



BULIMBA OSHC

EXCEEDING THEMES EVIDENCE
2024



ACKNOWLEDGEMENT OF COUNTRY



Bulimba OSHC acknowledges the Jagera and Turrbal people, the Traditional Owners of the land on which we have the privilege to play, learn and work on. Especially, we as a service, acknowledge and pay respect to their culture, their traditions and their elders and endeavour to embed their perspectives in all that we do. We do this as part of our ongoing commitment towards reconciliation.

Bulimba State School OSHC Service Philosophy

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At Bulimba State School Outside School Hours Care we:

Plan and implement programs that:

- embed First Nations perspectives and pay respect to their unique contributions and history by offering meaningful experiences that allow children to learn and share this knowledge.
- offer children an opportunity to care for and learn about the environment and focus on sustainable practices and initiatives to build capacity of children as active participants in caring for the resources, land and environment.
- are child initiated and based on meaningful documentation gathered from the interests and developmental needs of all children while promoting holistic development.
- encourage children to be an active member of the community in which they live to be active, global citizens.
- allow all children to express their opinions and have their views considered in decisions affecting them as stated in Article 12 of the United Nation's Convention on the Rights of the Child.

Nurture relationships that:

- are respectful and inclusive of individuals and reflect school and family values and cultural backgrounds.
- promote open, transparent and honest communication between all members of our community which are positive and consistent in manner.
- support families in a non-judgemental manner, adapting our service to meet their ever-changing needs, based on their feedback.
- Are holistic in nature through ongoing, open communication with members of the school community that ensure children and families are supported.

Empower our Educators to:

- become respected members of our school community through collaborative endeavours with school staff.
- participate in regular professional development and training to enhance their qualifications that is individually targeted on their differing strengths and weaknesses.
- positively impact the service culture through meaningful contributions that improve the wellness of the team and OSHC community.
- maintain a high level of care and supervision, building positive and rewarding relationships with children by taking the time to talk and interact with them on a deeper level.

QA 1 Educational Program and Practice



EXCEEDING THEMES

1.1. Program

1.2. Practice

1.3. Assessment and Planning



1.1 Program:

The educational program enhances each child's learning and development

Embedded in service operations

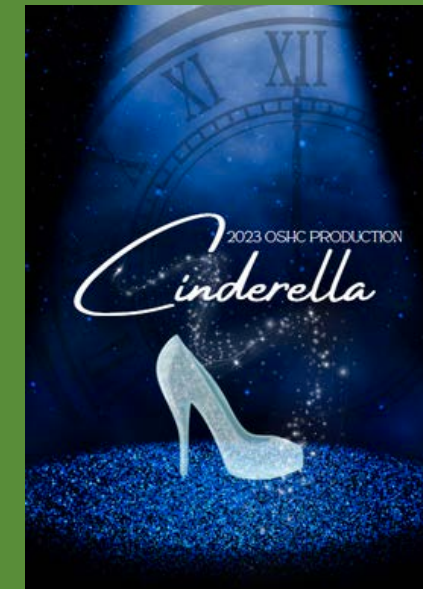
Informed by critical reflection

Shaped by meaningful engagement with families and/or community



Tea Time with Tarei

'Tea Time with Tarei' was born from critical reflection into how children wanted to share their thoughts and ideas. The concept of a 'student council' was mentioned as a platform that many children had already experienced in their school setting and so we tailored it to our context. A representative of each grade joins our Educational Leader for tea and a chat. There is no set agenda and instead the conversations are guided by children. We gain insight into the perspectives of children, with data collected from these sessions used to inform curriculum decisions moving forward.



Cinderella Production

Off the back of community interest in our amazing art shows, our Cinderella Production was born. The entire production process was a valuable and enriching experience. It provided opportunities for creative expression, social interaction, cultural exploration and the promotion of overall wellbeing and belonging. The children felt celebrated by the school and wider community who came to see them perform and who have continued to collaborate with us since.

1.2 Practice:

Educators facilitate and extend each child's learning and development

Embedded in
service
operations



Additional Activities

These are based on children's current ideas, strengths, needs and abilities and can be facilitated by educators with expertise in a certain area, or by outside providers for a small additional charge to families. Additional activities provide children with further opportunities to explore new experiences or satisfy current interests even further. Some of these additional activities become repeat programs and some set the foundation for future programs. For example, our soundscape club where children created their own CD, laid the foundation for the creation of a backstage crew for our Cinderella Production in 2023 which was then followed by a DJ-ing club. This framework and the way it maximised outcomes for children is firmly embedded in service operations.

Informed
by critical
reflection



Mind Mapping and Play Inspirations

Our mind mapping and the language we use around 'play inspirations' in addition to planned experiences, was created following critical reflection around our programming framework. Our programming mind map is a visual display of the day-to-day workings of our program. Looking at our termly mind map shows the development of ideas. We use the term 'Play Inspirations' to describe programming opportunities. This is because adhering to our programming philosophy means we understand that programming is fluid in nature and is responsive to children's natural flow and state of play. Even when extending on children's own ideas, it is still imperative that we remain open to change. Our 'Play Inspirations' are evident in any aspect of formal programming.

Shaped by
meaningful
engagement with
families and/or
community



Inquiry-Based Projects

What starts as an idea from children, then turns into opportunities for extension, with all stakeholders involved in the process. Our idea to raise funds for Good Return, aligned with the small groups of children who were creating bracelets and earrings to sell. The idea of a Market Day to sell these goods then came to fruition. Since its inception, we have raised money for Good Return, Hope in a Suitcase, World Wildlife Foundation and the Indigenous Literacy foundation. Our annual Art Show has also been shaped by meaningful engagement. What started as a display of artwork for parents and guardians at pick up time, has become a full gallery of art over multiple days. We collaborate with Bulimba State School, Tugulawa Early Education and Care and Bulimba Library to create this community event.

