



Norwood Out Of School Hours Care

AGM REPORT 2017-2018

NOSHC 50th Anniversary

This year Norwood OSHC celebrated an anniversary, 50 years old on 6th October! The centre has not always resided in the present location and has undergone a couple of name changes.

The Centre was opened in 1967 by the premier Don Dunstan. It was originally situated across the road, in Conigrave Lane and was funded by Children's Services. Now the Centre has Federal funding in the form of Child Care Benefit and Rebate, whereby parents receive a reduction in child care fees, subsidised by the government. We moved to the school grounds in 1993 after negotiating part proceeds of the sale of the land to pay for additions to the gymnasium. The school gymnasium was pushed to the top of the building list in SA as a result of pressure brought to bear by the school community and Greg Crafter (Labor seat of Norwood). A short stay in the old gymnasium then saw our service operating in our current premises in late 1993.



Framework for School Age Care and the National Quality Framework

In line with the National Quality Framework, during 2017, Norwood OSHC has endeavoured to maintain high quality programs aimed at improving children's learning and educational outcomes.



Our service is guided by a Quality Improvement Plan, in line with directive from the Education and Early Childhood Services Registration and Standards Board of SA. This is revised annually through collaboration with all of our stakeholders ie. children, families, OSHC Educators and Management Committee.

Our Quality Improvement Plan:

- Incorporates the use of learning programs in line with the philosophies of **My Time, Our Place (MTO)** Curriculum Framework for School Age Care 2011.
- Endeavours to meet Education and Care Services National Regulations V1.1 2012

During **2017** our educators continued to identify Areas of the National Quality Framework which could be further explored and developed.

Educational Program & Practice

NQS 1.1.2 Child Centred

Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

At the commencement of 2017 much of our Program planning was based on the children's responses to our survey. Child recommendations such as incorporating 'cubbies' and relaxation areas were included in our Quality Improvement Plan and implemented. As a response to those children who indicated that they required help to become a part of the OSHC environment program topics for term 1 focussed on induction, friendship skills and unity. This also correlates with our service Philosophy and has links to the Virtues Program (Linda Popov, 1991) which is integral to our programming.

Discussion and Group Time activities included:

- Induction of new students by educators and children
- Virtue: Unity (focus on what we can do 'together')
- At the beginning of the school term who needs to have 'courage' and who needs to show 'caring'?
- What is the difference between friendship and friendliness?
- What are the qualities of a friend? Make a small gift for a friend.
- What are the skills of friendliness? Find someone you don't know well, introduce yourself and invite them to do craft with you, discuss together what you will do.
- How do you make friends? Why is respect so important in a friendship?
- What do you do if you don't want to do what your friend is doing?
- How do you fix things if you disagree and get cross with a friend?
- How does Unity fit in with friendship and friendliness?



NQS 1.2.3 Child directed learning

Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world. **My Time Our Place (Framework for School Age Care in Australia) Outcome 1 Children have a strong sense of Identity**

Student Committee.

This group is a Student voice at OSHC, much like the school equivalent. Responsibilities include mentoring of younger children, input of ideas and grievances, induction of newcomers etc. Further discussion of the purpose and responsibilities of the Student Committee has resulted in a new goal, which is to increase family and community awareness of what children are doing while at NOSHCH. **Example:** To address a concern of some parents that their children spend too much screen time after school the Committee prepared some information on the subject for the school newsletter. **Issue 3, 2nd March 2017**

The student "Dream-board" has been a novel success (Student Committee initiative) with many contributions throughout the year. The students have identified both craft and sporting ideas (1 asking to stop sport!), one request for more construction toys, a few movie suggestions, six requests for hot/warm food (in summer) and, believe it or not, two requests for more fruit and vegetables (currently 85% of what we serve).

