, the Inclusion Support Leader and the parents before the child commences. Issues discussed will include:

- Level of support that the child requires;
- Duration of support;
- Necessary training of staff and volunteers;
- The safety of all children enrolled;
- Environmental factors;
- Sources of information and resources/support services that will ensure the best possible care of the child.

This information will help us to meet the needs of your child and where necessary, seek assistance from specialist support workers. All information obtained through the enrolment procedures will be kept in the strictest confidence and used only for the purposes for which it is obtained.

Refer: Policies and Procedures – 5.1 Interactions and Relationship with Children,
1.1 Educational Program Development and Implementation



1.12 - Confidentiality

In order to protect children and better provide its services, EJ Kids' Care seeks and deals with personal and sensitive information relating to families, children and others.

The Service respects the privacy of all individuals and seeks only information which it needs for these purposes and handles that information with confidentiality and sensitivity and in keeping with legal requirements.

EJ Kids' Care supports the principles of privacy and confidentiality. Types of Information we collect includes personal information on employees, children and families which is used in the operation of our Service. The Service protects the rights of the individual's privacy by ensuring that information collected is stored securely in a locked area.

Refer: Policies and Procedures – 7.6 Privacy and Confidentiality of Records



1.13 - Interactions with Families

Staff are available for parents/guardians to speak briefly to at all times the Service is open. Longer, more confidential appointments can be made to speak with the Service Manager. If you wish to speak to someone other than the Service Manager you can follow the ***Complaints Handling Policy*** outlined in the Policy and Procedure Manual and at the front of this Handbook. This ensures that you are able to express any concerns you may have regarding the operation of the Service in an appropriate manner.

Parents/guardians are required to adhere to all policies and procedures regarding EJ Kids' Care. If parents/guardians choose not to follow our outlined policies and procedures, or breach the Interactions with Families policy, we may be forced to suspend care for their children until the matter is investigated, or in some cases care may be permanently refused.

On the premises of EJ Kid's Care, parents/guardians will:

- Have verbal communication that is always open, respectful and honest with Management and Staff of the Service
- **Refrain from disciplining verbally, or in any other way, child/ren of other families. Such situations will never be accepted or tolerated and may result in the suspension of their family's enrolment**
- Follow the correct grievance procedures as outlined in this Policy Manual should they have an issue or concern regarding their child and the service they are receiving.

Refer: Policies and Procedures – 6.5 Interactions and Communications with Families and Caregivers



1.14 - Staffing

EJ Kids' Care is committed to providing quality outcomes for children through ensuring that Educators' practices reflect the Service's philosophy and goals as outlined in *the My Time, Our Place* Framework for School Age Care.

The Service applies professional standards to guide Educator practices and decision making within the Service and provides opportunities for Educators to acquire the skills and knowledge to enable them to fulfil their role.

Our Educators have a wide variety of experience in childcare. All Educators hold a current Commission for Children and Young People Positive Notice Blue Card and undertake annual First Aid, CPR, and Management of Asthma and Anaphylaxis training. Educators attend monthly meetings and contribute their ideas to our programming.

All staff qualifications and child/staff ratios are in accordance with, or better than, the guidelines set out by the Child Care Act 2002 and the Child Care Regulations 2003. Children are actively supervised at all times to ensure that they are protected from harm.

At the Service

1 staff for every 12 children (exceeding the National Standard of 1 staff for every 15 children) and 1 staff for every 10 children (Prep)

On excursions

1 staff for every 8 children

1 staff for every 5 children (Prep)

During water activities

1 staff for every 10 children

1 staff for every 5 children (Prep)



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Families are encouraged to view the profile and photos of all our Educators. These are located on OWNA, the Centre and in our monthly newsletters.

Refer: Policies and Procedures – 1.4 Excursion and Transport, 2.1 Providing a Child Safe Environment, 2.2 Supervision and Educator Ratios



