

(Reviewed September 2025)

Policy Statement

The Mueller College Outside School Hours Service (OSHC) acknowledges and celebrates the many diverse skills, backgrounds and histories that make up our community and aims to embed its practice in the needs and interests of its immediate and wider community, immersing families and children and young people in the many opportunities for support, citizenship and growth through these relationships.

Background:

The Education and Care National regulations require Service providers to have Policies and procedures that support community engagement across multiple areas of the Service procedure and programs.

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.

Legislation:

National Quality Standard (NQS):

- Quality Area 1: Educational Program & Practice
 4: Staffing Arrangements
 6: Collaborative Partnerships with Families & Communities
 7: Governance & Leadership

1.3	Assessment and Planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.3	Information for families	Families are informed about the program and their child's progress.
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.
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.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement.	The service builds relationships and engages with its community
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	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.
7.2.3	Development of professionals	Educators, coordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

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

	<p>(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.</p> <p>(1) (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.</p>
157	<p>Access for parents</p> <p>(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.</p> <p>Penalty: \$1100.</p> <p>(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.</p> <p>Penalty: \$1100.</p> <p>(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.</p> <p>Penalty: \$1100.</p> <p>(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—</p> <p>(a) permitting the parent's entry would—</p> <p>(i) pose a risk to the safety of the children and staff of the education and care service; or</p> <p>(ii) conflict with any duty of the provider, supervisor or educator under the Law; or</p> <p>(b) the provider, supervisor or family day care educator reasonably believes that permitting the parent's entry would contravene a court order.</p>

Education and Care Services National Law

Prelim 3 (3,d)	Requires that Australia's Aboriginal and Torres Strait Islander cultures be valued;
167	<p>(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.</p> <p>Penalty:</p> <p>\$11 400, in the case of an individual.</p> <p>\$57 400, in any other case.</p> <p>(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.</p> <p>Penalty: \$11 400.</p>
301 (3, i)	(j) requirements and standards for partnerships between education and care services and the community in which they are located, and the families of children being educated and cared for by education and care services, including requirements for services to link to other support services for children and families;

Principals:

The Mueller College Outside School Hours Care Service values the important role that the community takes in the overall development, understanding and awareness of children and young people. For this reason, the Service will endeavour to engage with the local and wider community in mutually beneficial and supportive relationships in an effort to support students' lifelong learning and recreational enrichment.

Procedure:

- The Service will develop and implement a Community Engagement Plan that supports:
 - Accessible Community Resources.
 - A variety of methods in which such resources can be utilised, e.g., incursions, support activities, etc.
 - Shows how community engagement will support the overall objectives of the Service and, in particular, program delivery.
 - Community resources are being utilised throughout the year.

The Approved Provider and Nominated supervisor will:

- Notify families of community events and available resources.
- The Nominated supervisor is responsible for ensuring that the Service holds current contacts and information on relevant community resources, and that educators are made aware of them.

- The nominated supervisor will treat all enquiries and concerns, and the people making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.
- Any deficiencies in the Service which are identified through this process and can be rectified will be taken into account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.
- Share the 'Community Engagement Policy and Procedure' with all employees upon their induction and ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, 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 requirements.
- Additional professional development will be provided as needed and during review processes.

Educators will:

- Identify local community resources where mutually beneficial and supportive relationships require establishment or enhancement.
- Consider community needs and priorities when planning experiences so as to actively participate and be connected to the wider community.

Parents & Guardians will:

- Have access to information on relevant community resources for their child or young person, made available by the Nominated supervisor on request.

The wider community will:

- Have free access to meet with the Nominated Supervisor by appointment (provided that parents/guardians and children and young people attending the Service are the greater priority), to discuss any issues or concerns with respect to the Service.

MUELLER COLLEGE OSHC COMMUNITY ENGAGEMENT PLAN

Reviewed June 2025

Mueller College Outside School Hours Care will strive to build sustainable relationships with the community to improve student learning and wellbeing while developing their understanding of **active citizenship** in the community.



Community access is sought to increase opportunities for children and young people to have **real-life experiences** and open pathways to better support development, health and families. Utilising community organisations allows the Service to explore diverse options for supporting children and young people's diverse and unique needs.

The Service will communicate with families, striving to make every / feel welcomed and valued as part of the OSHC community. Families are encouraged to express their views and **share their skills** in making contributions to the Services, policy, procedures, philosophy and program.



Respectful interactions **acknowledge parents and carers as the primary carers** of their child and consequently encourage share their views in the direction of the child's development.

beliefs and traditions and that these can be shared to benefit all children and young people attending the Service.

Every effort will be made to connect equally with families from all cultures and backgrounds to ensure the child's OSHC experience is **respectful of their**



An authentic connection with Aboriginal and Torres Strait Islander groups will be sought to form sustainable and respectful relationships that acknowledge traditional custodians and Elders.

Community needs and priorities will be considered when programming student experiences to ensure involvement and continuity across the Service and the wider community. Activities will be chosen to support the objectives and the goals of the Service, encouraging links with the school community as well as the Mueller community as a whole and wider community events and celebrations.



Resources for **Community Connections** will be updated regularly. Resources include online community contact list, community notice board, Service, church and school newsletters, brochures and online Mueller College website links. The Service will **invite community organisations** to send information about events and programs to the Service that may be integrated into the program for children and young people to participate in or visit. Information from local Councils, Libraries, Police, Citizen Youth clubs, other Outside School Hours Care Services, Sporting organisations or other groups will also be made available whenever possible.



See also:

- Mueller OSHC Anti-bias Policy & Procedure
- Mueller OSHC Family Involvement, Communication and Feedback Policy & Procedure
- Mueller OSHC Community Engagement Plan

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 Governments. Ver 2.0, 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)

REVIEW

POLICY REVIEWED BY:	Rachel Rose	OSHC Director	23/09/25
POLICY REVIEWED	SEPT 2025	NEXT REVIEW DATE	JAN 2026
VERSION NUMBER	V2.3		
MODIFICATIONS	<ul style="list-style-type: none"> • New legislation 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		PAST REVIEW DATE
	<ul style="list-style-type: none"> • Updated references • Addition of the review table 		JAN 2025
	<ul style="list-style-type: none"> • Format changes. • Adjusted to include 2024 feedback 		JUNE 2025