

OSHC Newsletter

TERM 3, 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

"Believe you can and you're halfway there." - Theodore Roosevelt



Please Note:

All accounts must be finalised at the conclusion of each term. Failure to do so will result in a suspension of care the following term until payment is received.

Bookings for Vacation Care can only be accepted if accounts are at a nil balance prior to the conclusion of the preceding term.

If you are experiencing financial difficulty, it is important you contact the service to organise an agreed payment arrangement.



Congratulations to our OSHC 2026 Footy Tipping Winners

First Prize

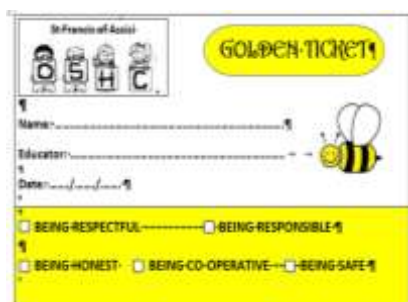
Julian Eshow

Second Prize

Gianni Morabito

Third Prize

Tommy Collins



Please Note: Golden Tickets can only be exchanged during the school year which is clearly marked on the tickets.

If your child has collated these tickets throughout the year, it is important they select and collect their chosen prize in Term 4.

THESE TICKETS CANNOT BE CARRIED FORWARD TO 2027.

Thank you for your support



Beginning in Term 4, 2026, the prep children will begin the gradual process of walking unaccompanied *by an educator or teacher* to and from the service. This progression is to support their readiness for Grade 1.

This process is well practiced with the children, and the classroom teachers are also well-rehearsed in the procedures.

Prep Parents/guardians will be reminded again about this practice prior to its development next term.

Emergency Drill

This term the educators and children rehearsed both a Lockdown and Evacuation Drill to ensure safe practices and ease panic in an unexpected emergency event.



TERM 3 SNAPSHOT

I have a strong sense of
IDENTITY

The educators continue to build respectful and trusting relationships, interacting, conversing and listening to children as they express their ideas and needs. This practice supports the children's Sense of Identity as they reach out for comfort and assistance, express their emotions and share their thoughts, views and ideas.



Throughout the term, the children's emerging interests and suggestions have steered the planning and programming. This was markedly evident with post-it-notes on the I've Got an Idea display board which encompassed menu recommendations, proposals for weekly-theme experiences, recommendations for Vacation Care and prompt change/modification of experiences available.

I am connected to and contribute to
MY WORLD

Children's connectedness and different ways of *belonging* with people and communities helps them to learn ways of *being* which reflect the values, traditions and practices of their families and society. Over time, this learning supports their understanding of responsibilities necessary to become active and informed citizens and transforms the ways they interact with others.



Participation in the Children's Week, NAIDOC, Christmas-In-July, Father's Day and RU OK Day experiences facilitated opportunities for children to contemplate a Respect for Diversity, Aboriginal and Torres Strait Islander perspectives, develop emotional awareness and empathy and strengthen relations.



I have a strong sense of
WELLBEING

Participation in both passive and active leisure experiences contribute to a child's wellbeing.

Solitary and restful play can support emotional regulation, meet a child's desire for downtime and foster improved focus. Whilst physical activity can also support self-regulation skills, added benefits include the development of strong bones and muscles, enhanced co-ordination and movement skills and the promotion of a healthy lifestyle.



The OSHC environment and program continues to provide a combination of these play experiences to support the children's choice and the educators' carefully planning ensures maximum engagement.



OSHC provides diverse experiences that offer challenge, interest and engagement for the diverse range of ages and capabilities in attendance. The children engage and learn in a variety of ways - with *and from peers, educators and through community involvement.*



Assorted science and craft experiences were available each week to engage the children's exploration, experimentation, creative thinking and inquiry processes. During Term 3, the children applied trial and error to participate in growing tree, oil & water, fireworks, invisible ink and storm-in-a-jar experiments, whilst salt dough, playdough, slime, bubble dough and modelling clay projects employed sensory play and problem-solving skills. Creative and critical thinking was engaged for the crafting of jewellery, pony bead designs, floral headwear, dioramas, coasters, pen holders, wreaths, weaving and recycle art designs.

The daily sports and physical activities continued to develop the children's co-operation, commitment and physical capacities and, in turn, built confidence.



Play and leisure provides children with ongoing opportunities to exchange ideas, thoughts, questions and feelings. When exchanging ideas and participating in collaborative activities, children become respectful listeners and well as thoughtful contributors.



The children engaged roles of literacy and numeracy during dramatic play, utilised text for instruction when participating in science and craft experiences and integrated technology in their play for dance and movement.

