

OOSH at SGCS

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OOSH at SGCS acknowledges the traditional custodians of the NSW, the Eora people. We also acknowledge and respect their continuing culture and the contribution they make to the life of this city and region. We pay respect to elder's past and present.

Welcome back to OOSH for the final term of what has been a great year. I hope you're all ready for an exciting, hands on term 4. We have a lot planned for this term.

Throughout term 3, the children enjoyed learning about the wide world of sports. This focus has definitely been the children's favourite activities throughout the year. We researched sporting events that were being held around the world throughout the term, each week the children focused on a different sport and its host nation. For example, we learnt about the Deaflympics which was hosted in Turkey. Through research, group discussions and play, the children enjoyed learning the fundamental skills, rules and objective of each sport as well as some cultural aspects and lifestyles of each hosting nation. Using the My Time, Our Place learning outcomes, we programmed experiences that support the children's social, emotional and physical development.

The children all enjoyed fine motor activities like flag and map craft, themed colouring in and using technology. The group then spent time investigating the history of the sporting events. During the end of the term we all took part in science experiments for National Science Week and group reading for Book Week.

During outdoor play, we put an emphasis on participating in experiences in a group environment. We took part in games of our weekly sport after breaking down and learning each fundamental skill involved. Soccer, tennis, cricket and golf were the favourites.

During September and October, OOSH was open for vacation care. It was a great program that saw children from a number of different schools learn, play and have a lot of fun.

Important Announcement

2018 Re-enrolment afternoon was held on Wednesday 18th October. If you were unable to attend, please email Helen to complete the required form.

2018 Kindergarten OOSH Orientation.

OOSH at SGCS will be holding two, half an hour session over 2 days for new families and children to attend and experience an afternoon at OOSH.

Dates: Tuesday 21st and Thursday 23rd November, 2017

Time:

Session 1 4:00pm to 4:30pm

Session 2: 4:30pm to 5:00pm

Bookings for these times can be made during enrolment to OOSH, alternatively you can email:
admin@keyorris.com.au



Some of the favourite and exciting excursions that the children took part in were to Sydney Indoor Rock Climbing Gym, Putt Planet, Sydney Tramway Museum, Empress Reserve, the group also travelled to Oatley West OOSH for a very exciting science show.

If we weren't out and about, we spent the day at the centre, we had Star Wars day, around the world sports challenge, onesie bingo and wheels day which is always a super fun day.

As we are now heading towards the warmer part of the year, it is very important for all children to have a hat with them at OOSH, we will be ensuring all children are applying sunscreen before outdoor play.

If you have any questions about the service or would just like to have a chat about anything OOSH related, please don't hesitate to call.

Kind Regards,

Bradley Crain

OOSH Goals for Term 4

- Improve sustainability; maintain the gardens around our OOSH room
- For our centre to develop ways to give back to the community.
- Improve our musical play by introducing musical instruments and having designated music session each week

Term 4 Program

The focus for the term is, Good Habits for Life:

- Week 1: Healthy Mind, Healthy Body
- Week 2: Nutrition Week
- Week 3: Children's week 'My Favourite Thing Right Now Is...'
- Week 4: Spring Time
- Week 5: Write a novel week
- Week 6: Sports Week
- Week 7: Summer Preparation
- Week 8: OOSH Reflection; what was your favourite thing to do at OOSH this year?
- Week 9: Christmas Week + Children's Choice

Make sure you are on the emailing list to receive the centres 'Week in Reviews', this way you can stay up to date with the activities and projects that take place at OOSH.



let's all take part in



Thousands of children and their families around the country are involved in activities and events during "The Week" through the participation of schools, playgroups, childcare, kindergartens, cultural groups, libraries, departments and community groups. Children's Week celebrates the right of children to enjoy childhood. It is also a time for children to demonstrate their talents, skills and abilities

Make sure you speak to all of our OOSH educators to see how you can take part in the weeks celebrations.



13-19
November
2017



In November 1996, Planet Ark founded National Recycling Week to bring a national focus to the environmental benefits of recycling. Now in its 21st year, this established and highly regarded annual campaign continues to educate and stimulate behaviour change, by:

- Promoting kerbside, industrial and community recycling initiatives
- Giving people the tools to minimise waste and manage material resources responsibly at home, work and school.



National Novel Writing Month

November 1-30 • The world needs your novel.

