

Our Lady of Hope Greenwith Campus Outside School Hours Care



POLICY DOCUMENT

PHILOSOPHY

PHILOSOPHY

BACKGROUND

Our philosophy is a written statement that reflects the values, beliefs and principles that guide our service. It underpins decision-making, policies, and daily practices, and supports the planning, implementation and evaluation of high-quality experiences for children.

Our philosophy reflects a shared understanding between educators, children, families, the school community, and the Approved Provider. It is informed by the National Law, National Regulations, and approved learning frameworks, and is reviewed regularly to ensure ongoing relevance and improvement.

RELATIONSHIP WITH COUNTRY

We recognise and respect Kurna people as the Traditional Custodians of the Adelaide Plains. We honour their continuing connection to land, culture and community, and are committed to embedding Aboriginal and Torres Strait Islander perspectives into our practices.

PRINCIPLES

Our service is guided by the following principles:

- The rights and best interests of the child are paramount
- Children are capable, competent and active participants in their learning
- Equity, inclusion and diversity underpin all practices
- Aboriginal and Torres Strait Islander cultures are respected and valued
- Families are children's first teachers and valued partners
- Continuous improvement and reflective practice drive quality outcomes

VISION

To collaborate with families and create engaging, inclusive and meaningful opportunities that support children's development, wellbeing and learning.

MISSION

To grow together through respectful relationships, meaningful interactions and shared experiences.

ORGANISATIONAL VALUES

- Respect
- Confidentiality
- Collaboration and professionalism
- Ongoing learning and reflective practice
- Open and honest communication
- Inclusive and equitable practices

OUR BELIEFS ABOUT CHILDREN

We believe that children:

- Have the right to feel safe, supported and respected at all times
- Are unique individuals with diverse identities, strengths and interests
- Should have their cultural, spiritual and personal backgrounds recognised and valued
- Develop a strong sense of wellbeing when they feel secure and connected
- Learn through play, exploration and social interactions
- Have the right to make choices and influence their own learning journey
- Are supported to develop positive behaviours and social skills

LEARNING ENVIRONMENT

We provide environments that are:

- Safe, supportive and responsive to children's needs
- Inclusive, culturally respectful and equitable
- Designed to promote positive social and emotional interactions
- Flexible, engaging and child-centred
- Supportive of both structured and unstructured play

EDUCATORS WILL:

- Act as positive, ethical and professional role models
- Create welcoming, inclusive and calm environments
- Support play-based learning through both structured and unstructured experiences
- Actively listen to and embed children's voices, choices and agency in decision-making
- Build secure, respectful and collaborative relationships with children, families and the community
- Maintain confidentiality and professional integrity
- Engage in ongoing reflection to improve practice
- Work in accordance with current child protection legislation, child safe standards, and service policies

WE ARE COMMITTED TO CHILD SAFETY

We are committed to creating a child safe environment where:

- Children’s safety, health and wellbeing are prioritised
- Children feel safe, valued, respected and heard
- Children are empowered to express their views and raise concerns
- Educators uphold their legal and ethical responsibilities to protect children
- Policies and practices reflect current child safe standards and legislation

WE ARE COMMITTED TO:

- Providing a high-quality, engaging program that supports children’s choice, agency and sense of belonging
- Building strong partnerships with families through open and respectful communication
- Supporting children’s wellbeing, development and learning outcomes
- Continuously reflecting on and improving our practices in line with current legislation and frameworks
- Upholding professional standards and best practice in education and care

REVIEW

This philosophy is a shared vision of all stakeholders and will be reviewed regularly to ensure it reflects current practices, legislation and the evolving needs of our community.

RESOURCES

- ACECQA. *Guide to the National Quality Standard*.
- Education and Care Services National Law & Regulations
- My Time, Our Place.
- Guide to the Education and Care Services National Law and Regulations.
- Reviewing Your Service Philosophy.

School Board reviews and develops policies that consider our context, regulations, and standards.

Principal’s Signature
PAUL BENNETT

DATE

OSHC Director
DIANE GRIGUOL

Ratified by the OSHC Management Committee

Chairperson’s Signature

DATE