

(Reviewed September 2025)

Policy Statement:

Mueller College Outside School Hours Care (OSHC) Service recognises that parents/ guardians are the primary caregivers and educators of their child or young person. The Service believes that the best outcomes for children and young people's learning will occur if there is a strong relationship between educators and the child or young person's family.

Parent/ Guardian participation and involvement in the program and the life of the Service is valued and encouraged. The Service recognises that children and young people are part of extended families and that other family members, apart from parents/guardians, may have a significant role in the child or young person's life. The Mueller College Outside School Hours Care Service aims to ensure that appropriate communication and support are provided to staff, volunteers and families.

Background:

The Service recognises that strong partnerships with families are essential in creating a supportive, inclusive, and high-quality environment for children and young people. Open communication, mutual respect, and genuine collaboration between families and educators enhance children and young people's learning, well-being, and sense of belonging. This policy outlines how the Service encourages family involvement, maintains transparent communication, and promotes constructive feedback to continuously improve our practices and strengthen relationships.

Important terms:

Children and young people	Refers to the children and young people present in the care environment.
Educator	Refers to the staff employed by the Service to provide care for children and young people attending.
Parent/guardian	Refers to the primary carer/s of the child or young person attending the Service.
Family	Refers to the group of people, including the primary carer, who engage daily with the child or young person in the home environment.
Approved Provider	The organisation that holds Service approval and ensures all safety and emergency management requirements are met.
Nominated Supervisor	The person responsible for daily Service operations and ensuring that this policy is implemented.
Quality improvement process	The Service's ongoing review and enhancement of its practices, policies, and educational programs.
Grievance procedure	Steps families and staff follow to raise and resolve concerns respectfully and effectively.

Legislation:

National Quality Standard (NQS):

Quality Area 4: Staffing Arrangements
6: Collaborative Partnerships with Families and Communities
7: Governance and Leadership

4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
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 the 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.
7.1	Governance	Governance supports the operation of a quality service.
	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

	Development of professionals	Educators, coordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.
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Education and Care Services National Regulations

155	An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that— a) encourages the children to express themselves and their opinions; and b) allows the children to undertake experiences that develop self-reliance and self-esteem; and c) maintains at all times the dignity and rights of each child; and d) gives each child positive guidance and encouragement toward acceptable behaviour; and (e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.
156	Relationships in groups (1) The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service. (2) For subregulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.
157	Access for parents (1) The approved provider of an education and care service must ensure that a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service. Penalty: \$1100. (2) A nominated supervisor of an education and care service must ensure that a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service. Penalty: \$1100. (3) A family day care educator must not prevent a parent of a child being educated and cared for by the educator as part of a family day care service from entering the family day care residence or approved family day care venue at any time that the child is being educated and cared for by the educator. Penalty: \$1100. (4) Despite subregulations (1) to (3), the approved provider, nominated supervisor or family day care educator is not required to allow a parent to enter the education and care service premises if— (a) permitting the parent's entry would— (i) pose a risk to the safety of the children and staff of the education and care service; or (ii) conflict with any duty of the provider, supervisor or educator under the Law; or (b) the provider, supervisor or family day care educator reasonably believes that permitting the parent's entry would contravene a court order.

Education and Care Services National Law

Prelim 3 (3,d)	Requires that Australia's Aboriginal and Torres Strait Islander cultures be valued;
167	(1) The approved provider of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury. Penalty: \$11 400, in the case of an individual. \$57 400, in any other case. (2) A nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury. Penalty: \$11 400.
301(3,k)	requirements and standards as to the leadership and management of education and care services, including governance and fitness and propriety of all staff members and volunteers, management of grievances and complaints and the provision of information to families;

Principles:

To ensure open and safe communication between families and the Service, encouraging family involvement and constructive feedback is valued and used to improve the Service.