National Novel Writing Month (NaNoWriMo) is a fun, seat-of-your-pants approach to creative writing. Valuing enthusiasm, determination, NaNoWriMo is for anyone who has ever thought about writing a novel.

During the month of November, the educators and children will be working together to write their very own book.



In the Community

21st to 29th October, 2017

Children's Week

5th to 11th November, 2017

National recycling week

1st to 30th November, 2017

National Novel writing month. We will be celebrating this in week 5.

All term

Christmas collection for The Food Pantry.

1st to the 25th December,

Christmas celebrations.



Belonging



Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence.

Children belong first to a family, a cultural group, a neighbourhood and a wider community. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of *belonging*. *Belonging* is central to *being* and *becoming* in that it shapes who children are and who they can become.

Being



Childhood is a time to be, to seek and make meaning of the world.

Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

Becoming



Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood.

They are shaped by many different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

KEEP THEM SAFE

A shared approach to child wellbeing

AN OVERVIEW

Keep Them Safe: A shared approach to child wellbeing is the NSW Government's response to the Report of the Special Commission of Inquiry into Child Protection Services in NSW. Keep Them Safe recognises the importance of the wellbeing of all children and young people, with the aim of providing appropriate support to families earlier, to prevent children and young people from requiring statutory child protection intervention. To achieve this, Keep Them Safe encourages families, communities, government agencies, and non-government organisations to work together to support children, young people, and families.

Why the changes?

Keep Them Safe is an action plan to reshape the child protection system in NSW. This factsheet outlines the key changes for families, mandatory reporters, communities, service providers, government agencies, and non-government organisations (NGOs).

Keep Them Safe involves a new approach to child wellbeing, one which builds on the strengths of the service system, rather than replacing agency action, expertise, and capacity. Changes will be implemented and evaluated progressively over a five-year period.

Aim of the changes

The goal of Keep Them Safe is that: All children in NSW are healthy, happy and safe, and grow up belonging in families and communities where they have opportunities to reach their full potential. In order to achieve this, the NSW Government will pursue the following outcomes for children and young people:



- children have a safe and healthy start to life
- children develop well and are ready for school
- children and young people meet developmental and educational milestones at school
- children and young people live in families where their physical, emotional, and social needs are met
- children, young people, and their families have access to appropriate and responsive services.
- children and young people are safe from harm and injury

A central theme of the changes is that care and protection of children and young people is a shared responsibility.

As different families can experience a range of complex and sometimes chronic factors, responsibility for child wellbeing needs to be broader than just Community Services. A number of agencies fund and/or deliver services

to address issues such as substance abuse, limited social supports, imprisonment, domestic violence, homelessness, unemployment, and mental health issues.

These agencies can often provide timely support services to families where statutory intervention is not required.

Building stronger partnerships between the government and non-government sectors is critical to changing the way we support children and families. Giving NGOs greater responsibility in the delivery of family

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AN OVERVIEW



and community services is a way to take services into communities to connect better with people and their needs through positive, constructive relationships. Agencies will also be able to more easily request and exchange information where it relates to the safety, wellbeing, and welfare of a child or young person.

Keep Them Safe also incorporates a number of strategies designed to reduce the over-representation of Aboriginal children and young people in the system, and to secure greater participation of Aboriginal agencies in child wellbeing services.

Summary of the changes

The key changes in Keep Them Safe are:

- increasing the threshold for reporting children and young people to Community Services from "risk of harm" to "risk of significant harm"
- increasing the role of NGOs in delivering services
- establishing Child Wellbeing Units in the major government agencies
- establishing a network of Family Referral Services to provide support for those families who fall below the threshold

- enhancing service provision, focusing on prevention and early intervention, including comprehensive universal and acute services
- improving outcomes for children in out-of-home care (OOHC) through system changes, including the appointment of OOHC Health and Education Coordinators to improve health and educational outcomes for children and young people
- simplifying and streamlining Children's Court processes, making them more user-friendly
- providing greater participation and better services to Aboriginal children and young people, to reduce their over-representation in the child protection system.

More information

- Consult your Child Wellbeing Unit, if relevant
- Keep Them Safe: www.keepthemsafe.nsw.gov.au
- HSNet ServiceLink: www.hsnet.nsw.gov.au
- Association of Children's Welfare Agencies: www.acwa.asn.au
- Non-government organisations can contact the KTS Support Line: 1800 772 479

What's new?