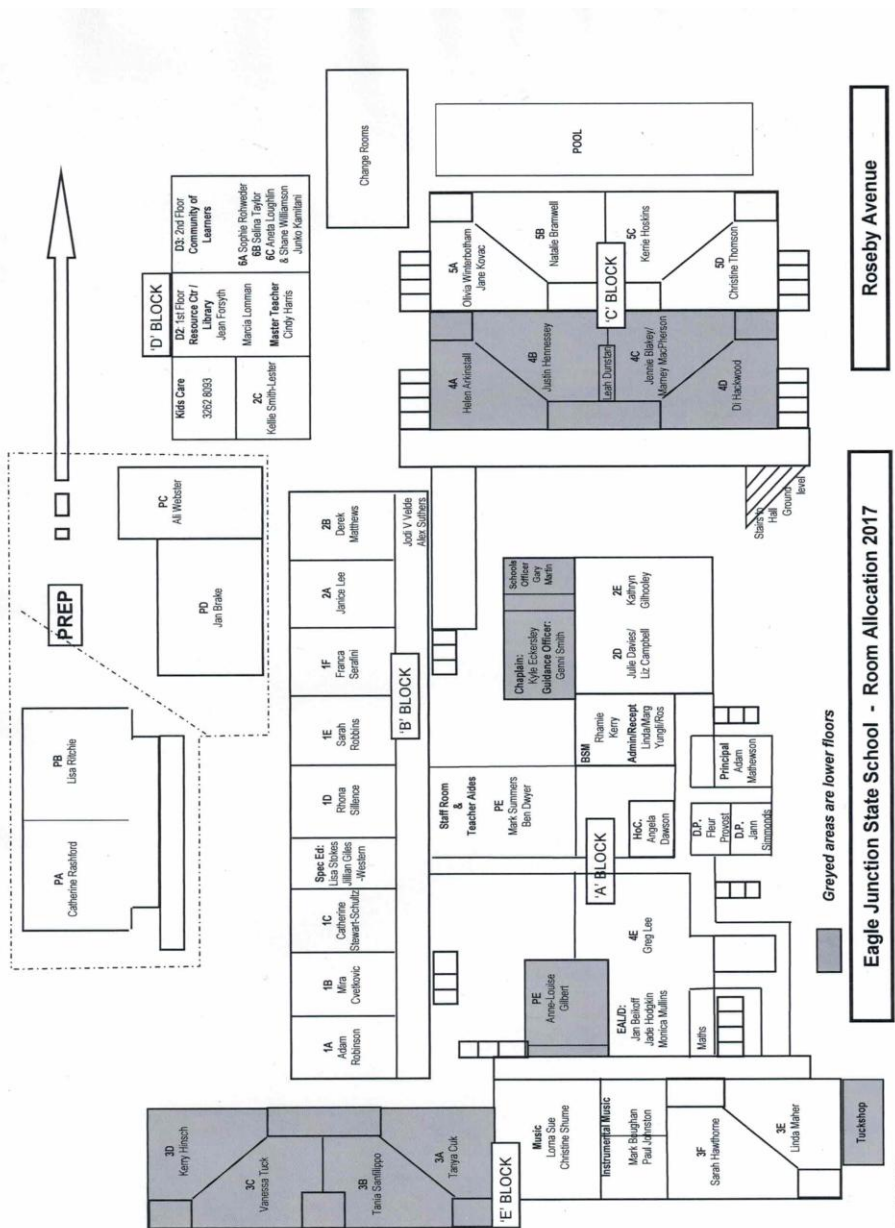
1.15 - Concerns, Complaints and Suggestions

If you have any concerns, complaints or suggestions please speak to the Director. If this is not satisfactory, our P&C President, in their capacity as our Approved Provider, will handle complaints. Contact for the P&C President is at the front of this handbook. It should be noted that members of the school's P&C are volunteers who are endeavouring to support the function of the Service, and contribute in a positive fashion to the EJ Community generally.

The happiness and well-being of your child is our top priority and we are continually striving to improve the quality of care we provide families. Other avenues of communicating your suggestions or concerns are via the annual family survey or at the regular Sub Committee or P&C meetings. However, please feel free to discuss any issues at any time with us. We value and encourage your participation in our Service as we believe it enhances the care we provide for your children.

Refer: Policies and Procedures – 6.7 Feedback and Complaints Handling

1.16 - School and Service Map





Section 2: Caring for Your Child

2.1 - Arrivals and Departures

For the safety and protection of children, and in keeping with Duty of Care considerations, EJ Kids' Care has strict procedures regarding the arrival and departure of children and particularly the persons who may collect children from the Service.

Kids' Care uses a kiosk system through Qikkids to track attendance. Account holders and any other people they nominate on the enrolment form as authorised for drop off and pick up, known as authorised nominees, will be set up with electronic access. Each authorised nominee will have a unique user id, consisting of their mobile phone number and pin.

All users must adhere to the following guidelines:

- The pin are tied to the individual and should never be shared for other's use.
- As the account holder, it is illegal for someone else to use your user pin, representing themselves as you - this may interfere with your continued eligibility for child care subsidies.
- It is a legal requirement that all children will be signed in and out by the parent or authorised nominee, or subsequently in writing, as being authorised to do so.
- Pins can be easily reset if someone forgets – identification will be required before the passcode is reset if the individual is not known to Educators.
- If you provide a one-time authorisation for someone to drop off or pick up your child, they will not be set up with QK kiosk access. The child will be signed in or out of the system by an Educator and identification will be required if the individual is not known to the staff. The account holder will be prompted the next time they sign in to the system to confirm the transaction.



- Account holders are required to confirm any sessions marked with an absence or where a child has been signed in late due to an outside activity attended.

Morning Arrival Procedure

- Children must be accompanied in to the Service and signed in by the parent or authorised nominee.

Under no circumstances are parents allowed to:

- a. Leave their child unattended before the opening of the Service;
- b. Drop them off in the pickup zone/school gates;
- c. Send them inside with a sibling or person other than an authorised nominee.

EJ Kids' Care opens strictly at 7am each day. No child will be admitted prior to this time due to legal restrictions and the Service cannot be responsible for children before this time.

- As from when the child has been duly signed in and handed over by the authorised person, the Service takes responsibility for the child until the child is duly signed out by the authorised person collecting her/him or until the Educator signs them out for school in the morning.
- The morning transition to school typically begins at 8:00am with an accounting of present children to the roll to create an accurate list of all children.
 - 8:15am – All children in years 3 – 6 are signed out by a staff member
 - 8:35am – All children in years Prep -2 are signed out by a staff member with Prep children then escorted to their classrooms

(Only with expressed written permission via the completion of the Outside Activities Permission form on OWNA from a parent/guardian will children be able to leave earlier than the times listed above)

Afternoon Arrival Procedure

- Prep children will be collected from their classrooms by Kids' Care staff and will be escorted to the Kids' Care centre at the completion of school.



