

Weekly Newsletter

# BEPS OSHC



## Acknowledgment of Country

BEPS OSHC respectfully acknowledges the Wurundjeri People of the Kulin Nation as Traditional Custodians of the land on which our service stands. We pay respect to Elders past and present and to their continuation of cultural, spiritual and educational practises.

DATE: 01/02/24  
TERM 1, WEEK 1  
ISSUE # 43

## News from BEPS OSHC

- Welcome back everyone! We hope that you all had a lovely break over Christmas, New Years and Summer. We're so happy to be back and starting a fresh new year! :)
- General reminder for families
  - Please let us know about any booking changes, as well as any upcoming absences.
  - Term 1 is a Sun Smart term, which means all children are required to wear a broad brimmed hat when playing outside- so please ensure your child has a hat packed each day. Also, please make sure your child's hat is named!
- We have a new educator member joining us this year :)
  - Meet Andreas- he's joining us on Mon, Tues, Wed afternoons.
  - He has an Education Support qualification



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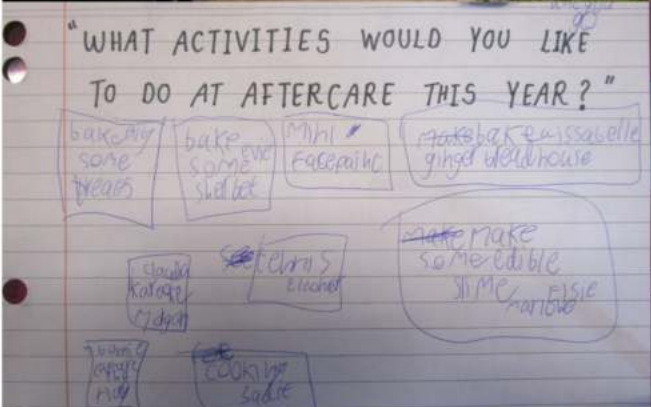


# Glimmers into BEPS OSHC



## What the children of BEPS OSHC have been doing in Week 1..

We have had a quiet first week back- Tuesday was our first day! We have allowed for lots of children-led activities as they ease back into the school routine. We also did some questionnaires to find out what kind of activities the children would like us to do this term! We did some cooking, lots of outdoor play on colourfuls, the oval and the basketball court, as well as some art and craft! Please let us know if your children have any activity suggestions :)

