

# EJ Kids' Care



New Family Information Book



## New Family Information Book

In this information pack you will find a variety of information pertaining to your child(ren)'s time in our Care, including food, routines, activities and more. If you would like to have a look through our Family Handbook which relates more to policies and procedures, please refer to the relevant document found on the school website, on OWNA or request via email. Please have a look below to find the information you're looking!

### Table of Contents

<b>New Family Information Book</b> .....	<b>2</b>
<b>Our Service</b> .....	<b>3</b>
<i>Our Operating Hours</i> .....	4
<i>Our Fees</i> .....	4
<i>Childcare Subsidy (CCS)</i> .....	4
<i>Our Team</i> .....	5
Operations Team .....	6
Leadership Team .....	7
Administration Team .....	7
Kitchen Team .....	8
Educator Team.....	9
<b>Features and Amenities</b> .....	<b>17</b>
<i>Our Food</i> .....	17
<i>Our Educational Program</i> .....	17
<i>Our Inclusion Support Program</i> .....	18
<i>Extra-Curricular Activities</i> .....	20
<b>Before School Care Routine</b> .....	<b>21</b>
<b>After School Care Routine</b> .....	<b>22</b>
<i>Preps</i> .....	23
<i>Grade 1</i> .....	25
<i>Grade 2</i> .....	26
<i>Grade 3 to 4</i> .....	27
<i>Grade 5 to 6</i> .....	28
<b>Frequently Asked Questions</b> .....	<b>30</b>
<i>Staffing</i> .....	30
<i>Activities, Programming and Rest</i> .....	31
<i>Health, Safety and Supervision</i> .....	33
<i>Other</i> .....	34



## Our Service



EJ Kids' Care is a vibrant, child-centred Exceeding Rated service operating on Turrbal Nation Country located in Eagle Junction State School with a licensed capacity for 270 children every afternoon. We honour the Traditional Custodians of this land and deeply value Aboriginal and Torres Strait Islander cultures. Our program is designed to empower children aged 4-12 to be active participants in their learning journey. By fostering curiosity, creativity, and a love of learning through our child-led approach, we inspire lifelong learners.

We believe that each child has the right to play, learn, and develop in a safe and nurturing environment. Through rich and engaging experiences, including First Nations perspectives, we support children in writing their own stories. We value collaboration with families and believe that children thrive when we work together.

Our dedicated team of over 40 Educators is committed to providing exceptional care. We prioritise child well-being through comprehensive training, including specialised online modules designed by our Service, annual first aid certification, trauma-informed care, cultural competency, and annual child protection training. These qualifications exceed national childcare standards.

We believe in empowering our children and encourage their input in designing our menu. Our commitment to healthy eating means we strive to serve only Green or Amber-rated foods as outlined in the "Healthy Food and Drink Supply Strategy for Queensland Schools". At EJ Kids' Care, we foster a warm, fun, and supportive environment where every child feels valued and respected.

Our service is dedicated to continuous improvement, guided by a deep respect for all life and a belief in the power of community. We acknowledge the intrinsic worth of all children and their families, and their right to equitable access and participation. Every child holds the potential to be a lifelong learner and a master of their own narrative.



## Our Operating Hours

Care	Times
Before school care	7.00 am - 8.35 am
After school care	2.45 pm - 6.00 pm
Vacation care	7.00 am - 6.00 pm

## Our Fees

Care	Year 1–6 students	Prep students
Before school care	\$22.00	\$22.00
After school care	\$35.00	\$36.00
Vacation care and student free day	\$65.00	\$68.00

## Childcare Subsidy (CCS)

Our Service is eligible for Childcare Subsidy (CCS), so your out of pocket expenses reduce with CCS! To ensure CCS is applied to your bookings, you must ensure the Service has your child and the claimants (account holder) CRN number AND date of birth. If you are unsure, please email us!