- All other children in years 1 -6 will be required to make their own way to the designated sign-in areas. There is an expectation that all children will arrive and be checked into care by 3pm at the latest.

Departure Procedures

Children may only leave the service premises under the following conditions:

- A parent or authorised nominee collects the child by signing them out through the kiosk;
- A parent or authorised nominee provides written authorisation for the child to leave the premises for an extra activity such as tennis, jujitsu or swimming lessons (**requires completion of an Outside Activity Permission Form found on OWNA**);
- The child requires medical, hospital or ambulance treatment, or there is another emergency.

Educators will not allow a child to leave the service unaccompanied, or to be released to a person other than the parent of the child or to an authorised nominee except as permitted under the above procedure. If in doubt, the Responsible Person will contact a parent immediately to discuss.

Only in emergency situations will verbal permission for release be accepted over the telephone.

Refer: Policies and Procedures – 2.3 Safe Arrivals and Departures of Children, 7.10 Fees and Statements

2.2 - Absences

At Kids' Care, the safety of the children in our care is paramount. If children who are booked in to the Service have not arrived within 10 minutes of expected arrival, and we have not received notification as to their absence, we will spend valuable time searching for them. In the event that



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we need to contact parents/guardians to seek confirmation as to their absence, a \$10 charge will apply.

Absences for a session can be made by parents via the OWNA App, via email (oshc@ejkidscare.com.au) or via a phone call to the office (3262 8093).

Please note, the school office cannot take bookings or pass on cancellation information to Kids' Care. ***The Service must be contacted directly.*** This includes if you collect your child from school early.

Refer: Policies and Procedures – 2.3 Safe Arrivals and Departures of Children, 7.10 Fees and Statements



2.3 - Late Collection and Fee Payable

We ask for your cooperation by collecting your child by 6.00pm. Late pick-ups are upsetting for the child and stressful for all staff. If there is an emergency and you are unable to collect your child on time, please contact the Service. If your child is not collected on time, a late fee of \$10.00 per child will be charged immediately after 6.00pm (applicable for the first ten minutes), with a further \$1.00 payable every 1 minute thereafter. If a child is not collected by 6.30pm and emergency contacts cannot be reached, the Responsible Person will contact the police to collect children who are still at the Service. Repeated failures to not collect your child prior to closure may result in the suspension or termination of your enrolment.

Refer: Policies and Procedures – 2.3 Safe Arrivals and Departures of Children, 7.10 Fees and Statements



2.4 - Children Leaving without Permission

If a child leaves the Service in any other circumstances and for any reason without written permission, the staff will assess the situation immediately and will call the police and a parent/guardian as quickly as reasonably possible.

Refer: Policies and Procedures – 2.3 Safe Arrivals and Departures of Children, 7.10 Fees and Statements



2.5 - Custody Issues

Parents/guardians who have custodial rights and do not wish the other parent/guardian to have contact with their child/ren **must** provide a current copy of the custodial papers.

Whilst every care will be taken to prevent a child being taken by an unauthorised person, there may be instances in which we cannot prevent this from happening. Our staff cannot expose themselves or other children at our Service to an unacceptable risk of personal harm. If a child is taken, the police will be called immediately.

Refer: Policies and Procedures – 2.3 Safe Arrivals and Departures of Children, 7.10 Fees and Statements



2.6 - Safety

Our evacuation and lock-down plans are situated in the entrance area of EJ Kids' Care. We ask all parents, staff and children to familiarise themselves with the procedures. Fire, evacuation and lock-down drills are practiced regularly. Should you be present during a drill, we ask that you please participate. Regular evacuation procedures give the children an opportunity to become familiar with the routine and planned evacuation/harassment procedure.

All fire-fighting equipment located within the Centre is serviced every six months.

Refer: Policies and Procedures – 3.5 Emergency and Safety Equipment, 2.13
Emergency Evacuation, Lockdown and Drills, 3.1 Space and Facilities
Requirements



2.7 - Health and Hygiene

The wellbeing of all children who attend the Service is of the highest priority, so we ask for your cooperation. To safeguard the health of all children and prevent the spread of infection, please keep your child at home until they are fully recovered from an illness. If you are uncertain if your child's illness is deemed to be one of exclusion, please see the Director or Responsible Person in Charge for clarification.

The Service follows recommendations as outlined by the Australian Government's publication of Staying Healthy (5th Ed) and will always notify families if an illness has been reported to them of significant concern. In addition to this, information sheets will be made available to all families at the front of the Centre. As the Service does not have the facilities to care for sick children, those children who are deemed unwell while in the care of staff will have parents contacted for immediate collection

Staff observe stringent hygiene practices throughout the day and the Service is cleaned thoroughly after each session. Equipment is routinely checked to ensure that it is well-maintained, clean and safe for children's use

Children and staff will wear broad brimmed hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (SPF 50+) which is applied each afternoon (at check in time) and every 2 hours at vacation care, when the UV rating exceeds 3. The Service will routinely access the Australian Government's daily UV Index Information during after school care and vacation care periods, displaying the readings for families and children.
http://www.arpana.gov.au/uvindex/realtime/bri_rt.htm

EJ Kids' Care and all areas of Eagle Junction State School are smoke free environments.

