

OSHC

Newsletter

TERM 2, 2026
SNAPSHOT



This service is committed to promoting and protecting the safety and wellbeing of all children by providing an environment where children feel safe and their voices are heard. The safety, rights and best interests of children are paramount consideration.



St Francis of Assisi OSHC acknowledge the Wurundjeri people of the Kulin nation as the traditional owners and ongoing custodians of the land on which our service is built

“A little progress each day adds up to big results.” — Satya Nani



TERM 2 SNAPSHOT

I have a strong sense of
IDENTITY

Children learn about themselves and construct their own identity through experiences with their peers. The educators carefully set the environment to support the children to direct their own learning, freely choose their leisure experiences, facilitate collaborative play and to promote the development of trusting friendships.



The children's feeling of safety, security and confidence was continually evident as they celebrated their achievements, explored the resources and opportunities available to engage prior learning, experiment, modify the environment to meet their interests and repurpose materials to enhance their play experiences.

I am connected to and contribute to
MY WORLD

The educators facilitated learning opportunities to support the children's connectedness and their understanding of different ways to belong with people, Country and communities.



The children crafted mixed-media poppy arts, baked Anzac cookies, created planet-themed designs, assembled red/black/gold and blue/black/green pony bead jewellery pieces, produced a Lorax character, constructed with recycled materials and built castles which engaged their understanding of ANZAC traditions, a respect for diversity, appreciation of sustainable practices and the exploration of Aboriginal and Torres Strait Islander people's culture.



In school age care, children investigate responsibility for their health, hygiene and nutrition. Additionally, they recognise the importance of physical activity and the development of emotional and mental wellbeing.

Throughout the term, the children continued to prepare their own breakfast and participated in a variety of cooking experiences. These experiences enhanced life skills and independence and promoted healthy eating habits.



Participation in the Culinary Tour experiences encompassed the preparation of english muffin pizzas, mini dinner roll delights and vegie wraps which further developed knowledge of healthy choices and encouraged children to try new, nutritious foods.



Mindful May encouraged sedentary play and arts and crafts activities which included mandalay colouring and the creation of mosaic dreamcatchers and stained-glass window displays, whilst physical activity was a constant inclusion in session planning/programming.



The OSHC space provides diverse experiences which are suitable for a range of ages and capabilities. These experiences offer challenge, interest and engagement, allowing children to learn in a variety of ways, with and from their peers and educator-led opportunities.



To optimise learning, the educators reflected on their knowledge of individual children and considered their interests and competencies for the preparation of the weekly sports program. This planning included attention to objectives for the planned activity, i.e. *the most recent* volleyball experiences incorporated basic drills for serving and/or striking, understanding team structure, the promotion of teamwork and collaboration, and to grow strength and perseverance, etc. Following these training exercises, the children enjoyed the opportunity to practice their newly acquired or developed skills in a game event.



Children are highly motivated to contribute ideas, thoughts and feelings in the OSHC setting. Additionally, they question and listen to others' viewpoints and clues during play. Listening skills are vital to avoid misunderstanding, develop trust, respect and empathy and improve problem solving, which are essential for an effective communicator.



The children's participation in dramatic play experiences promoted enjoyable interactions using verbal and non-verbal language to contribute ideas and portray real-life experiences. Sedentary play promoted the children's engagement with media and technology for fun and to make meaning, cooking experiences developed literacy skills to follow recipe directions, whilst team activities and collaborative pursuits inspired decision-making, allocation of roles and to set clear expectations for play.



St Francis of Assisi

GOLDEN TICKET

Name: _____

Educator: _____

Date: _____

☐ BEING RESPECTFUL ☐ BEING RESPONSIBLE

☐ BEING HONEST ☐ BEING CO-OPERATIVE ☐ BEING SAFE

To minimise confusion, we would like to remind children/parents that Golden Tickets can only be redeemed in the school year marked on the tickets.

Educators continue to reiterate this message with the children and, to avoid disappointment, the discussions are constant during Term 4.

