

3.1 Educational Program Planning Policy

Using the approved learning framework, My Time, Our Place: Framework for School Age Care in Australia, the appointed Educational Leader of Oakleigh Outside School Hours Care, in consultation and collaboration with Educators, children and families, plans, designs and delivers programs that cater to the diversity of ages, developmental needs, skills, interests and abilities through a variety of challenging and recreational activities. In providing opportunities for children, the service recognises the importance of play, relationships, collaborative decision making and respect for diversity.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- NQS Area: 1.1, 1.2; 2.1, 2.2; 3.1, 3.2, 3.3; 4.1; 5.1, 5.2; 6.1, 6.2, 6.3; 7.1, 7.2.
- Policies: 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.



Procedures

A suitably qualified and experienced educator will be identified as the Educational Leader for the Oakleigh Outside School Hours Care (as per Policy 8.2 – Educational Leader).

The Educational Leader is responsible for having a written program plan prepared for each aspect of the Oakleigh Outside School Hours Care. This program plan will be on display for everyone's information.

The Educational Leader directs and monitors staff in the planning, evaluation, development and implementation of programs and experiences for the children consistent with this policy and, in particular, which:

- Demonstrate that the five learning outcomes provide a focus for the activities and experiences planned for individuals and groups of children;
- Takes a holistic view of children's learning, focusing on their physical, personal, social, emotional and spiritual wellbeing;
- Are built around routines, i.e. arrival, hand washing, eating, play etc.;
- Includes a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles;
- Includes activities which would normally be a part of the life of children during hours outside of school (this is particularly relevant during Vacation Care where excursions become an important part of the program);
- Demonstrates flexibility in program delivery by incorporating children's ideas, culture and interests to ensure the experiences are relevant and engaging;

- Promotes the children’s sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, diversity, views and abilities of the children;
- Provides a variety of indoor and outdoor experiences, open-ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the service;
- Provides appropriate opportunities for children as individuals and small groups to follow and extend their interests;
- Provides appropriate opportunities for children to participate in physical play, accepting and acknowledging each child’s level of participation according to their abilities and interest;
- Provides appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama, etc.;
- Provides appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behaviour;
- Takes account of necessary modification and enhancements identified through the Program and Documentation Evaluation Policy (see Policy 3.2), as well as spontaneous child-initiated opportunities and moments of intentionality when required;
- Provides appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia’s Aboriginal and Torres Strait Islander heritage;
- Encourages and provides appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child’s learning; and
- Applies the principle of equal opportunity to the Oakleigh Outside School Hours Care’s program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.

The Educational Leader is responsible, in consultation with Educators, for continually recreating and adapting the indoor and outdoor environments to:

- Meet the needs and interests of all children, including their need for rest or sleep;
- Facilitate the inclusion of children with special needs;
- Respond to the developing and emerging abilities and interests of all children; and
- Ensure that all children in a multi-age group have positive experiences.

Children are encouraged to participate in decision making, with their ideas and opinions listened to and if possible, acted upon. This facilitates children sharing ideas and questioning what happens at their service.

Where possible, the program allows and encourages children to complete projects they have commenced over a number of sessions.

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019

3.2 Program Documentation and Evaluation Policy

In order to ensure the Oakleigh Outside School Hours Care programs are effective in delivering the objectives and learning outcomes as reflected in these policies and procedures, the service regularly reflects on, and evaluates, the structure, process and content of its programs.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- Privacy Act 1988 and Regulations 2013
- NQS Area: 1; 2.1, 2.2, 2.3; 3; 4.2, 4.2; 5.1, 5.2; 6.1, 6.2, 6.3; 7.1., 7.2, 7.3.
- Policies: 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.10 – Observational Recording, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 9.3 – Communication with Families.



Procedures

Educators will regularly seek feedback and information from families in relation to their child/children and their participation in the programs delivered by Oakleigh Outside School Hours Care. This information may be gained through face to face conversations, surveys, enrolment forms and/or other effective means.

Through regular team meetings, the Coordinator, Educators and other staff will draw on the diverse knowledge, views and experiences of each other when reviewing the experiences planned to ensure that all children have opportunity to achieve the learning outcomes.

Educators will be required to critically reflect on both planned and spontaneous experiences, by using various methods including (but not limited to) observations and experience evaluations to ensure the learning outcomes are promoted. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.

Children's learning experiences and activities are documented in a variety of ways to assist with ongoing reflection and evaluation of children's strengths, interests, behaviours and relationships. Documented experiences will be collated and displayed for families and children.

Children's comments, suggestions and feedback are recorded in the children's meeting/suggestion book which is reviewed at regular team meetings for activities and experiences that could be implemented into the program.

Families are invited at parent information sessions and through the Family Handbook to contact the Coordinator/Educational Leader at any time with any comments, complaints or suggestions relating to the programs provided by the service.

The Coordinator/Educational Leader will, on a regular basis at team meetings:

- Seek verbal comments from Educators in respect to the effectiveness of the program and practice as it aligns with the Principles, Practice and Outcomes of My Time, Our Place and the Oakleigh Outside School Hours Care statement of philosophy, and to achieve the program goals; and

- Discuss with Educators the ways in which the program could be modified or enhanced as a result of any feedback or experience encountered in the delivery of the program. Written minutes will be taken at these meetings.