Refer: Policies and Procedures – 1.6 Food and Nutrition, 2.2 Supervision and Educator Ratios, 2.5 Administer of First Aid, 2.11 Sun Safety, 2.12 Safe Food Handling, Preparation and Storage



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2.8 - Illness and Injury

EJ Kids' Care actively strives to avoid injuries occurring at the Service and to minimise the impact of injuries and illnesses by responding appropriately and as quickly as possible. The rights and responsibilities of parents with respect to injuries and illnesses of their children are acknowledged and will be taken into account in administering all procedures. At least one Educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the Education and Care Services National Regulations 2011, will be in attendance at any time that Kids' Care is operating.

In the case of a minor injury, an Educator will attend to your child and where deemed necessary, a report will be completed to advise you of the details. You will receive a notice through the iPad kiosk.

In the case of illness or more serious injury, the Responsible Person in Charge for that session will telephone the parent advising of the situation. The child will be provided a quiet area, with a sick bed to rest while their parents are contacted. If it is necessary to seek medical attention immediately, an ambulance will be called and the child will be taken to hospital. It is vitally important for parents to ensure emergency contacts and numbers are updated as required.

Cares will be contacted for all and any head injuries by the Responsible Person in Charge.

If a child arrives at Kids' Care unwell or becomes ill while at the Service, parents will be contacted to collect the child. The child will be cared for until collected.

Children with infectious illnesses will be excluded from the Service. This is for the safety and well being of the other children and staff, as well as your child. Re-inclusion of your child will be considered after consultation with, and recommendation from, appropriate health agencies, such as the Department of Health.

Refer: Policy and Procedures – 2.7 Infectious Diseases, 2.4 Incident, Injury, Trauma and Illness



2.9 - Medication

In the case of your child requiring medication whilst in our care, parents/guardians must complete a **Medication Permission Form** stating the medication, dosage, dates and times to be administered.

All medication must be supplied in its original packaging with your child's name clearly printed on the front. This includes all non-prescription medication such as PANADOL or COUGH MIXTURES. If there is no PHARMACEUTICAL LABEL on the medication (herbal remedies excluded), it cannot be administered.

All medication will be administered by the Director or Responsible Person In Charge, and will be recorded in a Medication Administration Form which will be signed off by the staff member who administered the medication and another witnessing staff member. Children who become ill at the Service will be provided a quiet area to rest while their parents/guardians are contacted. Parents/guardians are requested to advise the Service (via Enrolment Forms) of their child's particular health needs, including medication.

If a child has a severe illness in which timing is vital (including Anaphylaxis and Asthma allergies), an Action Plan will be developed between the Service, parents/guardians and a health professional to ensure immediate action in the case of an incident. Please ensure the Service is aware of this by detailing any necessary information on your child's enrolment form.

It is the responsibility of all parents/guardians to ensure that medicine kept at the Centre is up-to-date and that it is replaced prior to expiry. Usually all medication is returned to families following the cessation of the school year, unless your child is attending vacation care.

Children Administering Their Own Medication

For children with asthma, diabetes or other similar ongoing medical conditions requiring medication, parents will be required to advise the Director in writing whether their child will be responsible for administering their own medication, as well as full details of how, when (i.e. at what intervals) and by whom all such treatment is to be administered.



The Service permits children to self-administer medication, however the relevant authority form must be completed by the parent, prior to the child administering it, with the information being detailed in the child's medical conditions risk minimisation plan if appropriate.

Educators will supervise children who are self-administering medications, and to promote consistency and ensure the welfare of all children using the Service, Educators will ensure each child follows all administration of medication, health and hygiene policies and procedures. Should the Responsible Person in Charge feel that the child is not able to successfully administer the medication, they reserve the right to administer it on behalf of the child.

Refer: Policies and Procedures – 2.10 Medication Administration, 2.9 Medical Conditions in Children



2.10 - Asthma

Parents are requested to notify the Service of any medical conditions, including asthma, that their child may be suffering from via the enrolment procedures. A Medical Action Plan, developed by the child's physician, and an inhaler will be required on site before care can begin and the Service will develop a risk minimisation plan in conjunction with the family to reduce the risk of exposure. Parents may discuss with the Director the option for their child to keep the inhaler on their person or in their bag. A Medication Authority Form, will need to be completed by the parent to advise OSHC staff whether their child will be responsible for administering their own medication or will require supervision and full details of how, when (i.e. at what intervals) and by whom all such treatment is to be administered.

Refer: Policies and Procedures – 2.10 Medication Administration, 2.9 Medical Conditions in Children



2.11 - Anaphylaxis Management

EJ Kids' Care is a 'Nut Aware Zone', including Nutella, muesli bars with nuts etc. Even though the school may be aware of allergies, Kids' Care must be notified separately.

Parents are requested to notify the Service of any allergies their child may be suffering via the enrolment procedures. A Medical Action Plan, developed by the child's physician, and an EpiPen will be required on site before care can begin for any child at risk of anaphylaxis. This Action Plan must be signed by a medical practitioner and must include information on signs and symptoms of the allergy and the planned responses to that child's severe allergic reaction. This will include the use of an EPIPEN, but may also include antihistamine dosages.