Centrelink will not pay any CCS to families until their child's first day of attendance. Centrelink's term for this is called 'Cessation of Care'. We certainly understand that the first couple of days or weeks of 'big school' can be a big transition for little ones, with some families not wishing to use our service initially. So that families do not have to pay FULL fees and are subsidised where eligible, we invite your little one to attend care with us on their first booked day, but perhaps only for the first ten minutes or so (any less is not recognised as an "Intent to Care"). As a way of transitioning into afternoon care, families might like to consider having their child collected by our staff on their first day and having them walk to the Junior Room to enjoy a quick afternoon tea. You, the parents, are of course welcome to follow the group and even sit with them for afternoon tea! After that first visit, Centrelink will start paying any CCS applicable. Please note, if your child has already visited us for Vacation Care these holidays, this Cessation of Care will not apply to you as you have technically already started care with us.

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

Scenario	Outcome
<b>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?</b>	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 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.

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*  
**On maternity leave until beginning of 2026**

Annie has been with the Service since 2017, currently serving as the Service Manager and Nominated Supervisor after having spent half her tenure in this role. Previously, she was the Inclusion Support Coordinator and Assistant Service Manager, roles that have made her familiar with the families, community, and school. Annie holds a Bachelor of Psychological Science (Hons), Graduate Certificate in Special Education, Graduate Certificate in Mental Health and Neuroscience, and a certification in Applied Behavioural Analysis (ABA) Therapy. With over ten years of experience working with children, including as a Program Facilitator for animal-assisted therapies and a Sensorimotor Therapist in a neurology program, Annie has a strong focus on supporting children with developmental disorders such as autism spectrum disorder and ADHD. She guided the Service to achieve an Exceeding Rating, a first for the Service. Passionate about building strong partnerships with families, Annie is dedicated to supporting the holistic development of every child. Over the years, she has introduced several initiatives, including trauma-informed care practices that foster a supportive and safe environment, and implemented food safety systems aligned with Smart Choices QLD, offering only green and amber foods to promote healthy eating. Annie is committed to creating an inclusive and caring environment where every child feels understood, respected, and supported.



**Kayla Di Mauro**

**Acting Service Manager and Nominated Supervisor,  
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  
Certified Supervisor, Indoor Supervisor, Outdoor Supervisor,  
Staff Trainer, Diabetes Supervisor**

*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, Diabetes Supervisor**

*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.



**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**

*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.



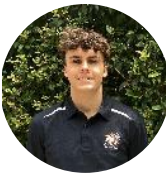
## Educator Team



**Ava Duggin**  
**Outdoor Supervisor**  
**Educator**

*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.



**Charlie Thomas**  
**Educator**

*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.



**Geordie Barrie**  
**Educator**

*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.



**Joshua (Josh) Volker**  
**Educator**

*Bachelor of Education (Secondary) (Currently Studying)*

Josh recently joined our team as an Educator, bringing a fresh perspective and a genuine passion for working with children. Currently pursuing a Bachelor of Secondary Education/Arts (Honors), Josh is dedicated to developing his expertise in creating engaging and supportive learning environments. He comes with a diverse background that has honed his exceptional interpersonal and problem-solving skills. Through his previous roles in hospitality and customer service, including experience as a bartender, waiter, and all-rounder in a high-standard food establishment, Josh has mastered effective communication, conflict resolution, and teamwork in fast-paced environments. His experience as a security guard/crowd controller further showcases his ability to calmly and effectively defuse challenging situations and interact with diverse individuals.



**Lucinda de Medici**  
**Educator**

*Bachelor of Education (Primary) (Currently Studying)*

Lucinda recently joined our team as an Educator, bringing a fresh perspective and a genuine enthusiasm for working with children. Currently pursuing a Bachelor of Education (Primary), Lucinda is building a robust academic foundation that deeply informs her approach to fostering positive learning environments.