1.3 Assessment & Planning:

Educators and coordinators take a planned and reflective approach to implementing the program for each child

Embedded in service operations

Informed by critical reflection

Shaped by meaningful engagement with families and/or community

Moments That Matter

Do you have a positive story to share?



| | |
|---|---------------------|
| Educator Name: _____ Program Plan T1 _____ Bulimba OSHC _____ | |
| Project Name: | Date to facilitate: |
| Project Description: | |
| Objectives: | Action Plan: |
| | ✓ |
| | ✓ |
| | ✓ |
| | ✓ |
| | ✓ |
| Resources/Support Required: | |
| Notes: | |



Portfolio Leadership

The aim of Quality Area 4 under the National Quality Standard is to ensure the provision of qualified and experienced educators who are able to develop warm, respectful and reciprocal relationships with children, and to create a safe and stimulating environment that encourages children's active engagement in all aspects of the program.

Portfolio leadership is one way in which we are able to meet this goal. Each Educator is encouraged to plan and lead a Portfolio group. These groups are created based on the interests of the education and reflect the needs and ideas of children and the service.

Current Portfolio Groups:

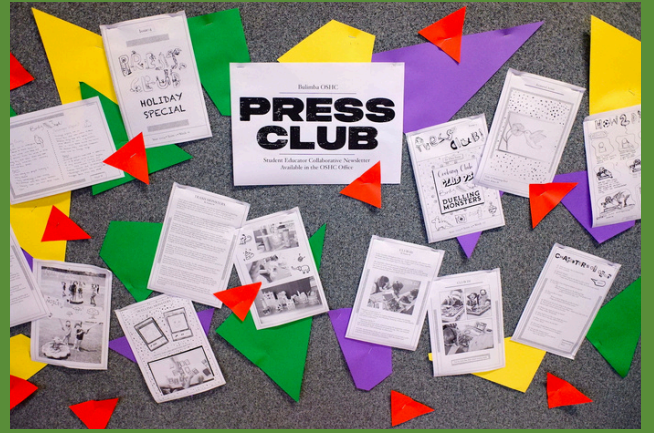
- The Arts
- Community Engagement
- Sustainability
- Wellbeing

Portfolio group expectations:

- Each Portfolio must have a Portfolio Leader
- Members of each portfolio will collaborate with each other, children and the Educational Leader to plan, implement and evaluate programs related to the interests of their portfolio
- Members are required to look at the special events opportunities provided by the Educational Leader and identify opportunities that are relevant to their portfolio, and will support the overall program.
- A copy of the Bulimba State School curriculum overview will be provided upon approval from the Educational Leader.
- Members are encouraged to pursue ongoing professional development and to communicate opportunities with the Educational Leader. A meeting prior to training will be held to discuss intentions and an evaluation will occur post training to determine where moving forward and any additional support needed.
- A whole group planning and evaluation meeting will also take place in a term with the Educational Leader.
- All planning and evaluation documents are to be kept on file in the Portfolio Group folder.

Portfolio Leadership

Our Portfolio Leadership initiative was born from rich discussion amongst our team. Upon reflection, the wealth of knowledge and expertise that our Educators possessed was sometimes being under-utilised. Each Educator had interests and skills in particular areas so we created a platform to better utilise their skills and expertise. The focus and intention of each portfolio is based on the skills of Educators and the interests, strengths and needs of children. Portfolio groups plan, implement and evaluate play and learning opportunities for children in relation to the intention of their portfolio. It is a collaborative and supportive environment where educators feel empowered to contribute their knowledge and talents.



Press Club

The service has a lead Educator who has skills and expertise in design and photography. It is part of his additional responsibilities to document children's time at OSHC through photos that can be shared with families. The overwhelming positive feedback we were receiving from families about the photos, led to the creation of our Press Club. The children in this club create a publication a couple of times each term. They decide together on what the content of each publication will be and it is put together, digitised, printed and distributed to our families who are then informed about the program through the eyes of children.

Documentation Framework

Our documentation framework and the responsibilities of each educator within that framework is firmly embedded in service operations. Our Documentation process as a whole, is flexible and adaptive. Each year, we reflect as a team on how and why we document so that the process remains relevant and meaningful to achieve maximum outcomes for all stakeholders. Every aspect of the cycle of planning is documented in some way, with each medium serving a purpose.

QA 2 Children's Health and Safety



EXCEEDING THEMES

2.1. Health

2.2. Safety



2.1 Health:

Each child's health and physical activity is supported and promoted

Embedded in service operations

Progressive Mealtimes

Our service places a significant emphasis on providing nourishing meals to children under our care, recognising the critical role nutrition plays in supporting their health and well-being. Upon thorough review of our mealtime practices, we questioned the traditional approach of having all children eat together simultaneously. It became apparent that this practice was primarily driven by administrative convenience rather than directly benefiting the children's health and self-sufficiency.

We opted to introduce a more progressive approach to mealtimes, eliminating the need for collective afternoon tea routines, and instead offering children designated windows for enjoying their meals. Children are encouraged to exercise agency by choosing between engaging in play or having a meal, based on their own hunger cues and preferences.



Our educators play a pivotal role in guiding children within their play areas to access food when they feel inclined, fostering an environment of self-determination and independence.



OSHC Food Liaison Team

At Bulimba OSHC, our approach to managing meals, allergies, and dietary requirements reflects a commitment to exceeding expectations through practice informed by critical reflection.



We employ multiple measures of risk mitigation, beginning with a daily compilation of a complete list of enrolled children with allergies/anaphylaxis and/or dietary requirements for each session. To enhance clarity and precision, accompanying this list are clear photographs of each child.

Through regular bi-termly meetings with the food services team, we identified the potential risk of accidental contamination because of human error. In response, we introduced a new role within our team: the OSHC Food Liaisons (OFL).

The OFL team promotes an environment where children's dietary needs are met with diligence and care. It consists of educators who are thoroughly trained and equipped with in-depth knowledge of each child's allergy and dietary requirements, ensuring precise meal distribution and effective communication between the food services team and educators.



Informed by critical reflection

Shaped by meaningful engagement with families and/or community

The OSHC Blue Room



Recognising the vital role of providing opportunities for sleep, rest, and sensory input, we created a dedicated space known as the 'OSHC Blue Room'.

This sanctuary, designed to support children before, during, and after extreme emotional dysregulation, was crafted with input from various stakeholders, including the school's inclusion and diversity team, survey data from families, and most importantly, the voices of our children and their specific needs.