- Keep Them Safe aims to unblock the Child Protection Helpline by raising the mandatory reporting threshold.
- New intake, referral, and management frameworks that provide alternate referral pathways for less serious cases (Child Wellbeing Units and Family Referral Services).
- Comprehensive universal, secondary, and tertiary services.
- Enhanced information exchange through information exchange provisions and legislation, and improved cooperation between agencies.
- Enhanced role for the non-government sector.
- Better and more responsive actions to help reduce the over-representation of Aboriginal children and young people in the child protection system.
- Improved court processes.



BERRY SWIRL FROZEN YOGURT BARK



Prep Time 15 minutes

Servings 4- 6 people

INGREDIENTS

- 1 1/2 cups plain 2 % Greek yogurt I do not recommend non-fat for this recipe
- 1/4 cup berry jam
- 1 cup fresh berries larger berries chopped

INSTRUCTIONS

1. Line a rimmed baking sheet (I used a 1/4 sheet pan) with parchment paper or a silicone liner. Make sure that the baking sheet will fit into your freezer.
2. Pour the yogurt onto the baking sheet and use a rubber spatula to spread the yogurt into a single layer little less than 1/2 inch thick. You will not cover the whole sheet pan. Dollop teaspoon size amounts of jam all over the yogurt and use a butter knife to swirl the jam into the yogurt. Sprinkle the fresh berries over the yogurt and transfer to the freezer. Freeze for several hours, until firm. cover the baking sheet in plastic wrap (without letting it touch the yogurt). Once chilled, break into irregular pieces.

RECIPE NOTES

Before putting the jam on the yogurt, you will want to vigorously stir it or heat it just slightly so it will thin out enough to spread into swirls easily.

Tips: This frozen yogurt will freeze solid. I like to set it out at room temperature for just a little bit before serving it. Alternately, you can eat it outside (or somewhere warm) and it will soften as you're eating it.

Term 4 Quality Improvement Plan

This term we will be looking at a number of goals that will improve our everyday practices. If you would like to find out more about these QIP goals, or have a suggestion for our 2018 Quality Improvement plan please speak to Brad.

3.3.2 We acknowledge our community,

We are aiming to actively care for our wider community.

7.1.2 Our team of Educators is constant,

Every effort is made to promote continuity of educators at the service.

7.2.1 Our OOSH philosophy is current,

A statement of philosophy is developed and guides all aspects of the service's operations.

THE FOOD PANTRY

FOOD PANTRY

The Food Pantry makes good food affordable and accessible to all.

If you're on a low income, are unemployed, or struggling to get by, shopping at the Food Pantry will help stretch your budget. We have all sorts of good quality groceries and household products at affordable prices, plus free fruit, vegetables and bread. We rescue excess food and products from businesses locally, as well as ordering from Food bank NSW, who do this on a larger scale.

HOW TO ACCESS THE FOOD PANTRY

To access the Food Pantry, come along on Mondays & Wednesdays, between 10am – 2pm.

WHERE: Hut 9, Addison Rd Community Centre, 142 Addison Rd, Marrickville.

As Christmas is around the corner OOSH at SGCS would like to give back to the local community. During Term 4 we will be collecting canned and packaged foods and goods that can be donated to the local food pantry and will be distributed to all families and people in need.

We are asking our families to have a look around the house to see if you have things that can be donated. We welcome donations of food, toiletries, baby care items and cleaning products from your own pantry

There will be a donations basket for you place any items in and will be delivered at the end of the term.





Sustainability

It's back to basics as OOSH Prepares for a new year we aim to spend term 4 and the beginning of 2018 focusing on the simple steps of Sustainability.

Sustainable practices are embedded in the children's daily routine and in their day-to-day activities, these include:



LITTLE GREEN STEPS
Sustainability Education for Childcare Centres

- Using recyclable materials where possible.
- Encouraging children to use half flush on the toilets,
- Encouraging children to turn the water off when they have washed their hands,
- Encouraging children to recycle paper and rubbish within their rooms, at home and when in the wider community,
- Talking with the children about electricity and encouraging them to turn off lights,
- Educating children in the natural decomposition cycle through exposure and participation in worm farms and composting food scraps,
- Educating children and having them participate in 'garden to plate' activities i.e. seed sprouting, weeding, vegetable gardens, cooking amongst other activities,
- Educating children in how to care for pets and letting them actively participate in caring for the Centre pet,
- Educating children on caring for plants.