With a background in customer service, Lucinda excels at creating welcoming and valued experiences, a skill she now applies to ensure every child feels safe and supported. She has valuable hands-on experience working directly with children, particularly through engaging them in arts and crafts activities, where her creativity and attention to detail shine. Lucinda thrives in dynamic and fast-paced environments, consistently demonstrating strong communication skills, multitasking abilities, and a keen eye for detail. Her positive attitude, reliability, and strong work ethic make her a wonderful addition to our team, dedicated to enriching the daily experiences of all children in our care.



**Phoebe Shave**  
**Inclusion Supervisor**  
**Educator**

*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.



**Stella Pelzer**  
**Diabetes Supervisor**  
**Educator**

*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.



**Zac Reid**  
**Inclusion Supervisor**  
**Educator**

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.



**Alisha Bissel-Bennett**  
Educator

*Bachelor of Nursing/ Paramedicine (Currently Studying)*

Alisha is a dedicated and emerging healthcare professional currently pursuing a Bachelor of Nursing/Bachelor of Paramedicine at the Australian Catholic University in Brisbane, she's been with us here at EJ since 2025. With a strong focus on emergency medical services, she is developing the knowledge and practical skills necessary to remain calm and effective in high-pressure situations, consistently prioritizing patient safety and care. She has 3 years of OSHC experience so far across other OSHC centers and has developed critical skills that nurture the children's potential and abilities.



**Bridget Toohey**  
Educator  
Indoor Supervisor

*Diploma of School Aged Care, Bachelor of Veterinary Service (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

*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.



**Elise Keyes-Johnstone**  
Indoor Supervisor  
Educator

*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

*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, Athma 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.



**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.



**Heath Dennison**  
Educator

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.



**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.



**Kiarra Sutton**  
**Inclusion Supervisor**  
**Educator**  
*Bachelor of Property Economics*  
*First Aid, CPR, Asthma and Anaphylaxis Certified*

Kiarra joined our team in April 2024 as an Educator, bringing a versatile skillset and a dedicated approach to supporting children. She holds a Diploma of Business Administration, which has equipped her with excellent organisational, communication, and problem-solving skills, all of which she applies effectively in our dynamic Service environment. Kiarra is a valued member of our team and has stepped into the important role of Inclusion Supervisor. In this capacity, she is committed to ensuring every child feels supported and fully included in all aspects of our program, fostering a strong sense of belonging for everyone. Kiarra's diverse background includes extensive experience in customer service and administration, where she honed her ability to adapt quickly, manage workloads, and deliver exceptional results in fast-paced settings. Her experience as an Assistant Water Polo Coach also highlights her ability to lead, mentor, and promote a positive, student-centred environment. Kiarra is a proactive team player with excellent communication and organisational abilities, passionate about contributing to a nurturing and engaging space for all children.



**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.



**Olivia Knauer**  
**Educator**

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.



**Madison (Madi) Waugh**  
Inclusion Supervisor  
Educator

*Bachelor of Education (Primary) (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.



**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.



**Penelope (Penny) Dryden**  
Outdoor Supervisor, Indoor Supervisor  
Educator

*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.



**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**

**Outdoor Supervisor, Diabetes Supervisor**

**Educator**

*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.



**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.

## Glossary of Terms

**Supervisor in Charge** – 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.

**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.

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



## 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.

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#### ***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.

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***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.

