

A close-up photograph of a child's face, partially obscured by their hands. The hands are covered in vibrant, multi-colored paint, with colors like red, yellow, green, blue, and purple swirling together. The child's eyes are visible, looking towards the camera. The background is dark and out of focus.

# COOLUM OSHC PRE-PREP HANDBOOK

Safe Spaces + Smiling Faces!





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# WELCOME TO COOLUM OSHC

We've been dedicated to providing care for children before school, after school, and throughout school holidays since 1991, under the proud ownership and management of the Coolum State School's P&C Association. Our vibrant and interactive care programs, catering to all school-aged kids, operate from Monday to Friday.

We're delighted to open our doors to Pre-Prep children and are eager to be a part of this significant phase in both your and your child's journey. Our aim is to make this transition as comfortable and joyous as possible for your little one.

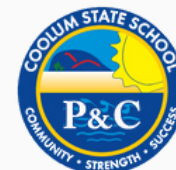
Embodying our service philosophy, Coolum OSHC emphasizes the importance of play and play-centric learning in a child's growth journey. Our programs are centered on allowing children to indulge in leisure activities before and after school, as well as during holidays – all based on their personal preferences and interests.

In the subsequent pages, you'll find detailed information designed to facilitate a seamless transition for your child to our Outside School Hours Care.

We acknowledge that we live, work, learn and play on the traditional lands of the Gubbi Gubbi people.

We pay our respects to the elders both past & present

May we listen with great care to the heartbeat of Aboriginal lands and to its people who have cared for it so well and for so long.



# OUR PHILOSOPHY

COOLUM OSHC VALUES PLAY & PLAY-BASED LEARNING  
AS AN INTEGRAL PART OF A CHILD'S DEVELOPMENT.

## WE BELIEVE THAT PLAY:

- Is a source of great fun and joy
- Encompasses children's behaviour that is intrinsically motivated, freely chosen and personally directed
- Helps children make sense of their world
- Helps develop a sense of belonging and a positive sense of self
- Allows the freedom for children to feel confident and competent as learners

## WE BELIEVE CHILDREN BENEFIT THE MOST FROM PLAY WHEN:

- Adults are watchful and helpful but not intrusive
- There are places and spaces they can make their own
- They are free to gather, make and create in their own time and in their own ways
- They can play with others and form relationships
- They can interact with the natural world

We strive to help all children become confident individuals, effective communicators, responsible citizens & successful learners.

It is our goal to ensure all children feel safe, included & respected and that they are healthy, active & achieving.

WE VALUE THE UNITED NATIONS  
CONVENTION ON THE RIGHTS OF  
THE CHILD, IN PARTICULAR:

### **Article 3:**

The best interests of the child must be a top priority in all decisions and actions that affect children.

### **Article 12:**

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

### **Article 31:**

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

VIEW THE UNITED NATIONS  
CONVENTION ON THE  
RIGHTS OF THE CHILD









# Our Educational Program

## WHAT'S THE SAME?

Our program follows a framework called “My Time, Our Place” (MTOP) which is similar to the Early Years Learning Framework (EYLF) used in early childhood settings.

It focuses on five key areas for your child’s growth:

1. Developing a strong sense of identity
2. Connecting with and contributing to their world
3. Building wellbeing
4. Becoming confident learners
5. Communicating effectively

Our Educators:

- Watch and support children’s learning and independence
- Join in activities to help with social and emotional growth
- Plan fun and challenging experiences
- Share what children have been doing with families
- Build strong relationships with each child

The OSHC environment is familiar with play areas such as home corners, dress-ups, building blocks, quiet reading spots and nature gardens, much like many early learning centres.



# Our Educational Program

## WHAT'S DIFFERENT?

Attending OSHC is a little different from other early learning settings. You will notice older children, no separate rooms by age, and more children all together.

### **The Benefits of Mixed Age Play**

Mixed age play lets older children guide and younger children learn, helping everyone grow.

### **The Power of Choice**

At OSHC, children choose who to play with and what to do. New Preps start with Year 1s, enjoying snacks and indoor play while they settle in.

### **Independence & Child-led Play**

As children grow, we support them to share, join in, face challenges, and try new things.

At OSHC, children choose activities they enjoy, take care of their own belongings such as hats and water bottles, use the restroom independently, and eat snacks whenever they are hungry.

OSHC BASICS:

# Vacation Care

## **PREP CHILDREN MAY START VACATION CARE IN THE JANUARY OF THE YEAR THEY START PREP**

**(Preps will start excursions in April)**

Vacation Care has planned activities but stays flexible to follow the children's interests. After lunch, children can rest with quiet activities if needed.

We recommend starting with Half Day sessions or a few Work Days to help children settle before doing a full week.

On excursion mornings (8 to 9 am), educators prepare for outings, so please contact us outside these times or email us with questions.