The Educational Leader will, on a weekly basis and taking into account reflections of Educators, children and families, evaluate the program and play experiences to ensure the identified goals and learning outcomes were achieved. These evaluations will inform future programming decisions in collaboration with all Educators, children and families.

The Coordinator and Educators will monitor, evaluate and review the program delivery in line with the National Quality Standard and My Time, Our Place to ensure they fulfill these policies and procedures and any other relevant obligations of the Oakleigh Outside School Hours Care.

Taking into account all feedback received through these procedures, the Coordinator/Educational Leader will regularly report in writing to the OSHC Subcommittee on the evaluation of the effectiveness of the service programs and the ways in which they have been modified or enhanced as a result.

In seeking feedback from parents or Educators, the Coordinator will treat all complaints relating to program respectfully in accordance with the Complaints Handling Policy (see Policy 9.5) and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019

3.3 Educator Practice Policy

Oakleigh Outside School Hours Care is committed to providing quality outcomes for children through ensuring that educator practice reflects the service's statement of philosophy and goals, and the Principles as outlined in 'My Time, Our Place': Framework for School Age Care. The service applies professional standards to guide educator practice and decision making within the service and provides opportunities for Educators to acquire the skills and knowledge to enable them to fulfill their role.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
'My Time, Our Place': Framework for School Age Care in Australia
- NQS Area: 1; 2; 4; 5; 6.1, 6.2, 6.3; 7.1, 7.2, 7.3.
- Policies: 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.10 – Employee Orientation and Induction.



Procedures

Oakleigh Outside Schools Hours Care will strive to ensure that Educators' practices:

- Foster children's self-esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements;
- Empower children to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment;
- Support children to understand, self-regulate and manage their own emotions in a way that reflects the feeling and needs of others;
- Promote children's sense of belonging, connectedness and wellbeing through consistently positive and genuinely warm and nurturing interactions;
- Support children's communication through engaging them in a range of methods from sustained conversations about their ideas and experiences to providing opportunities for music, books etc.;
- Respect the diversity of families within the community and allow opportunities for children to broaden their understanding of the world in which they live through the investigation of histories, cultures, languages and traditions;
- Demonstrate flexibility in program delivery, incorporating children's ideas, culture and interests to ensure experiences are relevant and engaging as well as being creative in the use of equipment and materials to stimulate children's interest and curiosity;
- Support children to explore different identities and points of view through play and everyday experiences, acknowledge each child's uniqueness and are aware of, and responsive to, children who may require additional assistance to participate;
- Allow and assist children to document their learning experiences using various methods such as photographs, journals and/or art and craft displays;
- Reflect on planning and implementation of activities in relation to the 'My Time, Our Place' Framework for School Age Care in Australia and their knowledge of the children's current

learning and development through regular completion of activity observations and/or learning stories;

- Support all aspects of children’s health, ensuring that their individual health and wellbeing requirements are met and supporting them to learn about healthy food, drink and lifestyle choices;
- Demonstrate a commitment to children’s health and safety through role modeling hygiene and sun safe practices, complying with Oakleigh Outside School Hours Care policies and procedures relating to the environment and/or equipment and supporting children to negotiate play spaces to ensure the safety and wellbeing of themselves and others;
- Support a balance of indoor, outdoor, planned and spontaneous physical activities and passive experiences for children by encouraging participation in new and/or unfamiliar activities and accepting the children’s level of involvement according to their skill and ability;
- Demonstrate a commitment to ensuring children are protected through compliance with Oakleigh Outside School Hours Care policies and procedures relating to the safety and/or collection of children in the care of the service;
- Demonstrate a commitment to regularly review and update knowledge and/or skills and practices in line with current professional standards and/or guidelines through the development and implementation of a professional development plan, in conjunction with the Coordinator and in line with identified Oakleigh Outside School Hours Care needs;
- Support other Educators to achieve the goals as outlined in the Oakleigh Outside School Hours Care philosophy and goals by sharing expertise, modeling best practice, providing feedback and leading discussions at regular team meetings;
- Support families through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and courteous manner, suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required; and
- Support and encourage families and children’s involvement in their local and wider community, through participation in appropriate projects and/or events and engaging children in sustainable practices within the service.

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019

3.4 Homework Policy

To support families and children, Oakleigh Outside School Hours Care will endeavour to provide adequate time, quiet space and supervision to enable children to do their homework as necessary, with the express understanding that time in school age care may be the optimal opportunity for homework completion.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- NQS Area: 1.1; 2.3; 3.1; 4.1; 5.1, 5.2; 6.2, 6.3; 7.3.



Procedures

The Coordinator may create and keep a homework list with the names of children who are to do homework each day.

Children doing homework will be supervised in a quiet environment, away from the other children if possible.

Educators will assist children with projects and homework to the extent possible, taking into consideration supervision and duty of care issues in relation to the other children in care.

Educators will not be responsible for monitoring and signing off on homework.

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019

3.5 Excursions Policy

Oakleigh Outside Schools Hours Care includes excursions as a valuable part of its overall program. Excursions provide enjoyment, stimulation, challenge, new experiences and a meeting point between the service and the wider community. Risk assessments are conducted and a Risk Management Plan prepared to ensure all safety precautions are identified and maintained, and parent permission is obtained before a child is taken on an excursion.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011

'My Time, Our Place' Framework for School Age Care in Australia

Family and Child Commission Act 2014

Work Health and Safety Act 2011 and Regulations 2011

- Duty of Care
- NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.1, 2.3.2, 2.3.3; 4.1; 6.1.2; 7.1.1, 7.1.2, 7.2.1, 7.3.1, 7.3.2, 7.3.5.
- Policies: 2.3 – Educator Ratios, 3.1 – Educational Program Planning, 3.6 – Transport for Excursions, 3.11 – Escorting Children, 10.9 – Risk Management and Compliance.