Through reflective practice and dialogue with families and the community, we collectively adopted an underwater theme for the Blue Room. This decision revealed the richness of sensory experiences offered by underwater environments, including visuals, colours, textures, and sounds.

By integrating the voices and insights of families and the community into our decision-making process, we ensure that the 'OSHC Blue Room' is not only a physical space but also a reflection of our commitment to providing holistic and responsive care that nurtures the well-being and development of every child in our care.



2.2 Safety: Each child is protected

Embedded in service operations

Team Huddles

With a significant number of our team being employed on a casual basis, effective communication is an enduring priority. Upon reflection, our current communication practices indicated the necessity for a more structured, reliable approach to delivering vital information, thus we devised the concept of the 'Afternoon Huddle.'

These huddles are scheduled from 2:30 pm to 2:50 pm daily. Designed as a regular gathering, the huddles offer a platform for sharing crucial information with the entire team, reinforcing it consistently. The shared information encompasses various aspects, including updates on children, families, behaviour, safety, risk, program modifications, and procedural changes.



The introduction of these huddles ensures uniformity in the information exchange process, maintaining the safety and wellbeing of all children while fostering an environment of confidentiality.



Informed by critical reflection

Risk Benefit Analysis & Dynamic Risk Assessment

In our approach to safeguarding children, critical reflection plays a central role. We integrate risk benefit analysis into our risk assessment process, ensuring that every activity, space, or piece of equipment is thoroughly evaluated.

| Likelihood | Impact/Severity | | | | |
|----------------|-----------------|--------|----------|-----------|-----------|
| | Insignificant | Minor | Moderate | Major | Severe |
| Almost Certain | High | High | High | Very High | Very High |
| Likely | Medium | Medium | High | High | Very High |
| Possible | Low | Medium | High | High | Very High |
| Unlikely | Low | Low | Medium | Medium | High |
| Rare | Low | Low | Medium | Medium | Medium |

NB: Do not proceed with activity unless the results of the Risk Assessment determine the level of and/or there are adequate control measures in place.

| Context of using tools | | | |
|--|------------|--|---|
| Using tools such as hammers, nails, screwdrivers and wood to construct wooden items | | | |
| We are very excited to be incorporating the principles of Play Work into our program, with a special focus on developing our OSHC kids' capacity to safely use both fixing and changing tools. We are very keen to facilitate construction activities for the children to build, take apart, change and rebuild pieces of their choice. Aligned with our My Time Our Place Framework, we aim to facilitate a wide range of learning experiences where children can express and develop their creativity, curiosity, agency and persistence in the face of challenges. We also believe that these construction activities will provide a wide range of opportunities for our OSHC kids to develop their collaborative and social skills too, as they work together to make their ideas come alive. We believe that the use of tools assists in the strong development of important life skills that children will be able to develop over their time at OSHC. | | | |
| Nature of the risk: Using tools | | CONTROL MEASURES | |
| HAZARD | ASSESSMENT | ACTION AND IMPLEMENTATION | |
| Child Struck with tools | High | Children are closely supervised during this activity. Activity is closely facilitated by educators who feel confident with use of tools. Lowered ratio for duration of activity. | Educators will facilitate learning opportunities for students to develop capabilities in how to safely use tools. Educators will closely supervise and assist children as they use tools. Unsafe behaviour with tools will result in exclusion of children from activity. First aid procedures to be followed in event of injury and guidance taken from coordinators if necessary. The majority of educators first aid trained and first aid kits are easily accessible. |
| Child Injured by nails | High | Children are closely supervised during this activity. | All children to wear closed footwear Educators will facilitate learning opportunities for students to develop capabilities in how to safely use tools and hammer nails into wood. |

We actively challenge our own biases by consistently asking ourselves why we might be inclined to label certain activities as 'risky play'. This introspection ensures that our decisions are rooted in objectivity and the best interests of the children under our care.

Collaboration with Bulimba State School

Bulimba OSHC places an emphasis on regular, ongoing discussions, and meetings with key school stakeholders, including the Community Liaison Officer, School Guidance Officer, and Head of Special Education.



In addition to this collaboration, the OSHC management team meets termly with the school management team. This not only ensures that we remain apprised of the specific needs and challenges of each child, but also allows us to tailor our strategies to provide the highest level of support.

Shaped by meaningful engagement with families and/or community

Workplace Health and Safety Committee
Bulimba State School

Your Team

| | | | |
|---------------------------------------|---------------------------------------|--|--------------------------------------|
| | | | |
| Michael Zeuschner Principal | Luke Dorsett WPHS Officer | Sue Ellis Deputy Principal | Monique Turnbull Deputy Principal |
| | | | |
| Scott Dargie Facilities Supervisor | Chris Wiggins Business Manager | Cindy Ferguson Teacher Representative | Kate Pope Teacher Aide |
| | | | |
| Peter Jones Cleaner Representative | Sally Roebuck OSHSC Representative | Allison Van Hilt OSHSC Representative | |

QA 3 Physical Environment

EXCEEDING THEMES

3.1. Design

3.2. Use



3.1 Design:

The design of the facilities is appropriate for the operation of a service

Embedded in
service
operations

Purpose Built Pavilion

The purpose-built Pavilion space stands out as a testament to thoughtful design that promotes children's agency and fosters a strong sense of community. The Pavilion space is strategically organised to encourage open access to resources, allowing children to exercise autonomy in their choices and interactions.



The Pavilion space is not only purpose-built but is also a reflection of a deep understanding of the unique needs and dynamics of our OSHC setting. The layout and design elements within the Pavilion contribute significantly to creating an environment where children feel empowered and engaged.

The design of the Pavilion encourages children to make choices independently, fostering a sense of ownership and responsibility for their learning environment.

The design prioritises open access to resources, ensuring that children have the freedom to explore and engage with materials independently.



Our Environment as the Third Teacher

Educators use reflective discussions, feedback mechanisms, and ongoing professional development to refine their practices, creating a culture of continuous improvement. Under our Reggio Emilia Programming framework, we see the environment acting as the third teacher.

We have critically reflected over the design and purpose of the school hall, which serves as a flexible space for various group activities, events, and physical play.

Due to ongoing school construction over the 2023/24 summer, we were required to use the hall as our main indoor and administration space. Although we used all the same resources from our usual areas, we observed children interacting with the space and those resources in a different way.