Admin space

Helen manages our accounts and all admin queries. If you need to contact Helen, she is available on:

Monday 9.30am-5.00pm

Tuesday 9.30am-5.00pm

Thursday 9.30am-3.00pm

Phone: 02 9526 7000 Email: admin@keyorris.com.au

2017 Term Dates

Term 4: 9th October
to 8th December

Vacation Care: 11th
December to 22nd
December

TERM 4 MENU

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon tea	Savoury platter with vegetable sticks	Yoghurt with muesli and fruit	Sandwiches with fruit	Cheese and tomato Saladas	Salad wraps with fruit
Drink	Water/Milk	Water/Milk	Water/Milk	Water/Milk	Water/Milk
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon tea	Rice Crackers with fruit salad	Sandwiches with fruit	Mexican Corn Cups.	Savoury platter with vegetable sticks	Vegetable stir-fry with rice.
Drink	Water/Milk	Water/Milk	Water/Milk	Water/Milk	Water/Milk

Before School Care Educator Roster

Monday	Tuesday	Wednesday	Thursday	Friday
Brad	Brad	Brad	Brad	Brad
Georgia P	Sophie	Sophie	Georgia P	Georgia P

After School Care Educators Roster

Monday	Tuesday	Wednesday	Thursday	Friday
Brad	Brad	Brad	Brad	Brad
Rhonda	Anne	Anne	Rhonda	Lauren
Robert	Robert	Robert	Robert	Robert

Helpful links

Child and Youth Health www.cyh.com.au

Sydney Chinese New Year www.sydneychinesenewyear.com

Infant Development Resources <http://kidshealth.schn.health.nsw.gov.au/>

Bridges, Connecting Families, communities and organisations www.bridges.org.au

Georges River Council <http://hurstville.nsw.gov.au/home.html>

Centre Link www.humanservices.gov.au/customer/dhs/centrelink

SMS4dads www.sms4dads.com

September & October Vacation Care.



Term 4 Philosophy Review

Throughout the term our educators strive to find new ways to keep our practices and beliefs current and relevant. This is where parent and child input is highly regarded. When input is given, the centre is able to make appropriate changes to improve the centre. We would love for your feedback and support as we review the centres philosophy.

Please email and or speak to our educators, providing constructive suggestions and feedback.

As Educators we believe in practice and advocate for the principles outlined in the United Nations Convention on the Rights of the Child, the Early Childhood Code of Ethics, Children's Services Regulation and the My Time Our Place Framework.

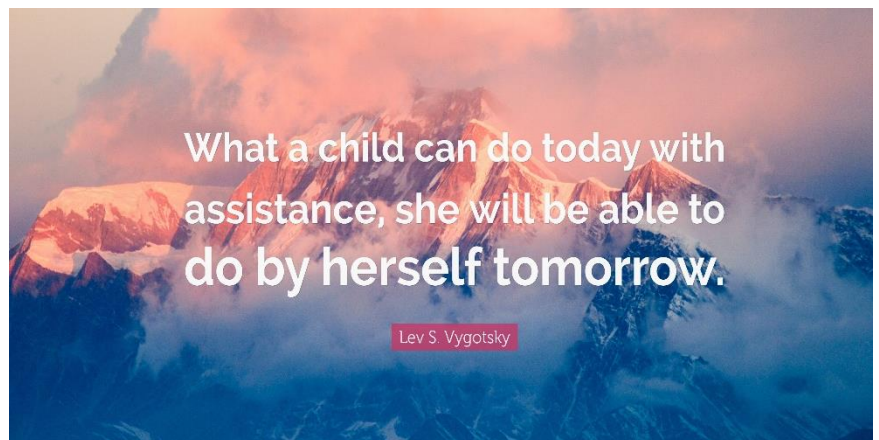
The centre promotes its OPEN DOORS POLICY. We welcome and encourage all family members to come in and observe how we provide care for your child. We will always make time to listen, provide help and advice for each individual family. We are proud of the quality care we provide.

The Program:

- ❖ Should reflect the interest of the child.
- ❖ Be offered to all children equally without discrimination or race culture, ethnicity, and disability.
- ❖ Should offer a diverse range of experiences through structured and unstructured activities and play opportunities.