The Service will develop a risk minimisation plan in conjunction with the family to reduce the risk of exposure.

The Service will ensure that at least one Educator with a current first-aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training will be in attendance at all times Kids' Care is in operation

Refer: Policies and Procedures – 2.10 Medication Administration, 2.9 Medical Conditions in Children



2.12 - Daily Routines

Copies of our Morning and Afternoon Schedules may be seen below:

Before School Care		
7:00am	Arrival and Breakfast	– Breakfast open – Indoor free play e.g. card games, board games, blocks – Drawing and craft – Scheduled art
7:30am	Outdoor Play	– Children have the option to play outside in the lower playground, on the oval or in the hall
7:50am	Last Call for Breakfast	
8:10am	Breakfast Finishes and Roll Call	– All outdoor games are packed up – All indoor craft is tidied – Roll is called
(8:10am - 8:30am)	Free Play inside the Centre	– Children may read a book, draw or play quiet games
8:20	First Bell Sign Out	– Children in grades 3 and above may sign out and leave Kids' Care – Children in grades 1 & 2 with parent permission may also sign out at this time
8:35am	Second Bell Sign Out	– All remaining children in grades 1 & 2 are signed out – Preps are escorted to their classrooms



After School Care		
2:45pm	Signing in children (Preps are collected from classrooms)	Children put their school bags in their designated areas and line up to be marked off on the roll.
	Afternoon tea (served and available until 5pm)	Children are split into 3 groups for afternoon tea: – Prep & Grade 1 – Grades 2 & 3 – Grades 4, 5 & 6
	Play time	– Prep and Grade 1 go to the upper playgrounds – Grades 2, 3, 4, 5 and 6 go to the lower playground and oval ***Chill-out room available for reading for all grades***
3:30pm	Planned Activities Begin	– Children may choose to do any of the following throughout the afternoon: – SPORT, ART, HOMEWORK ROOM, PLAYGROUND PLAY, HALL GAMES, QUIET GAMES or SPECIAL ACTIVITIES (e.g. dancing, music, gardening, cooking, mud kitchen, chalk or movie afternoon) – (A staff member will be in charge of running each activity) The selection of activities may be viewed in the weekly Kids' Care Connect Newsletter that is sent to families every Friday via TeamApp
4:30pm	Cleaning up of Indoor Games	– Children will start to clean up the toys, games or art activity they have been playing with – All programmed activities are completed for the afternoon (excluding lower playground, the hall and the oval)
5:30pm	Quiet Time	– During Summer, children may come into the centre to play board games, read or draw, or may choose to stay on the oval.



After School Care		
		– During Winter, all children will come into the centre until collection.

2.13 - Homework

Our Service provides an optional Homework Club each afternoon, Monday to Thursday from 3:30pm to 4:30pm. It operates out of one the school's classroom and provides a quiet, supervised space for children to work. Homework Club has the use of six laptops, with these being used for research purposes/assignment work only. Our Educators ensure these are rotated around the group on a strict, timed basis. Children are permitted to use their iPads under strict guidance per our policy handbook and permission form completed by an authorised contact. Whilst we support the children in completing their homework, we do not take responsibility for signing off on work.

Refer: Policies and Procedures – 1.7 Technology and Screen Time, 2.16 Safe Online Environments for Children



2.14 - Meal Times

Nutritious and well-balanced meals will be provided for breakfast and afternoon tea every day during the school term, as well as during vacation care. All food provided is fresh, varied and wherever possible, cooked on site. (The weekly menu is available to view on the Kids' Care Connect Newsletter, made available to families every Friday) Water is readily available to children at all times.

Please remember to inform the Service if your child has any food allergies or has a special diet (including religious or cultural) via your child's enrolment form. All special dietary requirements will be catered for including dairy, egg and gluten free foods.

Additionally, as part of the Service's program, weekly cooking sessions are conducted each Thursday and Friday through our Kids in the Kitchen Club. Through the food provided and also created by the children themselves, the Centre endeavors to expose the children to cuisine from a variety of cultures.

We ask that during vacation care periods parents provide food that is nutritious and well balanced. We do not encourage sweets or processed foods as part of lunchtime meals in Vacation Care. In addition to this, it is important to remember that vacation care days are very busy, with children tending to eat A LOT more than usual. Please make sure morning tea, lunch and snacks are supplied everyday.

Refer: Policies and Procedures – 1.6 Food and Nutrition



2.15 - Behaviour Management

As part of our commitment to quality care for the children at our centre, we have basic rules for the children to follow. These rules are developed with input from the children themselves to give them a sense of ownership over what happens within “their” space. They are displayed prominently at the Service and are referred to regularly by staff.

We have 5 Focus Rules

1. We respect all things – people, animal, nature and equipment.
2. We always keep our hands and feet to ourselves.
3. We will always ask if we need to leave an area to go to the bathroom or for any other purpose
4. We never play in out of bounds areas or where a Leader can't see us.
5. We only run on grass

Other rules which apply to children are mostly in accordance with the Eagle Junction State School rules and fall under the 5 focus rules (e.g. No swearing – promotes respect). Children will always be made aware of rules which apply to specific areas (e.g. Hall or Playground). Upon breaching any rule (assuming the breach is not dangerous) the child is reminded of the rule and any misunderstanding the child has is discussed with them.