Informed
by critical
reflection

We were able to successfully create 'zones' by being intentional and purposeful with how resources were set up to invite engagement of children. We thoughtfully planned where and how furniture and equipment was set up and stored, making purchases where needed to ensure access for all children.

Our Lease Agreement with Bulimba State School

As a P&C run service, we have been meaningfully engaged with the families of the school for over 25 years and have established robust relationships with school administrators which reflect a responsive and mutually advantageous approach for the use of indoor and outdoor facilities within the school.



Our service has a 3-year lease agreement with the school, which is negotiated by OSHC management, P&C executives and the school administration team to ensure an advantageous allocation of space is offered. We are fortunate that we license all outdoor areas of the school, as well as many indoor spaces, that are both dedicated space and shared facilities.

This approach allows us, as a service, to remain responsive to the needs of children and ensure that the design of the physical space can be flexible to meet changing community needs.

The long-standing relationships held with the Business Services Manager of the school allows us to easily negotiate use of shared facilities in order to ensure we can best support the children's needs.

Shaped by
meaningful
engagement with
families and/or
community



3.2 Use:

The service environment is inclusive, promotes competence, and supports exploration and play-based learning

Embedded in service operations

Inclusive Practices

Bulimba OSHC demonstrates a commitment to embedding best practices, especially in the context of creating an inclusive and supportive learning environment. This commitment is evident in the establishment of a sensory (blue) room, thoughtful integration of sensory items throughout the service and the creation of thorough individual inclusion plans for those children identified as needing additional support.

The 'Blue Room' and sensory items are integral components of the service's operational ethos. They play a crucial role in enhancing the learning experiences of all children, providing a sensory-rich environment that supports various developmental aspects.

The development and implementation of individual inclusion plans showcase a personalised and inclusive approach to supporting children with diverse needs. The use of individual inclusion plans is not a standalone practice but is deeply embedded in the service's approach to supporting competence and inclusion.

| Activity | Responsible Party | Frequency | Notes |
|---|-------------------|-----------|--|
| 1. Developing the plan | Bulimba OSHC | As needed | Bulimba OSHC will consult as appropriate with the child, their family, the child's teacher, OSHC educators, and any other relevant staff. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. |
| 2. Writing the plan | Bulimba OSHC | As needed | Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. |
| 3. Preparing the plan for meeting with the child and their family | Bulimba OSHC | As needed | Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. |
| 4. Approval of the plan by the child and their family | Bulimba OSHC | As needed | Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. |
| 5. Sharing the plan | Bulimba OSHC | As needed | Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. |
| 6. Implementation of the plan | Bulimba OSHC | As needed | Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. |
| 7. Review and amendment of the plan | Bulimba OSHC | As needed | Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. |
| 8. Expiry of the plan | Bulimba OSHC | As needed | Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. |
| 9. Progress notes | Bulimba OSHC | As needed | Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. |
| 10. Monitor and record instances of restricted play and/or attendance | Bulimba OSHC | As needed | Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. Bulimba OSHC will ensure that the plan is developed in consultation with the child and their family. |



Sustainability Portfolio

Bulimba OSHC exhibits a commitment to informed practice through critical reflection. This is evidenced by the implementation of a Sustainability Portfolio leadership initiative led by educators who are actively pursuing studies in environmental science.



The Sustainability Portfolio leadership is a proactive approach to integrating sustainable practices into daily operations. It serves as a model for children, educators, and the broader community, fostering an ethos of environmental stewardship and responsibility.

Informed by critical reflection



Outdoor Learning Area

The Outdoor learning Area (OLA) fosters competence and encourages exploration and play-based learning through loose parts play, nature play, and risky play.

By incorporating elements such as loose parts play, nature play, and risky play into the outdoor environment, educators create a rich and stimulating space where children can explore, experiment, and take risks in a safe and supervised manner.



The outdoor learning area not only enhances the quality of the learning environment but also contributes to positive outcomes for children's learning, health, and well-being.

Shaped by meaningful engagement with families and/or community



QA 4 STAFFING ARRANGEMENTS



EXCEEDING THEMES

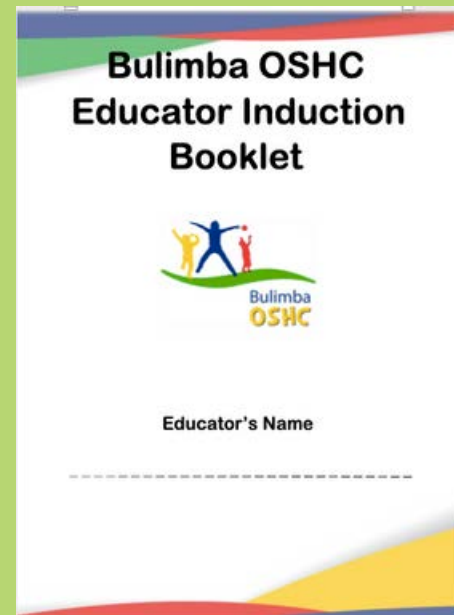
- 4.1. Staffing arrangements
- 4.2. Professionalism



4.1 Staffing Arrangements:

Staffing arrangements enhance children's learning and development

Embedded in
service
operations



Educator Induction

As a service, we value the induction process as the most important foundation to set a new educator up for success in their career. Our induction procedure has been developed over many years of critically reflecting with the team on the recruitment, induction and training processes at the centre and is embedded in service operations. We formalised this practice into the following procedure:

1. Recruitment and induction documentation
2. Induction and orientation meeting
3. Child Protection and further learning modules completed on standards of practice
4. Shadow shifts rostered for a minimum of 2 weeks
5. Peer review and mentoring via use of the 'Induction Journal'
6. Key competencies meeting held with Coordinator and educator after shadow shifts are completed
7. 2 month meeting to establish if there are any gaps in knowledge and additional shadow shifts offered
8. 3 month probation meeting where all elements of practice are reviewed and reflected on to create ongoing PD plans.