Prep and Year 1 children start their day in the F Block classroom by the sandpit. This helps them feel comfortable before joining older children. It's also where they keep their belongings and have lunch.

Just a quick reminder  
for Vacation Care fun:

kids love digging in the nature garden, getting messy with Goop, and getting creative with clay – so please dress your child in clothes that can handle a little adventure!

Don't forget to name all their things and pack a spare set of clothes, just in case.

We've got fridges ready to keep lunches and water bottles fresh and cool. Let the fun begin!





vacation  
care





# Helping your child settle in

## THE IMPORTANT OF PRELIMINARY VISITS

Starting a new environment can be both exciting and challenging for children. Research shows that familiarizing children with a new setting before starting helps reduce anxiety and supports smoother transitions. We encourage families to visit OSHC before their child's first day.

During these visits, children can explore the space, locate important areas like play zones and bathrooms, and meet the educators who will support them daily. This familiarity builds confidence and a sense of safety. Parents also have the opportunity to share important information, ask questions, and understand our routines and activities.

## NAVIGATING SEPARATION ANXIETY IN SCHOOL AGED CHILDREN

Separation anxiety can affect school-aged children, not just toddlers, especially during life changes such as starting school, moving house, or family changes. It is a normal response linked to a child's bond with caregivers and adjusting to new environments. Signs can include tearful goodbyes, reluctance to attend, or physical complaints like stomach aches.

Gradual exposure and strong relationships with trusted adults can ease anxiety. Visiting OSHC before starting helps children explore the space, meet educators, and learn routines. Our team uses strategies such as distraction, predictable routines, and calming activities to support children as they settle.



## NAVIGATING FRIENDSHIPS: Building bonds that last

Making friends is an important part of your child's social and emotional growth. At OSHC, we understand that building friendships is more than just playing together; it is about learning

From early play, children move from playing alongside others to joining in cooperative games, discovering how to share, take turns, and work as a team. Shared interests and activities help children form strong connections.

As children grow, friendships become more complex. Our educators support this by creating inclusive environments, planning group activities, and teaching skills like problem-solving and kindness. We also help children build confidence, which is key to making and keeping friends.

If a child feels lonely or left out, our educators gently support them by pairing them with caring peers and offering activities that highlight their strengths. Older children often act as mentors to younger ones, helping everyone feel included and valued. Friendships are essential to your child's wellbeing, and our caring team is here to guide them toward happy, meaningful connections and a true sense of belonging.





# Lots of Kids But We're Ready!



Managing a large group might sound challenging, but our dedicated and skilled educators make it look effortless. Every day, they balance structure with flexibility to create a space full of fun, learning, and growth for every child.

We plan group activities that build teamwork alongside individual projects where kids can shine at their own pace.

Our space is divided into zones like quiet reading corners and active play areas so every child can enjoy themselves without feeling crowded.

Even with many children, educators know each child personally, remembering their names, interests, and needs to make everyone feel valued.

We welcome feedback from families and kids to keep making our environment better for everyone.

Safety is a top priority. Our team is fully trained in emergency procedures to keep all children safe at all times.



COMMUNICATION SHARING:

# Bridging Child Care & Parental Insights

Effective communication is essential for a strong partnership between the service and parents. Each child has unique needs, and parents provide valuable insights into their habits and preferences, helping educators tailor their approach. Continuous feedback allows a two-way exchange, with educators sharing progress and parents providing home-related updates. Clear communication ensures alignment of expectations and supports collaboration when addressing behavioural or developmental concerns. Respecting cultural and family practices through open dialogue fosters understanding, while sharing milestones and areas for improvement promotes consistent support for the child's holistic growth.



# Rules and Behaviour

## ***Dealing with Teasing & Unwanted Behaviour***

Educators will encourage children to follow the following steps:

1. Ignore the person
2. Ask the person to stop
3. Tell the person to stop
4. Move away
5. Tell an educator

## ***Behaviour Management Strategy Steps***

1. Clarify the rules of the activity
2. Verbal warning
3. 5 minutes away from the activity
4. Redirection to another activity
5. Send the child to the Responsible Person on Duty
6. Staff-Child Grievance Form
7. Parent is notified of the behaviour

Rules help ensure safety, encourage positive behaviour, teach responsibility, and prepare children for future learning, creating a structured and supportive environment for all.

### ***General Behaviour Expectations:***

- Use manners, play fairly, be gentle, care for toys/equipment, and clean up after yourself.
- Play only in supervised areas as directed by Educators.
- Remain on OSHC grounds until signed out by an authorised person.
- Be polite and use appropriate language at all times.
- Physical contact games are only allowed when supervised.
- Verbal, physical, or emotional abuse will not be tolerated.