In times where children are experiencing peer conflict, Educators encourage our 5-Finger Rule:

1. Ignore
2. Friendly Talk
3. Walk Away
4. Firm Talk
5. Report



The aim of EJ Kids' Care is to provide an atmosphere where children have positive and active experiences during their stay. We aim to provide an environment that minimises the potential for frustration and/or conflict and believe that children require guidance as to what to do, instead of what **not** to do. Therefore, we endeavor to manage behaviour through a supportive model, which includes efficient supervision, provision of effective role models, directing or re-directing children to other activities and working with children keeping in mind their uniqueness.

Each child will be treated sensitively, respectfully and with dignity, regardless of their social background, gender, ethnicity or abilities. Encouragement and appreciation of appropriate behaviour will be given freely. Physical, verbal and emotional punishment is regarded as unacceptable and will not be justified or permitted as a behaviour management technique.

Where necessary, Educators will always:

1. Encourage children to remove themselves from challenging situations.
2. Re-direct play.
3. Encourage the child to self-reflect on any inappropriate behaviours exhibited.

Where deemed necessary, children may be asked to discuss their actions with the Director or Responsible Person in Charge, after which parents may be informed. This may be at the time of pick-up or via a phone conversation.

On occasions where a child shows an ongoing history of inappropriate behaviour, rule breaches or where a dangerous single behaviour is witnessed, a meeting will be sought with the parents/guardians and the child will be issued an 'In-Centre Exclusion Plan'. This will involve the child being placed inside the Centre for their care and withdrawn from their peer group for a specific period of time. The aim of this plan is to enable the child to reflect on their behaviour and how best to modify it to ensure other children and staff at the Centre are always safe and respected.

EJ Kids' Care has a Duty of Care to all children who attend the Service, and to Educators who work within it. A child may be excluded from attending the Service temporarily or, in some cases permanently in the following circumstances:



- Where an 'In-Centre Exclusion Plan' has been completed but ongoing rule breaches occur
- If in the Director's reasonable opinion, the child exhibits behaviour which threatens the safety or wellbeing of any child or other person at Kids' Care, and may reasonably cause physical danger to other children, Educators or to the child themselves

The child leaves school grounds during their time at Kids' Care

The Service's Rules of Behaviour have been developed in consultation with the children, staff and Eagle Junctions State School's Responsible Behaviour Plan for Students.

Refer: Policies and Procedures – 2.1 Interactions and Relationship with Children, 5.2 Position Behaviour Support Practices, 5.3 Supporting Complex Behaviours, 5.4 Supporting Additional Needs with Inclusive Practices, 5.5 Promoting Protective Behaviours



2.16 - Damage to Equipment or Facilities

As part of everyday experiences involving children, we recognise that fair wear and tear will occur. However, if damage is done that cannot be attributed to fair wear and tear but can be attributed to a malicious or intentional act on the part of a child, replacing the item will become an expense to the parent/guardian. EJ Kids' Care expects that children attending the Centre will treat the equipment that they use with care and respect.



2.17 - Students, Visitors and Volunteers

Childcare students, visitors and volunteers may visit the Service from time to time. During this time, they may be required to complete tasks pertaining to the course they are undertaking, including general observations of the Service operations and programs. If individual child observations are required, parents/guardians will be informed and written permission will be sought prior to any observation taking place. In addition, no student, volunteer or visitor will be left in charge of a group of children. All visitors to our Service are required to operate within our philosophy and policies and adhere to the same guidelines as an Employed staff member.

Refer: Policies and Procedures – 4.3 Working with Children Check (Blue Card)
Management, 4.5 Volunteers and Students



2.18 - Clothing

During before school and after school care children are usually dressed in school uniform.

Spare Clothing Please have spare clothes in your child's bag if you think your child may experience a toileting mishap while at Kids' Care. Soiled clothes will be stored in a plastic bag for your collection. Preps should be able to manage their clothes when going to the toilet.

Vacation Care During vacation care, we ask that children wear comfortable clothing which will enable them to participate in activities. Clothing may get dirty during sport or craft activities, so if you have a child who may possibly need more than one change throughout the day, please pack a change of clothes for them. Children must wear enclosed shoes at all times, not sandals, thongs or other open shoes due to safety when on play equipment. Hats must be worn outside. Appropriate clothing must be worn to prevent sun exposure e.g. no singlets or other sleeveless clothing.

Refer: Policies and Procedures – 2.11 Sun Safety



2.19 - Babysitting

We work to develop positive and supportive relationships with children and families. We understand that families may request individual Educators to babysit, tutor or nanny for them outside the service's hours of operation.

While we pride ourselves on employing Educators of a high standard, who are suitable for our Service, we are unable to provide assurance to families of an Educator's suitability to look after a child, or children, unsupervised in a babysitting environment away from our Service.

Due to possible legal implication and child protection legislation and privacy, we discourage employees to babysit, tutor, or care for in any other capacity, children outside of work hours. However, we acknowledge the Educators right to financial expansion.