Procedures

Children's age, interests and abilities are taken into consideration when planning excursions. Comments and suggestions from children and families are also taken into account.

When planning excursions, venue and transport costs are carefully considered, to ensure that excursions are financially viable to all families.

Alternative arrangements will be planned in case of changed weather conditions.

The Oakleigh State School P&C Association approves all excursions.

When planning an excursion and including water-based activities, the Coordinator will conduct a risk assessment including strategies and procedures for managing children whilst undertaking such activities. Strategies could include the involvement of qualified Educators and supervision management plans.

Limited bookings impacting viability may result in the excursion being cancelled. The Bookings and Cancellations Policy (see policy 2.14) applies to all excursions.

Prior to an excursion A risk assessment must be conducted

The Senior Leadership Team, research the excursion venue and proposed activities, assess the risks and then prepare a Risk Management Plan (RMP) to be submitted to the OSHC Subcommittee with the program, Vacation Care program brochure and budget. Once reviewed, the program and RMP is passed to the P&C Executive for excursion approval.

As per the National Regulations, information documented in the Risk Management Plan will include:

- The reason for the children being taken on the excursion and the expected cost;
- The proposed date, route and destination for the excursion;
- Identified risks associated with the excursion and control measures to be used to minimise those risks;
- Any water hazards and/or risks associated with water-based activities;
- The transport to and from the proposed destination for the excursion;
- The number of adults and children involved in the excursion;
- Given the risks posed by the excursion, the number of Educators or other responsible adults (e.g. volunteers) that is appropriate to provide supervision and whether any adults with specialised skills are required (e.g. life-saving skills);
- The proposed activities and duration of the excursion; and
- A list of items that should be taken on the excursion (e.g. mobile phone, emergency contacts).

Authorisation from parent or other, with authorisation as per enrolment form, to take the child outside of the service is sought.

Excursion permission forms are required to be signed by a parent/guardian prior to every excursion (see Template 3.5.1). The permission form contains the following information as a minimum:

- The child's name;
- The reason the child is to be taken outside the premises;
- Excursion date;
- Description of the destination;
- Method of transport;
- Proposed activities to be undertaken;
- Departure and return times (the period of time to be away from the premises);
- Anticipated number of children likely to be attending the excursion;
- The anticipated ratio of accompanying Educators to anticipated number of children;
- Anticipated number of staff members or other adults to accompany and supervise the children; and
- That a risk assessment has been prepared and is available at the service.

There will be no changes to the notified itinerary except in an emergency and as would ensure the wellbeing and safety of the children.

Adequate steps are taken when selecting transport. (See Policy 3.6 – Transport for Excursions).

All Educators attending the excursion must read and sign off on the relevant and specific excursion Risk Management Plans, prior to attending on the day.

The Coordinator/Assistant Coordinator ensures the Excursion Checklist (see 3.5.2) included in the Risk Management Plan is completed prior to departing for the excursion. All Educators will read and ensure they understand their responsibilities on the day.

During the Excursion

The following items will be taken on all excursions and be readily accessible to Educators at all times:

- First aid kit, individual medications and forms, medical management plans and medical devices as required;
- Attendance record/roll and staff roster;
- Emergency contact details and numbers for children and staff; and
- A fully charged mobile phone or access to one.

The service camera may be taken for Educators to record and document children's experiences.

Head counts will be made at regular intervals and when moving from one area to another.

Educators will satisfy themselves that the environment is safe for use before allowing the children access to it.

Children will not be left in the sole care and custody of bus drivers or any other persons during excursions; educator to child ratios as identified on the risk assessment will continue to apply during excursions (see Policy 2.3 – Educator to Child Ratios).

In the event of injury occurring during an excursion, procedures as set out in the Incident, Illness and Injury Policy (see Policy 4.5) will be followed.

After the Excursion

Educators will complete an excursion evaluation form (see Template 3.5.3) and give to the Coordinator for review.

At the next team meeting, the excursion will be reviewed and evaluated to ensure children's learning and wellbeing outcomes are met. The Sub Committee will be advised of the outcomes in the monthly report.

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019

3.5.1 Oakleigh OSHC Excursion Permission Form

Planned Excursions for the holiday period.

For the Oakleigh Outside School Hours Care to take your child on an excursion and away from the OSHC premises your written authorisation is required. Please complete the form below and return it to OSHC as soon as possible as spaces may be limited.

****Please note****

- A day cancellation of booking period applies.
- Risk assessments for each planned excursion are available for viewing at the OSHC office.