### ***General Behaviour Guidance***

Educators will:

- Model appropriate behaviour to children
- Constantly and consistently enforce the Behaviour Guidelines and Rules of Behaviour of the Service.
- Monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviours;
- Assist the children to make suitable choices regarding their actions and behaviour
- Acknowledge when children behave positively or manage their own behaviour
- Support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions;
- Direct children towards appropriate behaviour.





# OSHC ROUTINES

## BEFORE SCHOOL CARE

- 6:00am Centre opens, Children may arrive and participate in activities
- 7:00-7:45am Breakfast is offered
- 8:00am Year 4-6 Children are signed out to go to school
- 8:15am Year 2-3 Children are signed out to go to school
- 8:20am Prep & Y r 1 Children are signed out to go to school

\*From Term 3 - Year 1 Children are signed out at 8:15am

## AFTER SCHOOL CARE

- 2:40pm Prep and Year 1 children are collected from their classrooms, all other years walk to after school care and get signed in
  - \*For Term 3 & 4 - Year 1 Children walk to after school care themselves
- 2:40-3:00pm Afternoon Tea is offered
- 3:00pm Children can participate in self-selected or planned activities
- 4:30pm planned activities
- 5:00pm Late afternoon snack offered
- 5:30pm Children assist Educators in packing up outdoor spaces
- 6:00pm Children move indoors  
OSHC Closes

## EVENING CARE

- 6:00pm Evening care begins
- 6:30pm Dinner offered if necessary
- 7:00pm Children can participate in self-selected or planned activities
- 10:00pm OSHC Closes

## VACATION CARE

- 6:00am Centre opens, Children may arrive and participate in activities
- 7:00-7:45am Breakfast is offered
- 9:00am Morning Tea
- 9:00-12:00pm Children can participate in self-selected or planned activities
- 12:00pm Lunch
- 12:30-3:00pm Children can participate in self-selected or planned activities
- 3:00pm Afternoon Tea
- 3:00-5:00pm Children can participate in self-selected or planned activities
- 4:30pm Late afternoon snack is offered
- 5:30pm Children move indoors
- 6:00pm OSHC Closes

# PARENT & VISITOR CODE OF CONDUCT

## THE COOLUM OSHC PARENT & VISITOR CODE OF CONDUCT STATES THAT ALL PARENTS & VISITORS WILL:

- Address all staff, children and others in a respectful manner
- Inform staff if the behaviour of others is negatively impacting them or their family
- Communicate positively with all children
- Refrain from the intimidation or harassment of staff, including text, email, phone-call, and face-to-face interactions, with consideration for verbal and non-verbal language.
- Be a positive role model to children at all times when at the centre
- Encourage your children to accept the service's Rules of Behaviour
- Refrain from smoking anywhere on school grounds
- Refrain from swearing or shouting
- Refrain from approaching any child within the service in a threatening or accusing manner
- Respect the centre's property, and other people's property, privacy and confidentiality
- Work collaboratively with educators to resolve any behavioural issues your child may have
- Come to the centre unaffected by drugs or alcohol
- Not use the children's toilets.
- Report any observed hazard in the building or playground that may cause injury

## EDUCATORS HAVE A RIGHT TO:

- Ask a person to leave the premises if they feel intimidated in any way or are concerned about the children's health and safety.
- Call Police if a person does not respond to a request to leave the premises.

## PARENTS, GUARDIANS & VISITORS HAVE A RIGHT TO:

- Be respected and recognised as the major influence upon their child's development
- Be able to express themselves on matters of service policy
- Meet with service staff at a mutually convenient time
- Be offered the same courtesy and respect within the service as the service staff.

## FAILURES TO COMPLY WITH THE PARENT & VISITOR CODE OF CONDUCT OR OTHER POLICIES & PROCEDURES WILL BE REPORTED TO THE P&C AND MAY AFFECT ACCESS TO THE SERVICE.

- If inappropriate behaviour is witnessed, parents / carers may be asked to leave the service and may result in a suspension from the Service.
- A suspension may stay in place for any amount of time deemed necessary or desirable for the purpose of guaranteeing the welfare or minimising danger to any educator, child or children attending the service.

## PARENTS, GUARDIANS OR VISITORS MAY BE EXCLUDED FROM THE SERVICE IF STAFF FEEL THREATENED EITHER PHYSICALLY OR VERBALLY.



# USEFUL SITES:



Australian Children's  
Education & Care  
Quality Authority™



Queensland Government

Early Childhood Education and Care



StartingBlocks.gov.au



Services  
Australia

**13-FAMILY 13-32-64**

**familychildconnect.org.au**



kids **helpline**



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## Enrol Now

OR ENROL ONLINE AT  
[www.coolumafterschoolcare.com.au](http://www.coolumafterschoolcare.com.au)



## Find Us Here

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