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***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 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](mailto: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	<b>Arrival and Breakfast</b> <b>Prep</b> children eat breakfast and play indoors in the Junior Room <b>Grade 1</b> 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	<b>Outdoor Play</b> An outdoor area will open for Outdoor Play (Oval or Hall) for children who wish to go outside
8:00	<b>Pack Up Time</b> Outdoor play ends and any <b>Preps</b> outside return to the Junior Room for further play. <b>Grade 1</b> children choose to go to Main Centre or Junior Room for continued play.
8:15	<b>Roll and last call for Breakfast</b> 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	<b>Wind Down</b> Spaces are packed up. <b>Preps</b> have group Storytime and quiet play to wind down and prepare for the school day.
8:30-8:35	<b>School Drop Off</b> <b>Preps</b> 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	<p><b>School Bell Rings</b></p> <p><b>Preps</b> are collected from their classrooms, supported in packing their bag, receive hand sanitiser or handwash (child choice), toilet break and roll call.</p> <p>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.</p> <p>Afternoon Tea is served and free play available in all areas</p>
3:00	<p><b>Pack Up Time</b></p> <p>Children finish up their Afternoon Tea, children begin to pack away the toys they played with.</p> <p>All children are encouraged to play outside so areas can be cleaned from Afternoon Tea.</p> <p><b>Preps</b> 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.</p>
3:30	<p><b>Activity Time</b></p> <p><b>Preps</b> 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.</p> <p>Grades 2 to 6 continue to play with a call out that "Activity Time" is commencing.</p> <p>The programmed activities will then begin for all children.</p>
4:30	<p><b>Activity Time Ends</b></p> <p>Most programmed activities end, and additional areas begin to pack up</p> <p>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.</p>
5:00	<p><b>Wind Down</b></p> <p><b>Prep</b> children will move indoors to the Main Centre for free play. Remaining Prep bags brought down to the Main Centre.</p> <p>All other children will be in the hall/oval or the Main Centre Building as we begin to wind down for the evening.</p>
5:30/5:45	<p><b>Documentary and Quiet Games</b></p> <p>Documentary opens in the Main Centre on the main screen and quiet games encouraged for all children.</p>



