



Dara School

Out of School Hours Care

Philosophy Policy

PHILOSOPHY OSHC POLICY

1. BACKGROUND

A written statement of philosophy outlines the principles under which the Dara OSHC Service operates. This philosophy reflects the principles and the National Law and the Framework for School Age Care. The philosophy underpins the decisions, policies and daily practices of the Approved Provider, nominated supervisor, Educators and staff members, and assists in planning, implementing and evaluating quality experiences for children. The philosophy reflects a shared understanding of the role of the Service with children, families and the community and agreed values and principles of the school/site, Approved Provider, advisory committee, Educators, children, and families

2. SCOPE

This policy applies to children, families, Educators, management, and visitors of the Service.

3. PHILOSOPHY

We aim to provide a safe, and nurturing environment that allows children to learn, expand their interests through positive and active experiences. We acknowledge and celebrate the uniqueness of each child and encourage a natural desire to be curious and question their world by identifying and supporting individual interests. We value our connections with families and the wider school community and recognise the vital role they play in each child's development.

We are guided by the core values of Dara School

Compassion

- A supportive environment that promotes wellbeing through empathy, understanding, respect and joy.
- Valuing our community and celebrating our collective experiences and successes.
- Collaboration and the sharing of ideas and feedback.

Courage

- The courage to be independent, take risks, try new ideas and challenge ourselves, with the support of quality learning experiences.
- Honesty, integrity, effort, and reliability.

Creativity

- Daring to be different through implementing creative, adaptive and reflexive approaches to learning.

Curiosity

- Intrinsic motivation to take up new opportunities to explore, discover and develop new skills, knowledge and understandings.

Connection

- Identifying connections between learning domains to create opportunities for deeper conceptual understanding and application in new and unfamiliar contexts.

4. RELATIONSHIP TO REGULATIONS

National Quality Standards (NQS)

Quality Area 7 Governance and leadership

Standard 7.1 Governance

Standard 7.2 Leadership

Education and Care Services National Regulations

Regulation 55 Quality improvement plans

Regulation 56 Review and revision of quality improvement plans

5. REFERENCES

Education and Care Services regulations (2011) accessed on 11 March 2022 from

<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

The National Quality Framework (NQF) operates under an applied law system, comprising

the *Education and Care Services National Law* and the [Education and Care Services National Regulations](#).

My Time, Our Place, Framework for School Age Care in Australia accessed on 12 March 2022 from

https://www.acecqa.gov.au/sites/default/files/2018-02/educators_my_time_our_place.pdf

National Quality Standard information accessed 12 March 2013,

https://www.acecqa.gov.au/sites/default/files/2018-10/QA7_ReviewingYourServicePhilosophy.pdf

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