Refer: Policies and Procedures – 6.5 Interactions and Communications with Families and Caregivers



2.20 - Programming

A variety of supervised activities will be programmed for each day (e.g. cooking, painting, crafts, music, outdoor activities etc.). Opportunities for unstructured and quiet play will also be provided, including areas for children to withdraw from all activities. Our aim is to provide activities that develop each child's social, emotional, lingual, physical, intellectual, social, creative and recreational potential and that are developmentally appropriate.

The program seeks to foster self-esteem and confidence in children by including their own ideas into planning and providing experiences that encourage children to negotiate and cooperate in small groups. Planned activities are also designed to reflect the multicultural and multilingual nature of our community. The staff will happily discuss any aspect of the program with interested parents. Alternatively, annual surveys are used as a means to convey parents' and children's thoughts and input into the program. The weekly program is posted on the large whiteboard next to the Director's office.

Before School Care offers a more flexible program; with children choosing from indoor activities such as drawing, homework, games or outdoor play.

In order to ensure that our programs are effective and support and deliver the values, aims and objectives of the Service, the Centre regularly evaluates the structure, process and content of its programs, actively seeking feedback from parents, children and staff alike.

Refer: Policies and Procedures – 1.1 Educational Program, Development and Implementation, 1.2 Documenting Children's Learning, 1.3 Sharing the Program with Families and Caregivers



2.21 - Personal Effects and Storing of iPads

As the centre does not allow the use of iPads during service times, nor have the capacity to store them, these will remain in your child's bag while they attend our Service. While the Service has rules in place to prevent foreseeable problems and damage, from time to time, accidents may occur. If damage is caused by deliberate or careless actions of a student (owner or others), the costs of repair will be passed onto those involved and necessary behaviour consequences may apply.

In keeping with the school's recommendations on security, all parents are encouraged to seek personal insurance. Please check with your preferred insurance company (or even the iPad reseller) about your insurance cover at home and, to and from school, for your iPad.

We understand that children may enjoy bringing personal items from home to use at the Service, however, EJ Kids' Care does not encourage toys being brought from home. As we do not want children's items to be stolen, broken or misplaced, the Service assumes no responsibility for damage or loss to any item belonging to any person that is brought to the Centre.

Refer: Policies and Procedures – 6.10 Children's Property and Belongings



2.22 - Children Attending Outside Activities

If you require your child to attend an activity away from Kids' Care during their normal care session, written authority must be given via our *Outside Activities Permission Form* on OWNA. For ease, these may be emailed upon request, however are also available in the centre and on our dedicated page of the school website.

Please note, staff will not be available to escort children to and from these activities due to staffing ratios. Parents should consider this when enrolling children in activities. In addition to this, when participating in an extra activity, your child will not be under the care of EJ Kids' Care, therefore the Service is not responsible for your child from the time they are signed out and leave, until they report back to the Kids' Care staff upon their return.

Refer: Policies and Procedures – 2.3 Safe Arrivals and Departures of Children



2.23 - Vacation Care

Vacation care is provided by EJ Kids' Care for all school vacation periods and Student Free Days (excluding Public Holidays). A 2-week planned closure generally occurs over the Christmas period during the week of Christmas and the week of New Years.

A Vacation Care program is prepared in consultation with Educators and children, and will often include excursions and incursions. It is important to note that all children booked into days where excursions are planned, will be required to attend the excursions, as alternate arrangements cannot be made to provide care at the centre.

Once approved by the school's P&C, the program will be made available to families through the EJSS P&C TeamApp via the Kids' Care access group, with the booking window opening three weeks prior to the holiday period commencing. To ensure you receive the program, relevant paperwork and booking instructions, please ensure you have Kids' Care selected as one of your access groups on the school's TeamApp.

Once the booking window opens, families are responsible for booking ***their own vacation care days*** via OWNA portal or App, with a signed permission form having to be returned before attendance at care.



Section 3: Payment for Care

3.1 - Payment of Fees and Outstanding Fees

It is our aim to provide a quality service to families at an affordable price. The current Fee Schedule can be found in our family information corner in the Centre. A further reference is contained at the front of this package. The Sub Committee will set fees based on the annual budget required for the provision of high quality child care that is in keeping with our Philosophy, Goals, Service Policies and Procedures. EJ Kids' Care charges a once-off Administration Fee of \$10.00 to all families upon enrolment.

All fees are required to be paid one week in advance of care via the OWINA direct debiting system. All authorisations for direct debits are strictly processed through OWINA by the family when submitting their enrolment form or updating their payment details.

A Statement of Account will be issued every Tuesday by the Centre, showing bookings held, any Child Care Subsidy applicable and any fees due to be paid. Direct debit processing will take place every Thursday.

If there are outstanding fees where no payment has been made in at least 2 weeks-

- In the first instance, and where possible, the Service will remind the parent and record when the parent has agreed to pay the account;
- If no payment has been received when agreed, written notification by the Management Committee will be sent. This will be in the form of two reminder letters/emails;
- If payment has still not been received, a third and final letter will be sent to families indicating the cancellation of the booking.
- A debt collection agency may then be employed to recover any further fees.



EJ KIDS' CARE | 49 ROSEBY AVE, CLAYFIELD Q 4011

Ph: 07 3262 8093 | Email: oshc@ejkidscare.com.au

If a family is experiencing financial difficulties, a suitable payment plan may be arranged with the Service.