**Preps**

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

**Prep Collection Routine (2:45pm):**

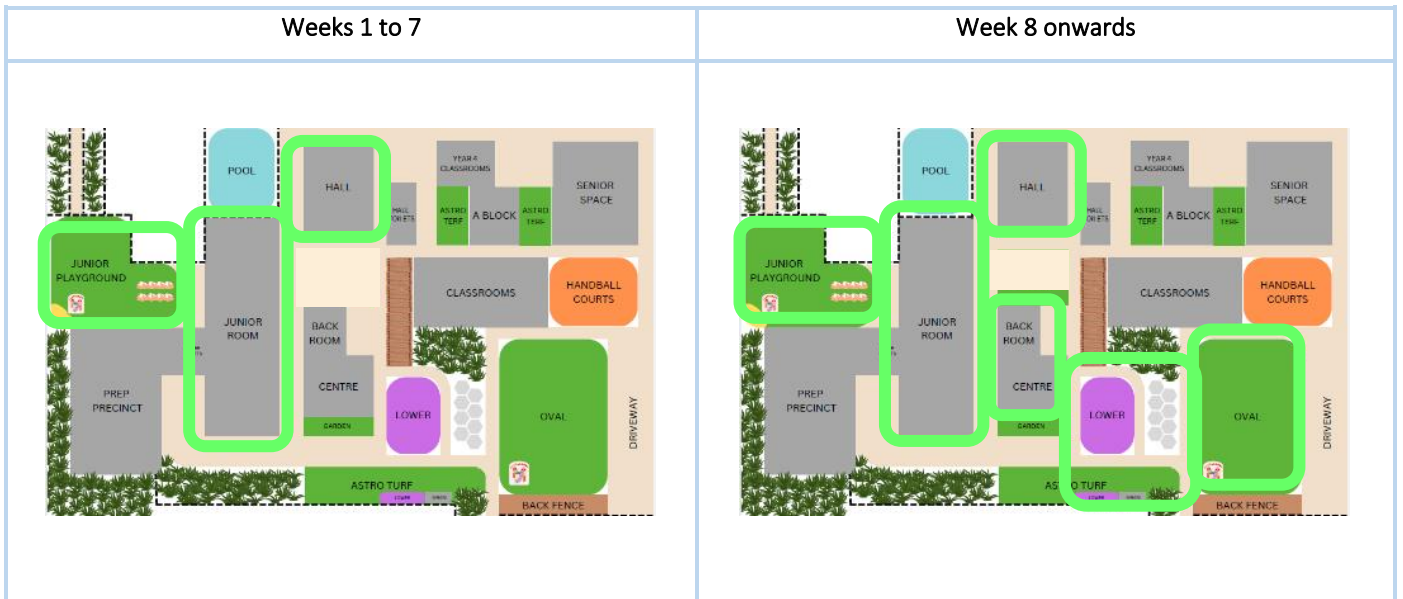


**Term 1 Prep Transition Plan for After School Care**

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.

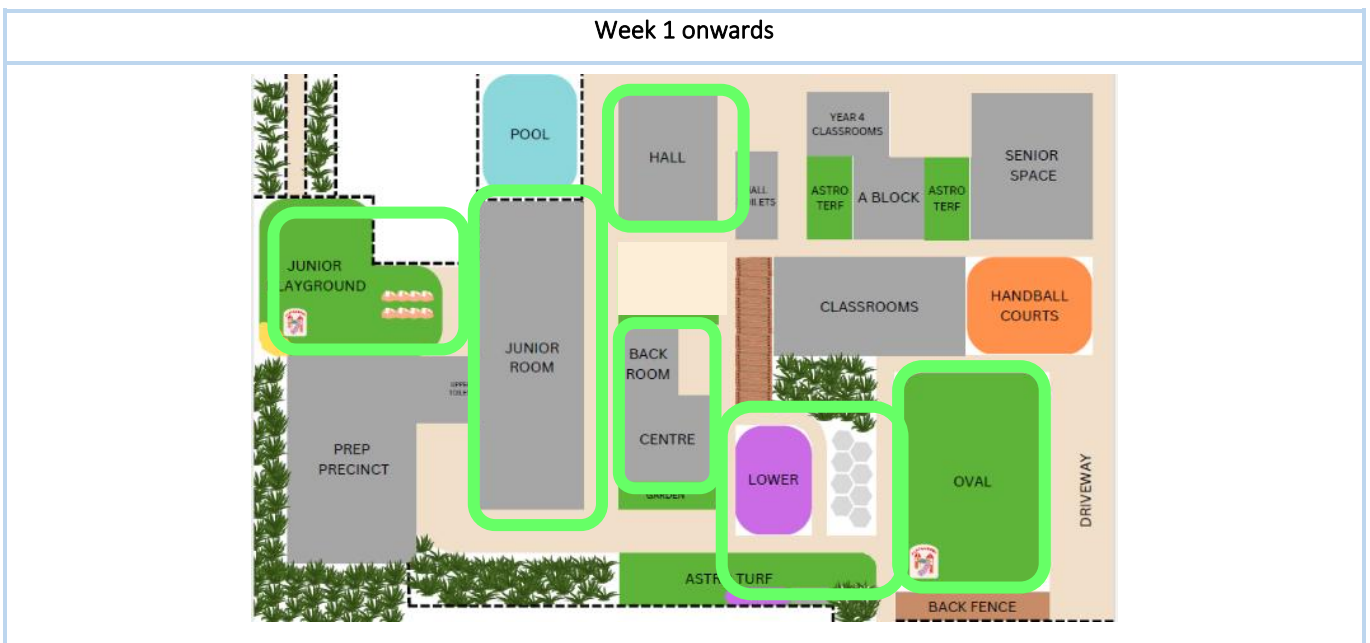
Outline of Prep Transition Plan on subsequent pages.



**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*.

<p>Week 1 onwards</p>	<p>Preps will now have access to the Junior Room, Junior Playground, Hall and Oval (<b>not</b> 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.</p>
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### 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.





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## 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@ejkidsare.com.au](mailto:oshc@ejkidsare.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).