Families will:

- Be welcome to visit the Service at any time, unless restricted by a court order.
- Participate in the Service at a level they feel comfortable, such as contributing to cultural sharing, events, or policy reviews.
- Arrange times with educators to join in with the program or share their skills and interests.

- Contribute to the development and review of the Service's Philosophy, Policies, and Quality Improvement Process.
- Provide information about their child and young person's needs, interests, and family background to support individualised care.
- Communicate concerns respectfully and follow grievance procedures as outlined in the Service Handbook.
- Access and read Service policies, newsletters, and other communication updates regularly.
- Share feedback and suggestions through the suggestion box or directly with educators.
- Expect to receive electronic statements, program information, and other Service updates via email or notices.

Educators will:

- Welcome families warmly and engage respectfully in conversations.
- Offer multiple opportunities and formats for families to contribute and participate in the Service.
- Maintain open, ongoing communication with families through newsletters, daily exchanges, and documentation.
- Reflect on their own practices and biases to ensure positive, inclusive relationships.
- Ensure the environment is welcoming and displays a reflection of family and community diversity.
- Share positive updates about each child and young person's experiences and address concerns sensitively.
- Support families in accessing community resources and external services where needed.
- Promote open, respectful communication and listen to families' perspectives and feedback.
- Use family input to enhance learning outcomes for children and young people.

Nominated Supervisor and Approved Provider will:

- Ensure all families receive the OSHC Handbook and understand the Service's expectations and procedures.
- Oversee communication channels, ensuring information is distributed accurately and consistently.
- Provide accessible copies of the Service's Policies and Procedures to families, volunteers, and educators.
- Facilitate family engagement opportunities such as meetings, surveys, and program events.
- Manage and monitor feedback and grievances in a fair, prompt, and respectful manner.
- Support educators in maintaining open communication and reflective practice.
- Ensure families have opportunities to contribute to ongoing reviews and the Quality Improvement Process.
- Uphold confidentiality and promote a positive environment of trust, respect, and collaboration.
- Share the 'Family Involvement, Communication & Feedback Policy and Procedure' with all employees upon their induction and ensure that copies of the policy and

procedures are readily accessible to nominated supervisors, co-ordinators, educators and staff, and available for inspection.

- All Service policy will be reviewed annually through consultation with all stakeholders or sooner should there be identified changes or updates to legislative requirement.
- Additional professional development will be provided as needed and during review processes.

See Also:

- Mueller OSHC Volunteers & Childhood Education and Care Practicum Students Policy & Procedure
- Mueller OSHC Community Engagement Policy & Procedure
- Mueller OSHC Staff Orientation and Induction Policy & Procedure
- Mueller OSHC Visitors Policy & Procedure
- Mueller OSHC Community Engagement Policy & Procedure
- Mueller OSHC Anti-bias Policy & Procedure

REFERENCES:

- Education and Care Services National Law Act 2010, Current as at October 2024
- Education and Care Services National Regulations, Current as at September 2025
- Education and Care Services National Law Act (QLD) 2011, Current as at September 2025
- Guide to the National Quality Framework, Revised September 2025
- My Time, Our Place – Framework for School Age Care in Australia – Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Government Ver 2.0r2.0, Revised 2022
- National Quality Standard, Revised 1 February 2018
- Guide to the National Quality Standard, Revised May 2022
- The Code of Ethics - Early Childhood Australia Inc. (2025 update)
- “Collaborative Partnerships with Families” NQS PLP eNewsletter No. 35 – 2012
- “Building a Partnership with Your Childcare Service” – Putting Children First NCAC

REVIEW

POLICY REVIEWED BY:	Rachel Rose	OSHC Director	12/09/25
POLICY REVIEWED	SEPT 2025	NEXT REVIEW DATE	JAN 2026
VERSION NUMBER	V2.2		
MODIFICATIONS	<ul style="list-style-type: none"> • New legislation • Addition of family feedback 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		PAST REVIEW DATE
	<ul style="list-style-type: none"> • Updated references • Addition of the review table 		JAN 2025