Refer: Policies and Procedures—7.10 Fees and Statements



3.2 - Child Care Subsidy (CCS)

Families are required to provide all Centrelink information, as requested on the enrolment form, to be eligible for reduced fees. The Service will use this information to create an enrolment notice which will be submitted through the Child Care Subsidy System. The notice can only be set up within 14 days of the commencement date for care. You will receive confirmation from the Service once your enrolment has been processed. You will then be required to log on to your Mygov account within 7 days of the commencement date of care to confirm the arrangement of care between the Service and yourself. If you cannot access Mygov, you can confirm your enrolment over the phone with Centrelink, or by visiting a Centrelink office. **CCS benefits will not be paid by Centrelink until this has been completed.**

If you have permanent bookings, the enrolment notice will reflect care for both permanent (routine) and casual sessions so that you will continue to receive benefits for any occasional casual bookings.

For more information about the Child Care Subsidy, please visit the Australian Government's Department of Human Services website <https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

Allowable Absences - CCS will apply, in accordance with allowable and approved absence provisions, with all families entitled to 42 Allowable Absences for the current financial year. Absence days can be taken for any reason, however, absences **cannot be recorded** for a child before the child has physically begun care or after a child has physically left care – this means you will be responsible for full fees if your child does not attend for their first booked session or the last sessions during a notice period of cancellation.

Additional Absences – CCS can only be paid for any additional absences where they are taken for a reason defined in the Family Assistance Law. Reasons for the additional absence days are:



- The child, the individual who cares for the child, the individual's partner or another person with whom the child lives, is ill. (Medical certificates are required)
- The individual who cares for the child works shift work and does not require care due to rostering commitments. (Rosters are required)
- The child has not been immunised against a particular infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to the child.
- The absence is because the child is spending time with a person other than the individual who is their usual carer, as required by a court order or a parenting plan.
- The service is closed as a direct result of a period of local emergency.
- The child cannot attend because of a local emergency (e.g. because they are unable to travel to the service), during the period of the emergency or up to 28 days afterwards.
- The individual who cares for the child has decided the child should not attend the service for up to seven days immediately following the end of a period of local emergency.



3.3 - Permanent and Casual Bookings

Families wishing to apply for permanent places at EJ Kids' Care are required to register their family details through the OWNA childcare software with instructions found on the school website. These details may be found on the dedicated Kids' Care page of the Eagle Junction State School website.. Information required will include the days you are needing for care, whether you have flexibility in your care requirements and what date you would like to begin care from.

The waitlist for the coming year is released on the morning of the Prep Enrolment Day. The waitlist does not close but is refreshed each year with all families contacted to ascertain their requirements. When we receive a cancellation, the next child on the wait list will be called and offered a place. Families who are unable to obtain a place in the current year due to unavailability will automatically roll over to the next year's wait list.

If families are offered places but they are subsequently declined, their details will be removed from the waitlist and families will need to re-apply. In the instance where families are offered some of their places but not all, they will retain their place on the waitlist register until such time that they have secured all their bookings. All bookings will be confirmed by a phone call initially, and then via an Offer of Enrolment email. Permanent places must then be finalized with a completed and signed Statutory Declaration indicating that your place is required due to our Priority of Access guidelines.

Cancellation of PERMANENT places, whereby you are indicating that you no longer require those spots on an ongoing basis, requires two weeks notice to be given, and must be received in writing from the parent or guardian.

Please note, cancellation of permanent places is different to marking children as ABSENT for a particular session. In the instance where permanent places are held and your child is sick, on holiday or attending another activity, full fees will still apply to your care session, as we are holding your child's place secure for when they return.

Casual Bookings



EJ KIDS' CARE | 49 ROSEBY AVE, CLAYFIELD Q 4011

Ph: 07 3262 8093 | Email: oshc@ejkidscare.com.au

Where availability dictates, casual places will be available for families to book their child/ren into as one-off days of care. Casual places will not be made available more than two weeks in advance and may be booked via OWNA app or portal. To enable casual bookings to be made, your child's full enrolment form must be completed and submitted electronically via OWNA.

An additional fee of \$5 will apply to each place booked, with there being a non-refundable cancellation period of 24hrs from the date of care.



Section 4: Important Contact Numbers

Centre Contacts

EJ Kids' Care	(07) 3262 8093
Eagle Junction State School	(07) 3637 1111

Emergency Numbers

In an emergency always dial	000
Ambulance	000
Police (Hendra)	(07) 3632 2333
Fire Station (Hendra)	(07) 3866 6500

General Departments

Centrelink Hotline	13 61 50
Department of Communities	(07) 3224 4225
Local Council Contacts	(07) 3403 8888

Health

Community Health	(07) 3234 0190
Child Health Care	(07) 3860 7111
Queensland Health	13 1304

Counselling and Support



Lifeline	13 11 14
Poisons Information Centre	13 11 26
Special Needs Support Service (JET)	(07) 3908 9405
Women's Infolink	1800 177 577
Domestic Violence Womensline	1800 811 811
Domestic Violence Mensline	1800 600 636
Relationships Australia	1300 364 277
Legal Aid	1300 651 188
Parenting Options	(07) 3366 7055