NQS 1.3.1 Assessment and Planning Cycle

Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

We are constantly looking for ways to effectively record and document evidence of children's learning experiences at OSHC and have recently explored a series of editable templates (the Educator's Domain website) which the children can use to create learning stories. We are in the process of adapting these documents so that they can be emailed to parents for input and provide an opportunity for them to share the learning experience with their child.

Children's Health & Safety

NQS 2.1.3 Healthy Lifestyle

Healthy eating and physical activity are promoted and appropriate for each child.

At OSHC we aim to provide challenging, structured community based sports activities including ball games, yoga, dance, fitness and self-defence. A healthy snack, which includes fruit and vegetables, is provided before every session. Our physical activity program during 2017 has been run by accredited sports and recreation providers, Engage Sports, Move it Fitness Programs and Stay Active. This program provides our children with the opportunity to improve fitness and coordination and to develop sports interests.

2017 sessions included Ball Games from around the World, Target & Circuit Games, Circus Skills, Bootcamp, Gymnastics, a Disco, Rainbow Kids Yoga, Activ8 (Puzzles for the Body and Brain), Tag, Water and Giant Games. We will continue to explore options to provide motivating sports activities for our children during 2018.

NQS 2.2.1 Supervision

At all times reasonable precautions and adequate supervision ensure children are protected from harm and hazard.



Discussion surrounding the subject of Duty of Care during sports transitions to third parties occurred after the NOSHCH AGM on Wednesday 15th March 2017. Specifically this concerned the NOSHCH children who were dropped off, signed over and then collected from extra-curricular sports providers located on the Norwood Oval, including sessions run by Joe or by registered sports providers such as Kelly Sports. During term 2, students transitioning to paid providers or Joe commenced a new hand-over process which included, parental permission and clearly labelled wristbands. This process was implemented by NOSHCH in collaboration with NPS.

Physical Environment

NQS 3.2.2 Inclusive Environment

Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

In order to maximise effective use of our indoor space for child learning environments we have purchased new tables and fittings, installed calico pin boards, repainted the children's activity room and installed fairy lighting

and soft ceiling drapes. We have purchased storage caddies and a number of durable storage boxes to make resources accessible in the large shelving unit in the admin office.

Improvements to our rooms have been ongoing all year, with a strong focus on creating comfortable, relaxing spaces for children and effective storage solutions.



NQS 3.2.3 Environmentally Responsible

The service takes an active role in caring for its environment and supports children to become environmentally responsible. **My Time Our Place Outcome 2** Children are connected with and contribute to their world.

Green Waste, Bottle and Can Recycling at OSHC

Thanks to the initiative of two children our recycling drive has been given a boost. One child brought in a Mini Muncher kitchen caddy and compostable bags to collect our kitchen food scraps. Both boys gave a presentation to OSHC children on the type of recyclable materials to be deposited in each bin.

The service collects 10c recyclable bottles and cans for one particular recycling entrepreneur to cash in at a recycling depot. Sue has contacted KESAB to request some recognition for this child's recycling efforts at school and in his neighbourhood. We are predicting he may be our future Minister of the Environment!



Relationships with Children

NQS 5.2.2 Self-Regulation

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts..

Our focus for children's learning is directly linked to our service Philosophy and the concept of 'intentional teaching' as described in our curriculum framework, My Time Our Place.

The Virtues Program by Linda Popov (1991), which we have adopted, is an inclusive approach and aims to inspire courage, honour, justice and compassion in children. It was a model honoured by the United Nations Secretariat and is used in schools throughout the world today.

There is a list of virtues which we select from, which the children learn about; first the word itself, what the action looks like, how do you do it, what it means to others, etc. Virtues that we have explored in 2017 have included unity, courage, caring, respect, friendliness, co-operation, courtesy, kindness and honesty.

Collaborative Partnerships with Families and Community

NQS 6.1.1 Engagement with the service

Families are supported from enrolment to be involved in the service and contribute to service decisions.