The Centre:

- ❖ Should provide a safe, fun, caring and supportive environment for school age children.
- ❖ Should be welcoming and the space flexible to allow for a range of activities.
- ❖ Should provide activities which can be adapted to ensure all children feel a sense of accomplishment and achievement.
- ❖ Should respect the privacy of all families.
- ❖ Will promote and advocate for the rights and protection of all children.
- ❖ Should act and behave in a professional manner.
- ❖ Should assist children to understand routines and practices and to feel comfortable within the process of change.
- ❖ Should be responsive to all children's strengths, abilities and interests.



VACATION CARE



An exciting incursion that utilises a fun combination of dancing, singing, and acting activities to make a music video to Top 40 hits.

The journey begins with rehearsals, as we dance and sing our way into the shoes of a Rockstar, before your kids are recorded on a green screen and singing in front of a studio microphone using a range of props and costume pieces.

COMO PARK



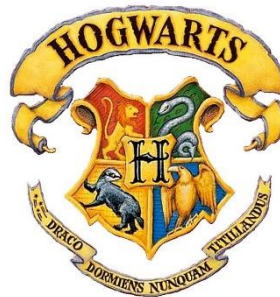
These beautiful grounds have panoramic views of the Georges River and surrounding bushland. Como Pleasure Grounds is a popular park that contains a playground, picnic tables and BBQs as well as a bike track and walking loop path. There are panoramic views of the Georges River and surrounding bushland from the top of the knoll.

SOCCER GOLF



Using the skills of soccer and the rules of Golf, soccer golf is played by kicking a soccer ball from the Tee, and trying to get it in the hole in 3 kicks. Soccer golf is a combination of golf, miniature golf and Soccer. You play golf, only you use your feet and a soccer ball. Your goal is to get the ball in the hole with as few as shots as you can. Every touch of the ball is counted as a shot.

Harry Potter day



Don't let the muggles get you down! Join us as we celebrate everything Hogwarts style. Take the Sorting Hat quiz to discover what house you are in, then make your house crest. Compete against the other houses in a game of Quidditch. Then get creative and make your own wand and Polyjuice potion.

Games on the Bus

A new and exciting incursion arriving at OOSH, a video gaming theatre on a bus! Enjoy hours of fun on the latest gaming consoles with the latest games, playing on your own or versing friends.



Giant board Games



Australia's largest giant games range is coming to Vacation care. These games are massive and range from 4 x 4 to 10 x 10 metres, we will spend the in middle of the board game, solving problems and winning the battle of the giant snakes and ladders

Aim

We encourage and increase awareness of environmental responsibilities and implement practices that contribute to a sustainable future. Children can be supported to become environmentally responsible and show respect for the environment. Environmentally sustainable practices should be embedded into the operations of the education and care service and involve educators, children and families in order to be successful.

GOALS - What are we going to do? The education and care service will ensure the environment is safe, clean and well-maintained. Children's awareness of the environment will be promoted through daily practices, resources and interactions. Sustainable practices will be encouraged within the education and care service. Educators, children and families will be encouraged to become advocates for a sustainable future.

The Approved Provider will:

- Ensure the service joins the NSW Early Childhood Environmental Education Network to liaise with other education and care services and keep up to date on practices and ideas for sustainability.
- Encourage educators, families and children to engage in innovative practices and appreciate the wonder of the natural world while protecting the planet for future generations.

Educators will:

- Educators will make sustainable practices a part of the daily routine. These include: » Recycling » Gardening » Energy conservation » Water conservation » Sustainable equipment purchases
- Include recycling as part of everyday practice at the education and care service. Recycling containers will be provided throughout the service.
- Role model sustainable practices.
- Discuss sustainable practices with the children and families as part of the services education and care curriculum.
- Provide information to families on sustainable practices that are implemented at the education and care service and encourage the application of these practices in the home environment.
- Share ideas between educators, children and families about sustainable ideas, implementation and resources. This can be done at parent meetings, through emails, newsletters and conversations.
- Use a worm farm or composting bin to reduce food waste in the education and care service. Children will be encouraged to place food scraps into separate containers for use in the worm farm or the composting bin. Educators will discuss with the children and families which scraps worms can eat and which foods can be composted. The children will be involved in maintaining the worm farm and compost.
- Role model energy and water conservation practices of turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas.
- Cleaning and Maintaining the Environment
- Aim to purchase equipment that is eco-friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials and fibres.
- Seek to embed sustainable practice in the education and care service. The concepts of "reduce, re-use and recycle" will become part of everyday practice for both children and educators to build lifelong attitudes towards sustainable practices.
- Use local Council and Government departments as sources of information on sustainable practices used in the local community. They will liaise with the Council and Government departments for possible grants available to put in place water and energy conservation practices in the education and care service. These may include water tanks, grey water systems, converting toilet cisterns to dual flush and converting to water saving taps.

