

# ORIENTATION OF FAMILIES POLICY

Out of School Hours Care (OSHC) Services provide high quality care for children before and after school, on pupil free days and during school holidays as Vacation Care programs. Enrolment and orientation to the OSHC Service is an exciting and sometimes, an emotional time for children and families whether they attend only occasionally or on a regular basis. It is important to manage this time with sensitivity and support, building partnerships between families and the OSHC Service. Such partnerships enable the OSHC Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Service.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record

162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
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## RELATED POLICIES

Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Delivery of Children to, and Collection from EEC	Enrolment Policy Incident, Injury, Trauma and Illness Policy Payment of Fees Policy Privacy and Confidentiality Policy Safe Use of Digital Technologies and Online Environments Policy
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## PURPOSE

We aim to ensure children and families are provided with an orientation procedure that allows the family to transition into the Out of School Hours Care Service positively and well-informed, meeting the children and families' individual needs. We strive to establish respectful and supportive relationships between families and the Service to promote positive outcomes for children whilst adhering to legislative requirements.

## SCOPE

This policy applies to children, families, educators, staff, management, approved provider and nominated supervisor of the OSHC Service.

## IMPLEMENTATION

Orientation is an important process for children, families and educators to gain vital information about the individual child's needs, interests and strengths. To enable children to feel safe and secure, and to set the foundations for a trusting partnership, we feel that it is necessary for the family to attend an orientation visit. This visit, or visits, assist the child to adjust to a new setting and helps to make the transition from home to the Service and from school to the Service a smooth and positive experience.

During orientation, educators will discuss the following in order to gain a better understanding in supporting the family:

- the cultural and/or linguistic background for families from non-English speaking backgrounds (external support may be required)
- the family's needs in relation to work or other commitments
- days and sessions Out of School Hours Care is required
- any additional needs of the child and/or their family
- any court orders, parenting orders that are applicable to the child
- service philosophy and curriculum
- the child's interests
- family goals and expectations
- any allergies or dietary needs for the child
- emergency or health care plans for the child, if relevant
- the Service's before and after school care routines.

## THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students and volunteers have knowledge of and adhere to this policy
- families are aware of our *Orientation of Families Policy*
- the orientation process is well organised, flexible, and informative

- the child and family visit the OSHC Service and familiarise themselves with the environment. The child may participate in the activities and experiences if they feel comfortable.
- the family and child/children are introduced to the educators at the Service
- environments remain free from the use of tobacco, including vaping substances/devices, alcohol and drugs (Reg. 82)
- to create a welcoming environment and interact positively with the child and family
- the child and family are respected at all times, acknowledging the individuality of each parenting style
- families are encouraged to phone, email, or visit the Service as often as they like when their child has commenced care
- families are reassured that if the child is distressed over a long period of time the educators will contact them
- support agencies are contacted for children with additional needs
- families know how to provide feedback
- families are informed that critical information from their child's enrolment form is communicated with educators- (emergency contacts, authorised nominees, court orders, immunisation status, medical and health conditions where relevant)

#### EDUCATORS WILL:

- greet children and families upon arrival
- create a welcoming and inviting environment for children and families
- discuss with families the best transition process for their child
- respect the culture, values and beliefs of families
- become familiar with any information provided by the family about the child to assist in a smooth transition to the OSHC Service
- encourage families to stay as long as they need to in order to reassure their child
- encourage families to say good-bye to the child when dropping off
- phone families if the child remains distressed
- seek information about the child and family throughout the orientation process

#### DURING THE ORIENTATION OF THE SERVICE, FAMILIES WILL BE:

- provided with the OSHC Service enrolment form to be completed (assistance to complete this form is available if required)

- provided with an outline of the OSHC Service policies, which will include, but not limited to: *Payment of Fees, Sun Safe, Incident, Injury, trauma and Illness, Safe Use of Digital Technologies and Online Environments, Child Protection and Medical Conditions Policies*
- advised of the procedure for arrival and departure of children to and from before and after school care, including additional procedures for the safe delivery and collection of kindergarten and additional needs children
- provided with information about Child Care Subsidy (CCS) and [myGov website](#)
- provided with a *Family Handbook*
- asked to provide their child's immunisation history statement when enrolling their child- Australian Childhood Immunisation Register
- shown the signing in/out process
- provided with information about the software app our Service uses for CCS, communication with parents
- informed about policies regarding children bringing in toys from home
- informed about wearing sun safe/ school hats and application of sunscreen
- introduced to the child's educators
- taken on a tour around the OSHC Service
- shown where children's bags and belongings will be kept each day/session
- informed about meals (breakfast and afternoon tea) and drinks provided by the Service
- required to discuss medical management plans and allergies (if applicable)
- advised about the daily report/journal and how parents can view this
- informed about how our Service embed the National Principles for Child Safe Organisations including the adoption of the [National Model Code and Guidelines](#)
- introduced to the before and after school care routines and Service program. This includes the planning cycle.
- informed about communication methods including meetings, interviews, newsletters, emails etc.
- invited to set family goals for their child
- asked to confirm their preferred method of communication.

## EVALUATION AND FOLLOW UP

Once the child has attended the OSHC Service for a few days, educators will ensure they:

- speak directly with the family to ask how their child and the family has settled into the before and/or after school care routine
- welcome any questions or concerns the family may have

- provide information to the family of how their child has settled in these early days (interests, friends, games they enjoy playing, craft activities etc.)
- request families to offer suggestions of how the OSHC Service could improve the orientation process (provide families with an Orientation Survey to complete).

## CONTINUOUS IMPROVEMENT/REFLECTION

Our *Orientation of Families Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or incidences related to child safety or celebration practices. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

## CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Family Conduct Guidelines Family Handbook	Orientation Satisfaction Survey for New Parents
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## SOURCES

Australian Children’s Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children’s Education & Care Quality Authority. (2024). [Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For The National Model Code](#)

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

The Australian parenting website Raising children  
<https://raisingchildren.net.au/preschoolers/play-learning/preschool/starting-preschool>

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

## REVIEW

POLICY REVIEWED BY	Ashleigh Gordon	Childcare Supervisor	9/12/25
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION NUMBER	V5.11.25		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• additional regulations added</li> <li>• minor additions to strengthen policy</li> <li>• sources checked for currency and updated as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

NOVEMBER 2024	<ul style="list-style-type: none"><li>• annual policy maintenance</li><li>• additional related policies added</li><li>• inclusion of National Model Code and guidelines (not mandatory)</li><li>• sources checked for currency and updated as required</li><li>• Added CCD related resources</li></ul>	NOVEMBER 2025
NOVEMBER 2023	<ul style="list-style-type: none"><li>• annual policy maintenance</li><li>• updated sources as required</li></ul>	NOVEMBER 2024