



Communication with Families

Approval: June 2023

Review: June 2025

Term 2

POLICY STATEMENT:

Family participation is an important part of making our service, Bondi Before & After School, a true part of the community. We believe in creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families, and educators.

Partnerships are based on the foundations of respecting each other's perspectives, expectations and values, and building on the strength of each other's knowledge and skills. Educators recognise the diversity of children and young people with whom they work and the importance of connecting with families, community members and other professionals, including teachers in schools to support children and young people's wellbeing, learning and development. (MTOF. V2.0, 2022. p.14)

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS




6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
111	Administrative space

157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care Service must have policies and procedures
172	Notification of change to policies or procedures
181	Confidentiality of records kept by approved provider

RELATED POLICIES & DOCUMENTATION

Administration of medication Inclusion Management of Complaints Confidentiality Dealing with Medical Conditions & Delivery & Collection of Children	Enrolment and Orientation Incident Injury Illness and Trauma Interactions with Children  Educators Handbook.Editable (2).pdf  2020 Family Handbook.pdf  Volunteers Handbook.pdf
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PURPOSE

We encourage family participation and open communication within our service.

We are committed to establishing an warm friendly atmosphere at the service, which allows for a united partnership and reciprocal relationships between families and Educators.

We aim to ensure open communication through the enrolment and orientation process, policy and statement of philosophy review, feedback forms, Family Committee, daily program, documentation, formal and informal meetings, emails, and conversations.

SCOPE

This policy applies to children, families, educators, staff, approved provider, nominated supervisor, management, and visitors of the Out of School Hours Service.

IMPLEMENTATION

We acknowledge the primary influence that families have in their children's lives and understand that effective relationships between educators and families are fundamental to achieve quality outcomes for children. Community partnerships that focus on active communication, consultation, and collaboration also contribute to children's learning and wellbeing. Positive relationships with families help to build collaborative partnerships, as together we share a common objective and responsibility for reaching quality outcomes and goals for children.

We will provide regular information about our service and ongoing opportunities for families to contribute to our curriculum. All staff will communicate with families in a positive and supportive manner that encourages respectful and trusting relationships.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL ENSURE:

- all families are welcomed and respected at our service
- information communicated with families is reliable and accurate, especially if it involves the health and safety of children, employees and visitors to our service
- inform families about the processes for providing feedback and making complaints- including any complaints about the handling of CCS [see-Dealing with Complaints Policy (*Families*)]
- families are provided with a *Family Handbook* during the enrolment and orientation process

- educators provide information to families regarding the content and operation of the educational program in relation to their child, and that a copy of the educational program is available for viewing at the education and care service
- families have access to their child's developmental records describing their child's progress and identifying their strengths, skills and understandings
- Families are notified of any incident, injury, trauma, or illness that affects their child whilst under the care of Bondi Before & After School Care either immediately after the incident or when they collect their child, depending on the severity of the incident. Notification must be made within 24 hours of the occurrence.
- respect, confidentiality and sensitivity are key elements of effective communication with families
- processes are in place to communicate with families for whom literacy is an issue, or for whom English is not a first language
- fact sheets and brochures are printed in required languages and are readily available for families to access
- an interpreter service is available if required to ensure communication with parents and families not hindered due to language barriers
- the service has an administrative space that is adequate for the purpose of consulting with parents and for conducting private conversations and meetings
- families are notified of changes to service policies at least 14 days before making changes to a policy or procedure that may have a significant impact on
 - the OSHC service's provision of education and care to any child enrolled in the service or
 - the family's ability to utilise the service
 - changes to the way fees are charged and collected
- families are notified of any changes to the National Regulations
- the current Education and Care Services National Regulations are available for parents to access
- the enrolment and orientation process provides families with information about the statement of philosophy, policies, and practices of the OSHC Service.
- a Family Committee manages the service, encouraging families to play an active role, having involvement and input into the service's organisation and activities.

EDUCATORS WILL:

- develop collaborative partnerships with families that involve respectful communication about all aspects of a child's learning
- be available for families on arrival and pick up to communicate about their child's experiences through informal discussions
- share insights and perspectives about each child and young person (MTOPI)
- acknowledge the diversity of families and their aspirations for their children and young people (MTOPI)
- engage in shared decision-making to support each child and young person's wellbeing, learning and development (MTOPI)
- encourage families to be involved in the curriculum, providing feedback, visiting the service, bringing in items from the home environment, and giving feedback on children's emerging interests
- encourage ongoing open and direct two-way communication with families to develop trust and a collaborative relationship
- create a welcoming and safe environment where children and young people and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender (MTOPI)
- build partnerships with families and others to keep children and young people safe and families aware of e-safety information

- encourage families to contribute to the continuous quality improvement progression within the service through their involvement in the self-assessment and QIP review
- provide families with a range of communication methods which may include use of online platforms, emails, verbal communication, newsletters, Family display walls, sign-in sheets, Notice Board and notes sent home

FAMILIES WILL:

- provide accurate information during the enrolment process about their child including related medical and health information
- notify educators when any information changes-(Medical Management Plans, Court orders-parental orders, authorised nominee)
- participate in informal and formal interactions with educators to discuss their child’s learning goals
- be encouraged to contribute to the learning program and share their culture, language and beliefs with others in the OSHC Service
- be invited to contribute to the quality improvement process within the OSHC Service
- be invited to be involved in the Family Committee
- be encouraged to attend children’s excursions to help meet required ratios and to support their children’s knowledge of and engagement in their community
- be invited to assist with working bees held at the service
- be invited to events held periodically to help family’s network and develop friendships in the local community
- be invited to review the service policies and routines.

CONTINUOUS IMPROVEMENT/REFLECTION


The *Family Communication Policy* will be reviewed on an bi-annual basis in conjunction with children, families, educators, staff and management.

SOURCE

Australian Children’s Education & Care Quality Authority. (2014).
 Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)
 Early Childhood Australia Code of Ethics. (2016).
[Education and Care Services National Regulations](#). (2011).
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
 Guide to the National Quality Framework (2017). (Amended 2023).
 Raising Children Network Australia. (2006-2019). *Effective communication with parents: professionals*
<https://raisingchildren.net.au/for-professionals/working-with-parents/communicating-with-parents/communication-with-parents>
 Revised National Quality Standard. (2018).
[Western Australian Education and Care Services National Regulations](#)
 Yorganop Indigenous Professional Support Unit *A Welcoming Yarn Engaging with Aboriginal and Torres Strait Islander Children and their Families in Education and Care Settings*. (2017).
<https://childaustralia.org.au/wp-content/uploads/2017/02/A-Welcoming-Yarn-2016-Final.pdf>

REVIEW

POLICY REVIEWED	MODIFICATIONS	NEXT REVIEW DATE
June 2023	<ul style="list-style-type: none"> • annual policy maintenance • minor formatting edits within text • additional information added from V2.0 MTOP • reference to MTOP (V2.0) updated • hyperlinks checked and repaired as required • Continuous Improvement/Reflection section added 	June 2025

July 2021	<ul style="list-style-type: none">● Reformatted to add Regulations and Quality Areas● Additional sources added● Additional Related Policy & documents added● Added Policy Reviewed table	March 2023
March 2020	<ul style="list-style-type: none">●  Communication with Family Policy...	March 2021