I give permission for my child/children to participate in the excursion/s as indicated below:

Excursion date:	Excursion venue and address:
Proposed activities to be undertaken:	
Method of transport:	Departure time: Return time approx.:
Period of time the children will be away from the service:	
Anticipated number of children to attend:	Anticipated educator to child ratio:
Anticipated number of staff and adults to accompany and supervise the children:	
Write the name of each of your children who will attend this excursion:	
1. _____	
2. _____	
3. _____	
4. _____	
Parent/Guardian Name:	Signed: Date:

Excursion date:	Excursion venue and address:
Proposed activities to be undertaken:	
Method of transport:	Departure time: Return time approx.:
Period of time the children will be away from the service:	
Anticipated number of children to attend:	Anticipated educator to child ratio:
Anticipated number of staff and adults to accompany and supervise the children:	
Write the name/s of each of your children who will attend this excursion:	
1. _____	
2. _____	
3. _____	
4. _____	
Parent/Guardian Name:	Signed: Date:

3.5.2 Excursion Checklist

Prior To Excursion	Required/Not Required ✓/*	Person Responsible	Date Completed	Actions
Identify expected benefits of attending this excursion				e.g. After excursion evaluation, assess the benefits as measured against the learning outcomes
Visit to excursion site: ✓ Accessibility to water ✓ Accessibility to toilets				e.g. Toilets must be checked throughout the day
Risk Assessment completed as per regulatory requirements: ✓ Proposed route and destination of excursion ✓ Water hazards ✓ Transport to and from venue ✓ Number of adults attending ✓ Number of children attending ✓ Ratio of educator to child ✓ Proposed activity ✓ Length of time of excursion				
Specific Risks To Be Considered: ✓ Vehicle accident ✓ Weather extremes ✓ Sunburn ✓ Dehydration ✓ Lost child ✓ Fire ✓ Venomous creatures ✓ Illness/Accidents ✓ Child protection				
Authorised by management				
Parent permission form distributed				
Swimming Ability Form distributed (if required)				
Equipment Check: ✓ First aid kit ✓ Mobile phones ✓ Walkie-talkies ✓ Camera				

On Excursion Day	Required/Not Required ✓/✗	Person Responsible	Completed	Actions
Parent permission form returned				
Swimming ability form returned (if required)				
Emergency contacts folder (Educators, volunteers and children)				
First aid kit				
Medication				
Sunscreen				
Mobile phones				
Walkie-talkies				
Injury/illness/trauma forms				
Camera				
Details of transport company				
Details of Venue				
Transport ✓ Notice of service details for display on bus ✓ Seat belt check ✓ Vehicle registration and notice of Road Worthiness ✓ Driver's license and authorisation ✓ Alternative arrangements in case of breakdown				
Drink Bottles				
Hats				
Shoes				
Roll Call				Throughout Day
Code of Conduct explained to Educators and children				
Emergency procedures explained to Educators and children				
Emergency excursion kit e.g. spare clothes, towel				
Master list of all attending excursion to be given to each group				
Day procedure and Emergency Contact Plan for each group				
Children with special needs ✓ Anaphylaxis.				

<p>Check venue for possible allergens</p> <ul style="list-style-type: none"> ✓ Staff in attendance with anaphylaxis training ✓ Mobility. Does venue have suitable access? ✓ Other- Is there an action plan in place and are staff trained to carry out any procedures if necessary. 				
Wristbands for children with service, mobile phone and coordinator details.				
Evaluations completed by all stakeholders after excursion.				

Rationale for Educator/Child Ratio

Activity

Ratio

Rationale

3.5.3 Excursion Evaluation

	Excellent	Good	Satisfactory	Unsatisfactory
Transport safety				
Transport suitability				
Provision of sheltered areas for hot and wet weather				
Provision of storage areas for bags and/or equipment				
Provision of equipment for play				
Safety of equipment/ Location of first aid and phone facilities				
Suitability of environment such as lighting, noise, crowds, set up				
Provision of toilet facilities				
Food/drink facilities (BBQ, kiosk, drink taps)				
Facilities for people with disabilities				
Management and staff of venue				
Supervision				
Staff interactions with children				
Children's level of interest/enjoyment				
Suitability to a range of abilities				
Cultural/linguistic relevance				
Age group most interested	4-6	7-8	9-10	11-12

Identify and explain the learning outcomes met by the children attending this excursion.

Would you make any changes to the excursion?

Would you recommend this excursion in the future?

Yes

No

Educator name.....Sign.....
Date.....

3.6 Transport for Excursions Policy

Children have the right to be safe while travelling in transport provided by the Oakleigh Outside School Hours Care. All vehicles used need to comply with the appropriate legislation and regulations and the Transport Operations (Road Use Management) Act, 1995. Maximum safety precautions will be maintained and parent permission will be obtained before a child travels on any type of transport.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Duty of Care
- QLD Transport Operations (Road Use Management) Act, 1995
- NQS Area: 1.1; 2.3; 4.1; 7.3.
- Policies: 2.3 – Educator Ratios, 3.5 – Excursions, 4.16 – Vehicle Restraint, 10.9 – Risk Management and Compliance.



Procedures

Selecting Transport

All vehicles used must be registered in Queensland.

Drivers are to be licensed to carry the required number of passengers for the purpose. The service will request the transport company to provide confirmation and evidence of this fact before engaging the company for the excursion.

Educators generally will not be permitted to transport children, but if permitted in any circumstances, the requirements of paragraphs above apply in relation to that educator and the transport used.

“C” Class vehicles will not be used to transport children except in an emergency situation. In such cases, the educator’s current driver’s license and car registration details must be documented by the Coordinator, prior to giving permission for children to be transported in the vehicle.

In selecting transport, the service will ensure that a communication system is available for use in the event of emergency.