Informed
by critical
reflection



Educator Strengths - "Buy In's"

As part of the critically reflective nature of our induction procedure with new team members, and through collegial conversations, we realised that when educators felt a sense of 'buy in' to the program, and a sense of belonging, they were more engaged, productive and happy. To achieve this 'buy in' we use the 3-month probation meeting as a time to get a real sense of who the educator is and what role they want to play within the team. We are able to discover their interests and skills and find out how we can best utilise these to create a sense of ownership over an aspect of our program. From this, they are added to a portfolio leadership group where they can focus on the parts of the program that most interest them.

Shaped by
meaningful
engagement with
families and/or
community



Recruitment/Collaboration with Professionals

As part of our recruitment process, we value diversity among our team. Diversity in terms of life experience, culture, age and gender, but also diversity of skills and knowledge. We aim to recruit a team who can bring different perspectives and skills to strengthen our program and the experiences of the children. Utilising this method for recruiting has led to our educators holding unique skills which have in turn benefited not only our service but have led to meaningful engagement with families and the wider community. One way in which we utilise these skills to shape meaningful engagement with the community is through communication with families and allied health professionals to help with behavioural and developmental observations of children seeking support for diagnosed disabilities. We welcome allied health professionals into the service to observe children's play and offer additional support and information to these professionals as part of the wider team supporting holistic education and care.

4.2 Professionalism:

Management, educators and staff are collaborative, respectful and ethical

Embedded in
service
operations

**Bulimba State School OSHC
Team Vision**

At Bulimba OSHC we, as an educator team, value respect, consistency, compassion, playfulness and support.

We demonstrate this through our actions and communication, which we model together for the children and each other.

Team Vision

As a team with a low turnover of staffing, we recognise the key practices embedded in our service operations that ensure a commitment to high quality practice, familiarity and continuity for children and a high-quality learning and care environment. We understand and constantly refer to the idea that, as a team, we are working towards a common goal, with a strong shared vision in place to guide our expectations of practice. A few years ago, we embarked on a team reflection on what it feels like and looks like to be a part of our team. We discussed actions that we hold value for and behavioural expectations that we wanted to set for ourselves and for future team members. The idea of this Team Vision was to create a common language so that expectations and outcomes were intrinsically known and set. Thus, the Team Vision was created.

Informed
by critical
reflection

Educator Annual Performance Review 2024

Date of observation: _____ Educator Name: _____
Coordinator/Service Manager: _____

Peer Reviews

How would you describe this Educator?

Management Observations

Observe Educator's practice against the OSHC Professional Standards. Summarise observations and assign a career stage for each standard.

| Foundation | Developing | Proficient | Lead |
|--|---|---|---|
| Understands and demonstrates awareness relevant to standard descriptor | Demonstrates knowledge, practical application and contributes to relevant organisational activities | Able to apply knowledge and skills to design, implement, review, evaluate and maintain programs, relationships and relevant organisational activities | Able to support, guide and assist others to understand, interpret and apply relevant concepts and ideas |
| Underpins the initial education and training of educators | Demonstrating progress as the educator moves beyond foundation level towards proficiency | Skilled, capable and competent educator | Suitably qualified and experienced educator e.g., for the role of Educational Leader, Coordinator, Director or Nominated Supervisor |

OSHC Professional Standards

Following the publication of the OSHC professional standards, it became imperative that we use these standards as a means of guiding practice, interactions, and relationships across all aspects of our program. Upon critical reflection, it was determined that the standards would serve its best purpose as a means of self-assessment prior to annual performance reviews. They would act as a benchmark for determining educator quality and would guide the construction of goals and therefore professional development plans for the year.

By critically reflecting on how best we could use the standards and its intended purpose to improve outcomes for educators, children, and the service, we have been able to embed a quality process within the service that informs ongoing, deep critical reflective practice for our educators.

Shaped by
meaningful
engagement with
families and/or
community



Action Research

As a service, we value our contribution to shared and documented knowledge of the OSHC industry and context. We also value our role as professional educators who are able to grow this knowledge and add to data for our sector. One of the ways we are committed to enhancing the professionalism of not only our educator team, but the wider OSHC context, is through ongoing Action Research projects that we undertake alongside QCAN and Griffith University. The Action Research model is one that supports collaboration and not only investigates a problem but seeks to take action and make changes along the way. Over the last 5 years we have been involved in three different action research projects. Two are now complete and have brought about change not only to our service, but to services across the state, and one is currently in progress.

QA 5 RELATIONSHIPS WITH CHILDREN



EXCEEDING THEMES

- 5.1. Relationships between educators and children
- 5.2. Relationships between children



5.1 Relationships between educators and children:

Respectful and equitable relationships are maintained with each child

Embedded in service operations

Informed by critical reflection

Shaped by meaningful engagement with families and/or community

Our "Image of Child"

Our "Image of Child" was determined collaboratively by Educators. If we Think, Feel and Act in a way that is consistent with our "Image of Child" then we will consistently provide environments that support them in this way.

Children are Creative and Curious

A creative act is a process of self-expression. These experiences allow children make sense of their world. They are able to express their feelings and develop the necessary skills to be able to identify and cope with emotions. Creative experiences also allow children to try out new ideas, ways of thinking and problem solving.

Children are Capable and Competent

All the skills of our beliefs are that children are capable and competent citizens. By having this belief, we act in a way that gives children autonomy and agency.

Children are Resilient and Determined

Children develop resilience by having their emotions validated. Through opportunities to try new things, participate in experiences that involve reasonable risks and natural consequences, and by exercising their agency and autonomy, we can support them to overcome challenges as they learn to solve problems and opportunities for learning.