The Parent Survey, designed by our educators and approved by our Management Committee was posted on Survey Monkey. Email links were sent to 125 families, including both OSHC and Vacation Care stakeholders. We received 59 responses in total and have acted on the suggestions put forward.

Follow up

We developed a new floor plan and proceeded to re-arrange and purchase office equipment to create a more welcoming environment in our Front Office / sign-out area. Educators are now more accessible to parents who have enquiries or wish to discuss children's progress.

Leadership and Service Management

NQS 7.2.3 Development of Professionals

Effective leadership promotes a positive organisational culture and builds a professional learning community.

Planned professional learning opportunities are promoted to educators with focus on practice, creating a vision for children's learning and supporting our service educators. Needs are identified through the Quality Improvement Plan and training sessions booked accordingly. This year workshops educators attended included:

QUALITY AREA 1: Relationships with Children

-The Play Cycle & the Possibilities of Play *Marc Armitage*

QUALITY AREA 2: Children's Health & Safety

-Responding to Self Harm and Suicide Ideation, *DECD Social Work Incident Support Service*

QUALITY AREA 4: Staffing Arrangements

-Caring for the Caregiver, *Inspired EC*

QUALITY AREA 5: Relationships with Children

-Responsive Relationships: Supporting Children & Adults to Build & Maintain Trusting Relationships, *Gowrie Training*

QUALITY AREA 6: Collaborative Partnerships with Families & Communities

-Strategic Inclusion Plan & Portal Training, *Gowrie Training*

QUALITY AREA 7: Leadership & Service Management

-Making Sense of Performance Appraisals, *Gowrie Training*

-What's New in the NQF? Reflection on the implications of the changes for our service, *Gowrie Training*

-Jobs for Families Child Care Package Information Sessions, *Australian Government Department of Education & Training*

-PENelope QIP (an on-line Quality Improvement Plan platform) training, Changes to the NQS, Are you ready? *David Sanders, Content Development, Steve Collier, Managing Director*



NQS 7.1.2 Management Systems

Systems are in place to manage risk and enable the effective management and operation of a quality service.

DECD Tender & Procurement Process 2017-19

OSHC Panel of Approved Providers Agreement

This has now been finalised and signed copies of Our License and Services Agreement, February 18th 2017 to February 18th 2019 have been signed, executed & returned to the DECD Procurement unit.



Contract Dates

	Commencement Date	Completion Date
Original Contract	18/02/2016	18/02/17
2 year extension	18/02/2017	18/02/2019

Once the contract extension has expired, a new procurement process will be initiated in accordance with the State Procurement Board's Approvals Process Guideline and DECD OSHC Policy. NOSHC would expect to be submitting a tender by November '18.

Reporting Requirements

Ongoing	Each Term	Annual
NOSHC provides Educator updates including DCSI screening & RAN to NPS	Update Governing Council in relation to KPI's at meetings Minute one Advisory Committee meeting per term	Provide Quality Improvement Plan Assess NOSHC Performance with Survey due 18/8/17 Insurances and Asset Register Annual Report + KPI compliance

NOSHC Compliance

To comply with DECD reporting requirements in 2017 NOSHC:

- provided NPS with current records, certificates and DCSI reports for all educators involved in the service.
- reported to NPS Governing Council against Key Performance Indicators.
- submitted an annual Financial Overview of our service to GC..
- noted mid-year CPI fee adjustments in Director's report to GC.
- submitted our Annual Report, addressing the KPI's, to the DECD Procurement Unit and provided Governing Council with a copy.

Setting the Tender & Procurement Process in Motion

Timeline	Action	By Whom
7 months prior to contract completion or at the last Governing Council Meeting of term 2, 2018	Note that the OSHC Contract is expiring and that NPS GC still wants a 3 rd party provider. GC endorses this and the decision to call for tenders is minuted.	Principal
Following ratification by GC	Email the Education Director, attaching the GC Minutes, to ask for endorsement and an acquisition plan for service specifications.	Principal

Margie Norton
Norwood OSHC Director