The Oakleigh Outside School Hours Care will in all cases check prior to the excursion what alternative arrangements are available in the event of breakdown.

The service will use buses fitted with seat belts and these will be checked by educators as securely fastened for the children prior to departure.

During Transportation

All vehicles used by the Service will display an A4 size sign with the Service name and emergency contact phone numbers, clearly visible from outside the vehicle.

The number of passengers in the vehicle will not exceed the number of seat belts or in the case of larger vehicles, the number of passengers that the vehicle may be licensed to carry.

The driver is responsible for all passengers being properly restrained in a seatbelt or approved child restraint however the Coordinator will ensure all children are properly and adequately restrained prior to departure.

Children will not be left in the sole care and custody of bus drivers or others. Educator to child ratios as per conducted risk assessment will continue to apply during transportation (see Policy 2.3 – Educator to Child Ratios).

Excursion educator to child ratios will also apply during transportation.

Vehicle breakdown and/or accident

In the event of injury occurring during transporting to an excursion, procedures as set out in the Illness, Injury and Trauma Policy (see Policy 4.5) will be followed.

While waiting for replacement transport/repairs, children will be kept safe, comfortable and occupied with suitable activities.

In the event of a late return to the service, every effort will be made to notify parents e.g. to arrange for a notice to be displayed at the service or to contact parents individually.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

3.7 Physical Activity Policy

Oakleigh Outside School Hours Care aims to provide all children with appropriate, frequent and varied physical activity opportunities, focusing on enjoyment and participation, thereby promoting gross and fine motor skill development and encouraging positive physical activity habits in all children.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- Physical Activity and Sedentary Behaviour Guidelines for Children 5-12 years
- Duty of Care
- NQS Area: 1.1, 1.2; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1; 5.1; 5.2; 6.2, 6.3; 7.1, 7.2, 7.3.
- Policies: 2.3 – Educator Ratios, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educator's Practice, 4.8 – Sun Safety, 6.1 – Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 8.4 – Educator Professional Development and Learning.



Procedures

When planning physical activity games and experiences, individual children's needs, interests, ages and capabilities will be taken into consideration.

Educators will set up the indoor/outdoor area in such a way as to:

- Promote safe physical play for children of different age groups and capabilities;
- Stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- Facilitate the inclusion of children with special/additional needs; and
- Support children to create their own games and experiences.

Educators will encourage children to help plan and set up physical play activities and equipment.

Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.

Educators will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences.

Educators will act as positive role models by becoming involved in and enjoying children's physical activities.

Amount and types of physical activity

The program offered will contribute to the recommended daily physical activity for children in accordance with the physical activity recommendations for 5-12 year olds as published by the Australian Government Department of Health.

Children are actively encouraged to participate in a combination of moderate and vigorous physical activities every day, as part of play and games.

To encourage children to play outdoors and to limit the time children spend watching television or engaged with computers and/or other electronic devices.

The service will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, match their interests, skills and abilities and help them to build their self-confidence.

Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.

Safe and supportive environments

Playgrounds, indoor and outdoor environments are checked regularly to ensure they are safe to use.

All physical activity sessions will be adequately supervised by an educator/s.

In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.

Educators and children wear broad-brimmed hats and apply a 30+ sunscreen on exposed skin at regular intervals when involved in outdoor activities (see Policy 4.8 – Sun Safety).

During outdoor play, children will be encouraged to play in shaded areas.

Drinking water is readily available with Educators encouraging children to access it.

A well-maintained first aid kit is on hand at each activity session.

Equipment

A wide range of safe, adequate and appropriate equipment for physical activity is available for children to access, and, there are a variety of facilities available for children to use.

All play equipment is regularly maintained and cleaned with broken items identified and removed.

Flexible arrangements are provided that allow children to move resources and equipment inside and/or outside to extend their learning opportunities.

Learning about physical activity

Educators inform children about the importance of physical activity for future health and wellbeing.

Physical activity and sedentary behaviour information and guidelines for parents is available at the sign-in area.

The service budget allows for Educators to participate in training in relation to physical activity for children.

Appropriate physical activity manuals and other resources are available at the service.

This policy was adapted from Queensland Health 'PANOSH' Physical activity policy for OSHC.

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019

3.8 Extra-curricular Activities Policy

Oakleigh Outside School Hours Care recognises that extra-curricular activities provide opportunities for children to engage in enriching extension programs which support their growth and development. Where possible, the service will work with local and wider community groups to support the provision of such activities.

The Oakleigh Outside School Hours Care understands, from time to time, extra-curricular activities may be provided within or close to the school grounds and that some families may wish to access these for their children who are attending the OSHC program. It is therefore essential to implement practices which support the needs of children and families without compromising the capacity to provide quality care for all children attending the service.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Duty of Care
- NQS Area: 1.1, 1.2; 2.3; 4.1; 6.1, 6.2, 6.3; 7.3.
- Policies: 2.3 – Educator Ratios, 3.11 – Escorting Children, 9.3 – Communication with Families.



Procedures

Parents/guardians are responsible for informing the service of any extra-curricular activities that the child/children may be involved in whilst enrolled and registered to attend the Oakleigh Outside School Hours Care. This may be done by completing an Activities Escort Form. (See 3.8.1)

The Coordinator then discusses with the parent/guardian the impact that this may have on the service. Such discussion includes whether the child will be signed out of care by OSHC personnel, or the activity provider, and who is responsible for collecting the child and/or returning them to the service when the activity is over.