| Educator Name: | | Program Evaluation T1 | | Bulimba OSHC | |
|---------------------------|--|-----------------------|-------------|--------------|--|
| Project Name: | | Date: | | | |
| What happened: | | | | | |
| Successes: | | | Challenges: | | |
| Image of Child in action: | | | | | |

| Term | Training | Cost | Date of Training | Completed Y/N | Follow up/Progress Notes |
|--------|---|---------|------------------|---------------|--------------------------|
| Term 1 | Learning in and With Nature Cottonwood Learning | \$275 | 1/04/23 Y | | |
| | PROVIDE | | 10/02/2023 Y | | |
| | WINGS | | 10/02/23 Y | | |
| | Intro to NGS | | 10/02/23 Y | | |
| | Effective Supervision & Duty of Care | | 10/02/2023 Y | | |
| | Professional Conduct | | 10/02/2023 Y | | |
| Term 2 | Training | | | | |
| | ADHD State Conference | \$115 | 20/05/2023 Y | | |
| | Responsible Person in Charge OCAN | | 1/06/2023 Y | | |
| | In safe hands | | 20/06/2023 | | |
| Term 3 | Training | | | | |
| | CPA | \$45 | 22/08/2023 Y | | |
| | Ngāin Ayea Collaborative Art and PD | \$50 pp | 25/07/2023 Y | | |
| Term 4 | Training | | | | |

| Professional Standard Goals | Actions | Success Measures | Progress Notes |
|---|---|--|---|
| My specific performance improvement goals | How will I deliver this | How will I assess success | |
| Settle in a few weeks a year to not over-extend myself? | Prior one thing a term to focus. Not having over-extended. Working smarter, not harder. | | Plus made decisions to postpone some programs to 2024. Term 4 will be a 20 additional activity. |
| Press Club | Every week, share if a regular thing. Learn editing and photography. | Children have a sense of responsibility and belonging. | Started Term 3, 2023 |
| Experimental Video Club | Create a video for the month. CD created in 2022. Utilise Go Pro. Film using additional activity. | Positive feedback from families and children. | PD Club Term 4, 2023 in an interim program. |

Professional Development Plans

Critically reflecting on the professional development needs of educators and the wider team at Bulimba OSHC through our detailed appraisal process, has resulted in the development of a comprehensive professional development calendar that includes targeted individual and group professional development (PD) sessions. During our annual appraisal process, Educators, in collaboration with the leadership team, determine three goals for the year, the actions they will take to meet those goals, and how they will measure the progress/success. From this, the Educational Leader can look for professional development opportunities that are suited to their goals. Being a "Life Long Learner" is language that we use consistently amongst the team and helps solidify the high expectations of our team culture.

| BE RESPONSIBLE | BE RESPECTFUL | BE COURAGEOUS | BE COMPASSIONATE |
|--|--|--|--|
| <p>I am RESPONSIBLE</p> <p>When I see self, my school, my staff, children and our environment.</p> <ul style="list-style-type: none"> I am self-disciplined when... I am on time before school and after lunch. I am in charge of my actions. I look after personal and shared belongings. I keep my environment clean. I lead my team. I am patient. I work independently. | <p>I am RESPECTFUL</p> <p>When I am respectful, honest, and everything.</p> <ul style="list-style-type: none"> I am considerate when... I recognise different ways of thinking. I treat others the way that I would like to be treated. I am mindful of sharing the space with others. I use my manners. I encourage others to join in. I follow the instructions of school staff and adult helpers. | <p>I am COURAGEOUS</p> <p>When I overcome my fears, try new things, and do my best.</p> <ul style="list-style-type: none"> I manage my emotions when... I take deep, 5-10-10 breaths. I ask for help. I make my feelings. I know from my emotion brain to my thinking brain. I STOP - THINK - CHOOSE. | <p>I am COMPASSIONATE</p> <p>When I care about others and help them.</p> <ul style="list-style-type: none"> I care about others... My words and actions build others up. I use encouraging words. I think of others' feelings. I use kind words. I am a good friend. I am friendly to others. I smile at others. I include others. I help others. I am kind to myself. |

Bee-ing @Bulimba

Bulimba State School adopts a behaviour framework known as 'Bee-ing @ Bulimba'. This encourages children to 'BEE' the best version of themselves. That is, BEE-ing Respectful, Responsible, Compassionate and Courageous. The 4 BEE's make up their core values that underpin all interactions. At Bulimba OSHC, we also adopt this framework, working collaboratively with Bulimba State School to ensure that there is consistency in the language that is used and the way in which we respond to behaviour. Our Nominated Supervisor sits on the 'Bee-ing @ Bulimba' committee, where she liaises with other school representatives. Together they discuss behaviour guidance and implementation strategies that are consistent with these four core values.

5.2 Relationships between children:

Each child is supported to build and maintain sensitive and responsive relationships

Embedded in
service
operations



Multi-age Play

By intentionally incorporating multi-age play into our daily routine, our team demonstrate a commitment to creating inclusive environments that celebrate diversity and promote social cohesion. Multi-age play experiences are seamlessly integrated into our service program, ensuring that all children, regardless of age, have opportunities to interact and learn together. This approach not only reflects a deep understanding of child development but also emphasises the importance of collaboration between educators, families, and the wider community. Through multi-age play, children have the chance to develop social skills, empathy, and respect for others in a supportive and inclusive environment

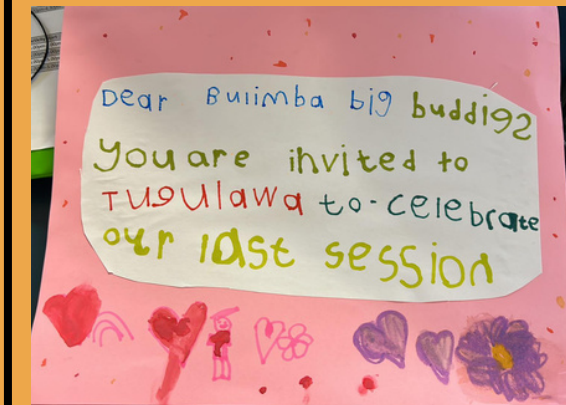
Informed
by critical
reflection



Inclusion Intention

Upon critical reflection of the current cohort and incoming prep children, we saw a need to offer training around trauma informed practice to give the educators the strategies to support trauma informed care within our context. Following in-service mentoring and resource sharing, a professional development opportunity with Australian Childhood Foundation was offered to all Educators. Over the course of two sessions, Educators were given an understanding of trauma, its impact on the brain and behaviour, and tangible strategies to implement in practice. Our educators engaged in robust discussion during and after the sessions, with the intention to maximise their confidence to support children in their self-regulation and ultimately, their collaboration with other children.