Review: This policy will be reviewed regularly when necessary. The review will be conducted by:

- Management and Employees
 - Interested Parties (including Families, NSW Children's Services and Regulatory Unit, ACECQA etc)
 - Education and Care Services National Regulations
 - Guide to the National Quality Standard (3) ACECQA (2011)
 - Environment Protection & Biodiversity Conservation Act 1999
 - Energy Efficiency Opportunities Act 2006
 - Sources
 - NSW Department of Environment and Heritage – www.environment.nsw.gov.au
 - Department of Sustainability, Environment, Water, Population and Communities – www.environment.gov.au
 - Early Childhood Environmental Education Network – www.eceen.org.au
- Reviewed: October 2017

Be SunSmart

Slip! Slop! Slap!
Seek! Slide!



Slip on clothes
that cover your
arms and legs.



Slop on broad
spectrum SPF
30+ sunscreen.
Remember to
reapply every
two hours.



Slap on a broad
brimmed hat or
one that covers
your face, neck
and ears.



Seek shade.

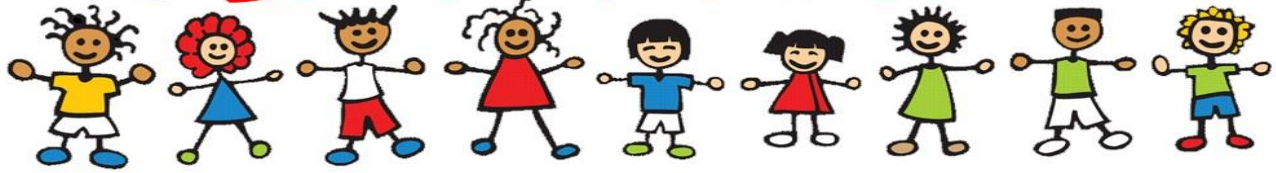


Slide on
close fitting
sunglasses.



Protect your skin in five ways when the
UV radiation level is 3 and above.

KID'S CORNER



shoe



duck



doll



globe



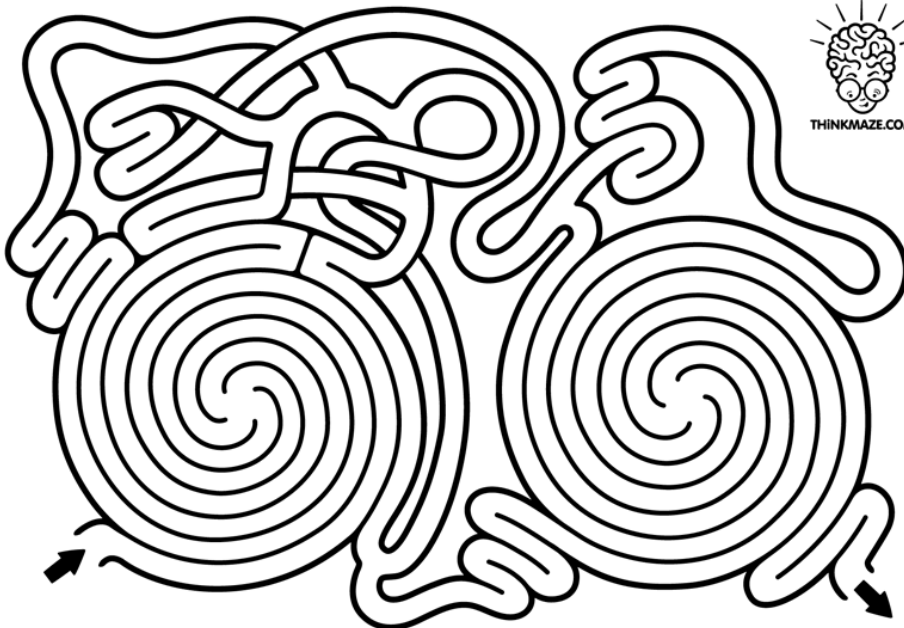
block



green



x	k	c	o	l	b
l	n	e	e	r	g
l	g	l	o	b	e
o	q	n	c	w	c
d	n	s	h	o	e
u	w	k	c	u	d



**Why was
the math
book sad?**

**Because it
has too
many
problems!**



Fluff