Suitable negotiations and arrangements shall be made to decide whether or not the Oakleigh Outside School Hours Care will be able to provide additional assistance to the parent/guardian in having their request met if they are asking for their child/children to be dropped off or collected from the activity (see policy 3.11 – Escorting Children).

In making an appropriate decision, the Coordinator is required to consider:

- The accessibility and availability of Educators to fulfil such functions;
- Legislative implications for the service such as maintaining ratios;
- Any financial implications or impacts on the service;
- Any negative impacts on other children attending the service who are not directly involved in the extra-curricular activity; and
- Manageability.

The Oakleigh State School P&C Association maintains the right to make an appropriate decision regarding possible arrangements.

The family maintains the right to appeal the decision of the Oakleigh State School P&C Association through the Oakleigh Outside School Hours Care's grievance procedure. This will be directed to the Oakleigh State School P&C Association following procedures as set out in the service Complaints Handling Policy (see Policy 9.5).

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019

3.8.1 Extra-Curricular Activities Escort Form

I give permission for my child (insert child's name) to leave the care of Oakleigh Outside School Hours Care in order to participate in extra-curricular activities at the school during these times:

I will collect my child when the activity finishes: (please circle) YES

NO

Day	Period/Dates of Activity		Activity child will be participating in	Timeframe	
	Start date	finish date		Start	Finish
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

- I have reminded my child to ensure that they do not leave the Oakleigh Outside School Hours Care until their name is marked off by an educator.
- I have reminded my child that they will be escorted to the activity by an educator and that they are to follow any directions given to them whilst en route to and from the activity.
- I understand whilst away from the service participating in this activity, my child will not be under the care of the Oakleigh Outside School Hours Care.
- I understand that responsibility for my child will once again be that of the Oakleigh Outside School Hours Care once my child is collected from the activity and returns to the service.
- I understand that I will still be charged for the time that my child is away from the Oakleigh Outside School Hours Care participating in extra-curricular activities.
- I undertake to ensure that I notify the Oakleigh Outside School Hours Care if and when this arrangement changes.

Parent/Guardian name and signature:

Date: _____

Coordinator's name and signature:

Date: _____

3.9 Creative and Expressive Arts Policy

Oakleigh Outside School Hours Care recognises that by providing access to creative and expressive arts opportunities for children it encourages them to have fun, enjoyment, mastery and success. Children are encouraged to work collaboratively with Educators and other children, to initiate and contribute to experiences from their own ideas.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- NQS Area: 1.1, 1.2; 2.3; 3; 4.1, 4.2; 6.3; 7.1, 7.2, 7.3.
- Policies: 2.1 – Respect for Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 6.2 – Provision of Resources and Equipment.



Procedures

When planning creative and expressive arts experiences, individual children's needs, interests, ages and capabilities will be taken into consideration.

- Educators will encourage children to actively participate in a variety of creative and expressive experiences including art and craft, singing, dancing and imaginative play.
- Educators will encourage and provide appropriate support to children to participate in new or unfamiliar creative and expressive arts experiences.
- Educators will ensure the program provides a balance of planned experiences as well as those which are spontaneous and child-initiated.
- Educators will encourage children's efforts to extend and express themselves creatively by providing open-ended resources and materials, musical instruments, dress-ups etc.

When setting up creative and expressive arts experiences, Educators will set the area up in such a way as to:

- Promote safety for children of different age groups and capabilities;
- Stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- Facilitate the inclusion of children with special/additional needs; and
- Support children to create their own experiences.

Educators will encourage children to help plan, set up and document creative and expressive activities and experiences. Educators will allow sufficient time and space for children to engage in sustained or extended activities based on the interest and capabilities of the children.

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019

3.10 Observational Recording Policy

Oakleigh Outside School Hours Care acknowledges that for the purpose of developing a program that is inclusive and relevant to the needs, abilities and interests of the children being educated and cared for at its service, observations of children's participation may be recorded and used to inform future program development.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Education and Care Services National Amendment Regulations 2017
- 'My Time, Our Place' Framework for School Age Care in Australia
- Privacy Act 1988 and Regulations 2013
- NQS Area: 1.1, 1.2; 2.2, 2.3; 3.2, 3.3; 4.2; 5.2; 6.3; 7.1, 7.2, 7.3.
- Policies: 2.1 – Respect for Children, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.10 – Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 8.1 – Role and Expectations of Educators.



Procedures

The Oakleigh Outside School Hours Care draws upon My Time, Our Place: Framework for School Age Care in Australia in guiding practice and will use this Framework as a foundation for observational recording.

As they observe and reflect on children's participation in the program, Educators will work collaboratively with children to document their experiences and learning through a variety of methods including:

- Diary entries;
- Anecdotal records;
- Photographs;
- Journals;
- Learning stories by staff and children;
- Programming notes; and
- Staff and child evaluation forms.

As required, Educators will complete observations/documentation regarding specific children's needs, particularly in relation to children with identified additional needs and/or medical concerns.

As required, Educators will document observations, particularly in respect to behaviour incidents or issues relating to child protection matters.

As part of the service's ongoing program planning, reflection and evaluation processes, Educators will be required to document aspects of children's wellbeing, learning and development within the program to ensure the service program's identified outcomes and/or goals are met.