Shaped by
meaningful
engagement with
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community



Bulimba Big Buddies

Bulimba Big Buddies operates as a mentorship program where older children from our service act as "big buddies" to younger children transitioning from the early learning centre into primary school. This program fosters collaborative partnerships between the two centres, families, and the wider community to support children's smooth transition from early learning environments to primary school. By working together, the OSHC and early learning centre create a seamless and supportive transition process, ensuring that children and their families feel prepared, informed, and supported throughout this significant milestone.

QA 6 COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

EXCEEDING THEMES

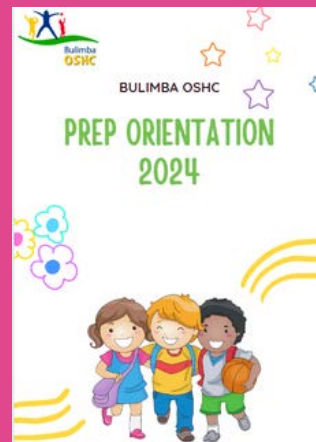
- 6.1. Supportive relationships with families
- 6.2. Collaborative Partnerships



6.1 Supportive relationships with families:

Respectful relationships with families are developed and maintained and families are supported in their parenting role

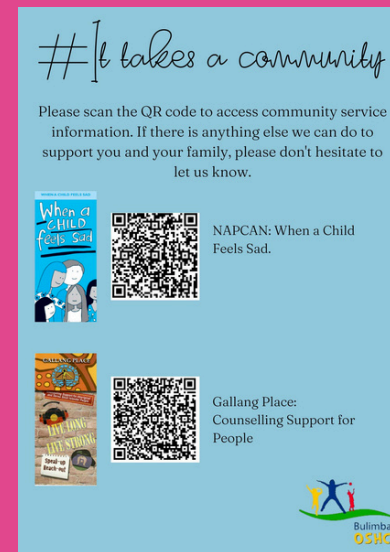
Embedded in
service
operations



Prep Induction

One way in which we know we can support families in their parenting role to alleviate any anxiety is through the enrolment process and education around the importance of our context to their child's wellbeing and development. Our Induction and Transition Program for incoming preps includes Prep information days; January prep program; Prep Transition Plans; Orientation afternoons; Bulimba Big Buddies. Each step of this program is scaffolded and communicated clearly with children, their families and class teachers. This program allows for continuity, predictability and security for all involved, further solidifying that this process of supporting families through what can be a challenging time, is embedded in service operations.

Informed
by critical
reflection



Community Partnerships

When we identify a need or a lack of engagement from families through critical reflection, we have sustained collaborative partnerships with members of the school community to be able to identify families who may be at risk or need additional supports put in place for them. One such support is through the relationship we have developed with the school's community Liaison Officer, Janelle. Janelle often comes to us on behalf of families within the wider community who are in need of support and care. We work with the families, through an introduction from Janelle, to secure them care within the service, help with food and access to other supports, applications for Child Care Subsidy and Additional Child Care Subsidy claims, as well as any other help we can offer them.



Shaped by
meaningful
engagement with
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community



SCOPE and Happy Families Platform

With the use of our social media platforms and the creative and informative way we share our program, we often connect with local businesses. One such relationship that has been created is with SCOPE Clinical and Educational services in Bulimba. SCOPE has facilitated a free parenting information session for all our families and those of the wider school community. Further to this success, we recognised the incredible stress on families when it came to timely access to psychologists and other allied health professionals. For this reason, we were able to put forward a proposal to provide the 'Happy Families' resource to not just our OSHC families, but the wider school community. This platform is now funded by our Approved Provider and gives families a platform of diverse resources to support their parenting role, completely free of charge

6.2 Collaborative Partnerships:

Collaborative partnerships enhance children's inclusion, learning and wellbeing

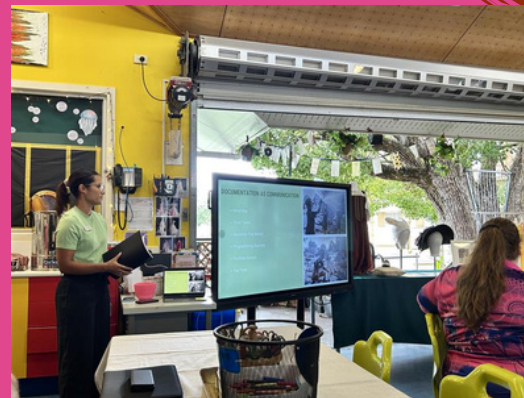
Embedded in
service
operations



Reconciliation Action Plan Working Group

Collaborative partnerships to enhance children's inclusion, learning and wellbeing is embedded in service operations through the creation, implementation and scaling of working groups. An example of this is our Reconciliation Action Plan (RAP) working group. The focus of this group was to initiate and support progress towards our reconciliation goals. Since its inception, we have seen an increase in awareness and participation in Indigenous perspectives throughout the service and school community and more meaningful inclusion of the culture, beliefs, and values of Aboriginal and Torres Strait Islander people. In March 2021, our reconciliation action plan was endorsed and published, and the RAP team have continued to work towards meeting their goals and actions.

Informed
by critical
reflection



Inclusion and Collaboration with Bulimba State School

Critically reflecting on inclusion support needs for children attending our service with diagnosed disabilities, has led to the development of a more robust communication strategy and collaboration between the OSHC service and the school's special education program. When children are identified as needing additional support, our leadership team will make contact with class teachers and the school's special education program to determine how best we can not only support that child's time at OSHC, but also their transition to and from school. This collaboration has enabled the development of targeted interventions and support strategies that align with the children's educational goals and broader well-being. This also promotes a holistic and inclusive environment within the OSHC setting and the wider school community.

Shaped by
meaningful
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community



Community Programming Opportunities

To build stronger community relationships and to further support children's overall wellbeing in a way that is unique to the OSHC industry, we have developed a number of community partnerships. Some of these include Tugulawa Early Education and Care and our Big Buddies Program; Bulimba Creek Catchment Committee and their support of our library program; , Bulimba Library and their facilitation of library visits and activities. Our collaborative partnership with our local community is mutually beneficial and creates a number of opportunities to enhance children's learning and wellbeing, supporting them across any age or stage of development.