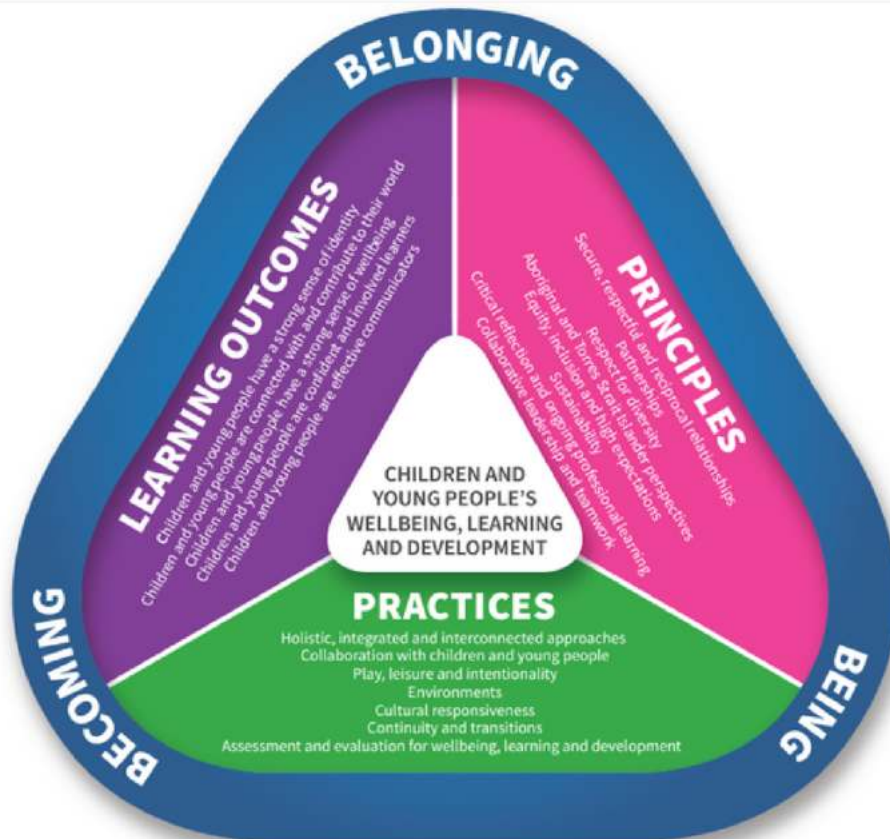


# My Time, Our Place



## A little insight into how we run OSHC

Since its the start of the year, we thought we'd give the families a little insight into how we run OSHC here. Out of School Hours Care comes under a framework called 'My Time, Our Place', which is a framework for school aged care and is governed by ACECQA. The picture below contains the central elements of the framework.



### Belonging

Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. In school age care, and throughout life, relationships are crucial to a sense of *belonging*. Children and young people belong first to families, neighbourhoods and a global community. *Belonging* acknowledges children and young people's interdependence with others and the basis of relationships in defining identities. *Belonging* is central to being and becoming in that it shapes who children and young people are now and who they can become.

### Being

Childhood is a time to be, to seek and make meaning of the world. *Being* recognises the significance of the present, as well as the past in children and young people's lives. It is about knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. During the school age years children and young people develop their interests, curiosities and explore possibilities. School age care settings give children and young people *time* and *place* to collaborate with educators to organise activities and opportunities meaningful to them.

### Becoming

Children and young people's identities, knowledge, understandings, dispositions, capacities, skills, and relationships change during childhood. They are shaped by different events and circumstances. *Becoming* acknowledges children and young people's ongoing learning and development. It emphasises the collaboration of educators, children and young people and families to support and enhance children and young people's connections and capabilities, and for children and young people to actively participate as citizens.

Everything we do at our service stems from these outcomes, principles and practises. We also aim to allign with the MTOP vision, which is that; All children and young people engage in learning through play and leisure that promotes creative and confident individuals and successful lifelong learners. We strive to provide an inclusive, child-centred service, underpinned by this learning framework, as well as the National Quality Frameworks.

# Upcoming Beforecare & Aftercare Activities

## Term 1, Week 2



### MONDAY

5th February

#### **BSC:**

- Children's Choice in the OSHC Room/Hall with Kerryn & Hannah

#### **ASC:**

- Cardboard crafts in the OSHC Room with Lucy & Hannah
- Colourfuls with Hayfa & Faye
- Wheels Course on the Basketball Court with Jake
- Auskick drills on the Oval with Zac and Andreas

### TUESDAY

6th February

#### **BSC:**

- Children's Choice in the OSHC Room/Hall with Lucy & Hannah

#### **ASC:**

- Tadpole Painting in the OSHC Room with Hannah & Ulli
- Cooking Apple Cake in the Kitchen with Kerryn & Lucy
- Art Club in the Tinker Lab with Hayfa
- Colourfuls with Faye & Charlotte
- Around the World on the Basketball Court with Izzy & Andreas
- AFL kick-to-kick on the Oval with Jake & Chandika

### WEDNESDAY

7th February

#### **BSC:**

- Children's Choice in the OSHC Room/Hall with Kerryn & Hannah

#### **ASC:**

- Friendship Bracelets in the OSHC Room with Hannah & Charlotte
- Colourfuls with Kerryn
- Wheels with Andreas
- Girls Cricket (Women in Sports Day) on the Oval with Jake & Zac
- Science Club on the Handball Court with Faye & Chandika

### THURSDAY

8th February

#### **BSC:**

- Children's Choice in the OSHC Room/Hall with Kerryn & Jake

#### **ASC:**

- Kite Making in the OSHC Room with Ulli & Hayfa
- Mindfulness Activities in the Tinker Lab
- Colourfuls with Kerryn
- Volleyball on the Basketball Court with Chandika & Jake
- Gymnastics on Oval with Lucy & Hannah

### FRIDAY

9th February

#### **BSC:**

- Children's Choice in the OSHC Room/Hall with Lucy & Jake

#### **ASC:**

- Sewing in the OSHC Room with Hannah
- Wheels on the Basketball Court with Faye & Lucy