The records and observations as appropriate, may be made available to parents/guardians upon request but must under no circumstances breach confidentiality or privacy of another child or family in the sharing of such information. Samples of children's work will form part of the records kept.

Confidentiality is maintained at all times when recording individual observations.

Observations will incorporate reflection on the children's involvement and participation in the program and how the program contributes to their progress towards the outcomes.

Educators receive appropriate training and support to develop their observational recording skills.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

3.11 Escorting Children Policy

Oakleigh State School P&C Association seeks to maintain the health, safety and wellbeing of children and Educators by ensuring that appropriate procedures are implemented with regards to escorting children between the service, school and/or any other designated activity/venue. The Oakleigh Outside School Hours Care also acknowledges that, from time to time, families may arrange for their child to participate in extra-curricular activities whilst enrolled at their OSHC program. Any arrangements for escorting to and/or collection from these activities will be in accordance with this policy.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Family and Child Guardian Act 2014
- Duty of Care
- NQS Area: 2.3; 4.1; 6.1, 6.2; 7.3.
- Policies: 2.3 – Educator Ratios, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 9.3 – Communication with Families.



Procedures

The Oakleigh Outside School Hours Care service seeks written permission from a parent/guardian (or authorised nominee) for any activity requiring their child/children to be escorted to/from the service's premises, including for the purposes of excursions (see 3.5.1 and 3.8.1).

If the excursion/outing is a regular event, written permission is only required to be obtained once in a 12 month period, unless there is significant change (i.e. building works).

Parent/guardian permission is obtained prior to the planned excursion or extra-curricular activity. Information included as part of the parent permission includes, but not be limited to:

- Reason for excursion or planned activity;
- Date, time and description of excursion or planned activity;
- Method of transport and proposed travel time; and
- Ratio of Educators to the number of children attending.

The Coordinator/Assistant Coordinator/Senior Leadership Team complete the risk assessment process and submit the appropriate form to the Subcommittee for approval. Once approved, the service then implements the management plan to ensure the safety and wellbeing of all children and Educators during excursions/escort periods. All Educators need to read and sign off on risk assessments prior to excursions or escorting of children.

The service maintains appropriate educator to child ratios for excursions and/or activities where children are required to be escorted to a venue or place that is outside of the area approved for service use.

RISK Assessment Inside Play - EXAMPLE

ACTIVITY	RISK identified	RISK LIKLIHOOD	Consequence	Risk Management	Consequence after risk management
Inside Play	Children hurting themselves from falling objects.	Possible	High	Children to be reminded to use equipment appropriately and place away appropriately Equipment set up with extreme care to ensure it will not fall on child	Low
	Children hurting themselves due to broken equipment	Possible	High	Items removed and regular equipment check by staff	Low
	Injury from tripping and falling	Unlikely	High	Children to be guided from staff to give clear guidance First Aid to be given and assess the nature of the injury to determine if emergency services are required	Medium
	Injury from items falling in storeroom/ room	Unlikely	Medium	Children to be reminded to ask staff members before entering storeroom to retrieve items or change for swimming, all girls and boys to separated and older to younger children as well.	Medium
	Children being lost	Unlikely	Medium	Children reminded to stay where a staff member can see them and all young & new children to be kept visible to a staff and buddy up with a senior child.	Low
	Electrical: Electrocution, tripping hazards or Burns from cords	Highly Unlikely	High	All cords are to be tagged and roped off away from access from children.	Medium

The service ensures confidential storage and maintenance of parent/guardian permission relating to excursions and/or escorting of children.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

3.12 Sustainability Practices Policy

Oakleigh State School P&C Association is committed to ensuring policies and procedures developed as part of the program, minimise environmental impact and provide children with experiences of the natural world, helping them to understand their place in it and to take responsible action to preserve it. The service is also committed to establishing sound environmental practices relating to all operational aspects of the service.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Environmental Protection Act 1994 and Regulation 2008
- NQS Area: 1.1; 3.3
- Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 6.5 – Use and Maintenance of Air Conditioning, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.3 – Communication with Community, 9.6 – Parent and Community Participation.



Procedures

The Coordinator and Educators will be encouraged to follow sound environmental practices and understand their role in positive modelling for the children.

Educators work collaboratively with the children and their community to develop and implement sustainable practices related to the Oakleigh Outside School Hours Care program and routines, including (but not limited to):

- Recycling food scraps;
- Using recycled items in craft activities;
- Recycling scrap paper for use;
- Establishing a garden and using the produce in the service menu;
- Collecting rainwater and using it to water the garden;
- Establishing composting or worm farms for scraps;
- Creating play spaces for children to interact with the natural environment; and
- Undertaking regular reviews of sustainable practices within the service.

Educators will encourage children to be aware of energy efficiency, particularly in relation to the use of lighting, heating and air conditioners.

Information relating to sustainable practices will be accessed and readily available for Educators, children and families at the service.

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019

3.13 Water Activities and Safety Policy

Oakleigh Outside School Hours Care acknowledges that water activities are a significant part of our Queensland culture therefore we aim to provide children with experiences that are safe and fun. The service recognises that the safety and supervision of children in and around water is of the highest priority therefore children will be closely supervised at all times during water play experiences. The scope of this policy includes swimming activities, water play, excursions near water, hot water and drinking water within the service environment.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Family and Child Guardian Act 2014
- Duty of care
- NQS Area: 2.3; 4.1.
- Policies: 2.3 – Educator Ratios, 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educator Practices, 3.5 – Excursions, 3.7 – Physical Activity, 4.8 – Sun Safety, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance.