QA 7 GOVERNANCE AND LEADERSHIP

EXCEEDING THEMES

7.1. Governance

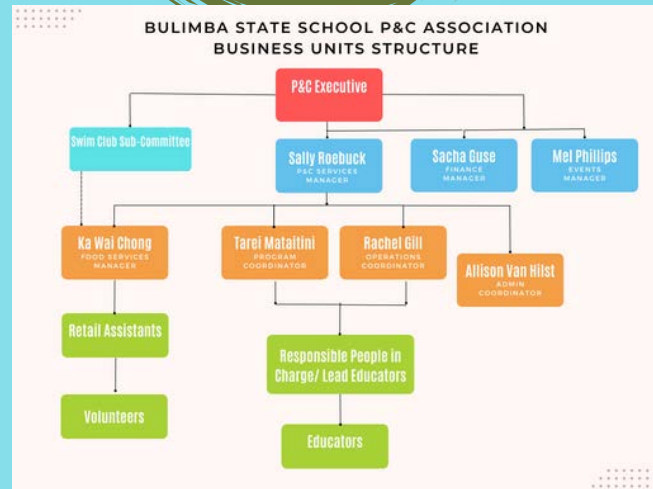
7.2. Leadership



7.1 Governance:

Governance supports the operation of a quality service

Embedded in service operations



Leadership Structure

By creating an effective model that fits the size and structure of our service, we have ensured that quality practices are embedded at all levels. The Service Manager leads the team and guides quality outcomes and all aspects of strategic vision. The manager is supported by the two Coordinators who each take on different roles which work to their individual strengths and interests. This core management team is then supported by the Administration Coordinator, Finance Manager and lead educators. Each team member has a role to play in the structure and all educators have roles within the wider network. This allows for educators to have 'buy in' to the service and gives them a chance to share their individual talents and skills in a genuine and unique way. Having this structure has come at a significant financial outlay but is one that the service's Approved provider is committed to through the Service Strategic Plan and to ensure quality service provision now and in the future.

Informed by critical reflection



Educational Leadership

One of our Coordinators takes on the role of Educational Leader for the centre as it is a particular passion of hers. She had noted though that she was struggling some sessions to ensure she had enough time to see the program 'in action' on the floor due to the managerial tasks of being the responsible person. From this reflection, we discussed with the team how they felt in relation to implementation support for the program and found that they felt a slight disconnect sometimes between the program intentions, inspirations and how this can be interpreted and led on the floor. We then reflected on the educators in our team who show initiative and passion for implementing the program on the floor. From this, the Co-Educational Leader Role was born, with the intention of being the conduit to the team 'in action' on the floor.

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P&C Award Change

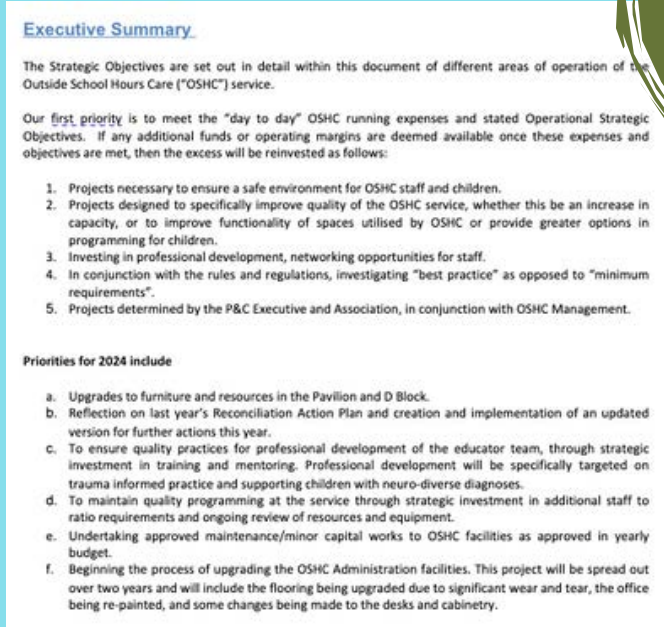
At Bulimba OSHC we are not only passionate about the governance and management of our own service, but also of influencing best practice outcomes for all services in our wider network. The Service Manager, Sally, has a particular interest in advocacy for the sector and has collaborated with many services in different ways to try to increase quality outcomes. One such collaboration started out as an action research project with the Service Manager from MacGregor OSHC. In response to the valuable feedback from our staff team and other educators within our wider network, we identified the need to address certain aspects of the state award for P&C run services which was not equal to the Federal Children's Services Award.

Through an extensive advocacy project, the P&C State Award was modernised and levels were added within the award to encompass the roles that were evident within the services. Through this collaboration, educators and OSHC managers throughout P&C services across the state received better paid conditions and recognition was given for the work they were undertaking.

7.2 Leadership:

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

Embedded in service operations



Strategic Planning

Effective leadership is demonstrated through the strategic planning process as leaders facilitate meaningful discussions, solicit input from staff and stakeholders, and make informed decisions that drive positive change and enhance outcomes for children and families. By involving staff in the planning process, a sense of ownership and commitment is fostered among the team, empowering them to contribute their ideas and expertise to shape the future direction of the service. This collaborative approach not only builds trust and morale but also promotes a shared understanding of the service's vision, values, and priorities, laying the foundation for a positive organisational culture and professional learning community.

Informed by critical reflection



Wellbeing

As part of our ongoing journey to improve quality practices within the centre, the management team are constantly looking at ways in which we can further support our team regarding their overall wellbeing. Through critically reflecting on the service's HR policies and procedures as part of an extended HR policy audit, it was determined that a Wellbeing Team would be created to ensure wellbeing practices were highlighted in all aspects of our business. Specifically, the team looks at multiple ways we, as a service, can support them not only at work but in their home life as well.

Shaped by meaningful engagement with families and/or community



Communities of Practice

Leadership practice at the service has been shaped through meaningful engagement with other service managers at P&C services across Brisbane. This network is one that was created by the service manager to ensure other P&C services of our size felt supported and connected as stand-alone services working in similar contexts and communities. It follows a Communities of Practice Model and allows for collaboration, support, collegial discussion and networking and has been running for more than 3 years, with more than 10 services accessing the network.

Networking and reflecting on practice are a core element of quality improvement for the service and we rely on these connections to continue to reflect on our own practice to ensure we are always striving for quality and improvements.