

CLOVELLY OUT OF SCHOOL CARE WOULD LIKE TO WELCOME YOU

Starting school is an exciting time for a child, becoming part of a new community, forming new friendships with peers and building trusting relationships with adults. We love this time of the year, as all the innocent wonder that spills from our new kindergartens reminds us of the learning and development that will follow during their time with us. Our team of professional educators at Clovelly out of School Care are here to ensure that you and your child have a positive and smooth transition into Clovelly Public and our out of school hours service. We look forward to working in partnership with all our new families in the year ahead and encourage you to share any questions and feedback that you may have.

So, here's a little about us

COOSC is a non-profit community based incorporated association run by a dedicated Director and overseen by a volunteer parent Management Committee. At COOSC we identify the significance of family in the child's life and work in partnership to encourage involvement and engage in shared decision-making processes, whilst maintaining respectful and open communication between staff, parents, children, the school and the community.

Here at COOSC we believe that children are able and active learners, and we value the importance of middle childhood as a foundation for all later learning and development. We endeavour to support the children's evolution by providing a safe and stimulating environment which encourages exploration, independence, creativity, self-esteem and confidence through play.

COOSC prides itself on our dual program of juniors 5-8yrs and tweenies 9yrs & over, as we recognize the diverse developmental needs of school age children. We aim to provide a play-based environment adopting holistic approaches where educators are responsive to all children's strengths, abilities and interests.

We believe in sustainable practices and encourage parents to source our 'Family Handbook' or any additional information about our service from our website www.coosc.com.au

Warmest Regards
Natasha Gallant
Acting Director and Nominated Supervisor

CLOVELLY OUT OF SCHOOL CARE

2024 Kindergarten Enrolment Procedure

We have provided the following information and outlined our enrolment procedure so that you are informed and have the best possible chance of receiving the care you require for 2024.

During re-enrolment the Centre often fills its After School Care (ASC) places with existing families and their younger siblings starting kindergarten, as they are given priority over new families. However, we acknowledge that this service is vital to many and will do our best to accommodate your family's needs. If we are unable to offer you a permanent position initially, please know that our waitlists are constantly moving and often we are able to place children in our service once the year progresses. If you miss out on an After School Care place in 2024, please consider if our Before School Care (BSC) program that runs from 7-9am might work for you. If your work is flexible this time slot may be an option. BSC has smaller numbers and is popular amongst the children, as it has an intimate, family like atmosphere and plenty of craft, games, activities and breakfast options to keep the little ones engaged.

2024 Enrolment Procedure

1. Log on to our website. www.coosc.com.au
2. Click on the online portal 'My Family Lounge'. Please either SIGN IN with your existing My Family Lounge account or if you do not yet have one, click register to sign up for an account. Once your details have been registered with My Family Lounge, you will receive a welcome email where you will be prompted to complete your registration and set up a password. You will have 7 days to set up your password to validate your account. Once you have validated your account, you are ready to book.
3. Download the 'My Family Lounge App' to use from your tablet or phone. This app will allow you to:
 - Manage bookings for one or more children from a single log in
 - Record your child as 'absent' in advance for a permanent session
 - Activate notification alerts
 - Edit your contact, authorisations and billing info
4. Read the 2023 Kindergarten Enrolment Pack as this provides important information on transitioning into school and our OOSH Service. We also recommend you familiarize yourself with our 'Family Handbook' so you are aware of the service governance, procedures, and staffing arrangements.

Transitioning into Kindergarten

The transition to school can be an anxious time for the child and even more so for the parents. It's a change in environment, social settings, routine and will take some time for the entire family to adjust. Each child will respond differently to the change and we, as a service, aim to make this transition as smooth as possible. Dedicated educators work with the child, family and school community to ensure the child develops a sense of belonging to their new environment helping them to adapt to the new routine of childcare and movement to and from school.

Educators at COOSC are guided by the 'My Time Our Place' Framework which is the nationally recognised curriculum for school aged children and is the extension of the 'Early Years Learning Framework'. We implement this into our everyday program and practice to support education and continue the development and enhancement of skills young children need in the classroom to optimise their learning and social network at school.

It is important for your child to be ready for this change, as a parent it is important to think ahead and prepare your child.

It is suggested those children who feel:

- *Comfortable, relaxed and valued*
- *Good about themselves as learners, and have*
- *A sense of belonging to the school community*

Are more likely to have a positive experience when starting school. (Connor and Linke, 2013)

Our Kindergarten educators will work with your child during their time at the centre to understand their identity within the new world, and further develop personal skills and relationships with others to make this environment a place they want to be in.

We use our professional knowledge as the foundation of our practice and understand that young children are still developing their understanding of fairness, teamwork and making new friends. We plan experiences that allow children to explore the boundaries of relationships, learn from each other and are designed for the individual child's needs. These experiences also encourage children to ask and answer questions of others, exhibit the art of patience and demonstrate how to listen and follow instructions.

Our 'Life Skill' philosophy supports the child's personal skills of looking after their own things and following rules and routines that are applicable in the school environment. Educators work with children to develop their understanding of these concepts and put in place procedures to support their growth.

The most important thing you can do as a parent to contribute to your child's transition is use effective communication: taking the time to explain the change in routine and discuss any concerns and listen to their comments and reassure them with comforting language. Good communication makes a child feel heard and valued and establishes a strong foundation for the change to come.

Orientation time

During the Schools Kindergarten tours our doors will be open for families to visit us, see the Centre and chat to an educator about our service. You are also welcome to make a pre-arranged booking to visit us and discuss the needs of your child and your expectations before enrolling in our service. The Senior Educator will explain our programs, practices, children's routines, and other important information to you at this orientation.

Settling into a routine

Educators will continually chat with you during those first few weeks as you collect your child from care to check that your expectations of the Centre are being met and that you are happy with the level of care. We will also discuss the routines, friendships and experiences your child has participated in during the day. Kindergarten educators will be allocated to our new children and these educators will be available to discuss how your child is settling in and any concerns you may have. They will take the children to school and collect them from the classrooms as well as provide familiar and interesting experiences to fill their time. We have found that these designated educators provide the familiar face and comfort kindergarten children often require to adjust to a new environment and create a sense of belonging. Most children settle in happily within the first couple of weeks, however if your child takes a little longer adjusting, chat with the educators and together we will find a way to turn separation into smiles.

For most of Term 1, we will collect all Kindergarten children from their classrooms and slowly get them used to coming down by themselves throughout the term. Kindergarten children are offered afternoon tea whilst the rest of the children are arriving at after school care and are closely supervised by an educator. Separate activities are offered for kindergarten children, so they feel comfortable, secure and settled in our environment for the first term however they are free to mix with the other children and participate in all our offered activities if desired.

Importance of play

The Centre operates on the principle of free play. Children are encouraged to participate in activities, but the choice of participation is up to them. Activities range from art, drama, music, dance, science, technology, sport, games and more. The program contains intentional teaching experiences that have been planned based on previous learning, furthering of children's curiosities or ideas children have voiced to educators.

Afternoon tea

Afternoon tea is a mixture of healthy, cross-cultural foods to suit the seasons, activities and tastes of the children. Our children sit on mats in peer groups and chat with each other and an educator in an informal and social environment whilst eating a buffet of foods set on our menu plan. All educators are sensitive and responsive to each child's daily nutritional needs, eating patterns, food preferences and dietary requirements and this is taken into consideration with menu planning.