Procedures

The Coordinator must:

- Provide information and guidance to Educators and families on the importance of children's safety in and around water;
- Ensure work, health and safety practices incorporate approaches to safe storage of water and associated play activities;
- Ensure clean drinking water is available at all times;
- Conduct a comprehensive risk assessment prior to any water activities taking place. The risk assessment plan identifies the educator to child ratios required to ensure children's safety; and
- Where the children are to be taught by an external person, be satisfied that the external person is a fit and proper person to carry out the proposed activity.

Educators must:

- Ensure water troughs or containers for water play are filled to a safe level and emptied onto garden areas after use;

- Buckets of water used for cleaning are emptied immediately after use. Buckets are not to be left in play areas or accessible to children unless they are being used as part of a program experience; and
- Encourage children to play in or near water safely, giving appropriate instructions and guidance.

If grey water systems and/or water tanks are located within the service environment, they are labelled with 'do not drink' signage to ensure children are not accessing this water for drinking or hand washing.

Hot water that may be accessible to children during service operation is maintained at an appropriate temperature (43.5°C or less).

Water for pets at the service is changed regularly and only accessible to children when Educators are present.

Swimming Activities

All bodies of water present a significant risk to children therefore the following procedures must be implemented if swimming activities are proposed:

- A comprehensive risk assessment of the venue and activity is conducted to determine the required educator to child ratio. Consideration will also be given to the capacity of Educators to rescue children from water;
- Parents/guardians must complete a 'Swimming Ability Form' for each child attending the activity. Information gained through this form will identify children's swimming competence and assist Educators to manage their safety while in the water;
- Educators are positioned both in and out of the water to allow them to directly and actively supervise any child accessing the water; and
- At least one educator with a current first aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training as required by the Education and Care Services National Regulations 2011, is in attendance and immediately available in an emergency.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

3.14 Valuing Diversity, Culture and Reconciliation Policy

Oakleigh State School P&C Association supports, respects and actively promotes principles of diversity and equity. These principles are seen as integral to embedding culturally diverse experiences within the service's day to day OSHC program for children. Educators, children and families are encouraged to share relevant aspects of their culture thus enabling the service to make informed and appropriate responses to the multiple ways of being and belonging.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Family and Child Commission Act 2014
- QLD Anti-Discrimination Act 1991
- NQS Area: 1.1; 5.1, 5.2; 6.1, 6.2, 6.3; 7.3.
- Policies: 2.1 – Respect for Children, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 5.6 – Menu Development, 8.4 – Educator Professional Development & Learning, 9.2 – Enrolment, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.6 – Parent and Community Participation



Procedures

Management, Coordinators and Educators are committed to providing a service which embraces children and their families holistically. They will be active, focused and reflective in embracing principles of social justice and demonstrate sensitivity and respect for cultural differences.

Coordinators and Educators support children's cultural experiences through:

- Talking about culture with children;
- Responding to children's curiosity about culture with thoughtful and appropriate experiences;
- Encouraging children to value the multiple ways of seeing, being and belonging;
- Actively challenge bias through conversations; and
- Demonstrate principles of equity and anti-bias through their own behaviour and interactions with others.

Coordinators and Educators will actively seek opportunities to develop their own knowledge and skill demonstrating their commitment to cultural competence and linguistic diversity.

Management, Coordinators and Educators will collaborate with families and explore opportunities to embed culture within the program's experiences and activities.

Management, Coordinators and Educators will demonstrate value and respect for Australia's Aboriginal and Torres Strait Islander cultures and collaborate on the development of a reconciliation plan which includes:

- Identifying the local elders within the community;
- Building a relationship with local elders and exploring ways in which these elders can share in the service's plan for reconciliation;
- Including an 'Acknowledgement of Country' in appropriate ceremonies and events; and
- Other aspects as seen relevant to promoting respectful partnerships between the service and the Aboriginal and Torres Strait Islander community.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

3.15 Cooking with Children Policy

Oakleigh Outside School Hours Care acknowledges the value of offering experiences that develop children's life skills as part of the program including food preparation and cooking experiences. The service also recognises that children's competence and skill level with food preparation and cooking activities will vary therefore effective risk assessment and management procedures are implemented to ensure children's safety.



Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- NQS Area: 1.1, 1.2; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 5.2; 6.1, 6.2; 7.3.
- Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition, 5.5 – Cleaning and Sanitising, 5.6 – Menu Development, 6.1 – Space and Facilities, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.



Procedures

Cooking experiences will be regularly provided as part of the service program to enhance children's life skills and provide an opportunity to promote healthy eating.

The service may require families to give written permission prior to their child participating in cooking activities that include cutting with knives and/or using hot cooking utensils and equipment.

When planning cooking experiences for the program, Educators will ensure healthy food options are considered as first preference with occasional/treat foods being kept to a minimum.

When planning cooking experiences with children the skills and capability of Educators facilitating such activities will be considered.

Cooking experiences have a completed risk assessment conducted prior to implementation. Such an assessment must consider as a minimum:

- The risk benefit analysis;
- Ages of the children participating;
- Number of children participating;
- Ingredients and allergies;
- Cooking utensils available;
- Exposure to extreme heat;
- Hygiene; and
- Food preparation practices.

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019