

FAMILY COMMUNICATION POLICY

Family participation is an important part of making the OSHC Service 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.

MTOP. 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 LAW AND NATIONAL REGULATIONS

S.2A	Paramount consideration—safety, rights and best interests of children
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

Anti-Bias and Inclusion Policy Child Safe Environment Policy Dealing with Complaints Policy Educational Program Policy Incident Injury Trauma and Illness Policy	Interactions with Children, Family and Staff Policy Managing an Aggressive Parent or Visitor Policy Open Door Policy Privacy and Confidentiality Policy Safe Use of Digital Technologies and Online Environments
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PURPOSE

Our OSHC Service values respectful, collaborative partnerships with families. We encourage family participation and open communication within our OSHC Service. Families are invited to stay and play with their children upon drop off and pick up.

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 (including “OSHC News”), and conversations. The safety, rights and best interests of the child are the paramount consideration in all communication and decision-making within the OSHC Service.

SCOPE

This policy applies to children, families, educators, staff, approved provider, nominated supervisor, students, volunteers and visitors of the OSHC 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 the OSHC Service as well as 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:

- educators, staff, students and volunteers have knowledge of and adhere to this policy
- all families are welcomed and respected at our OSHC Service
- information communicated with families is reliable and accurate, especially if it involves the health and safety of children, employees and visitors to the OSHC Service
- the use of digital technologies, electronic devices and communication platforms will be managed in accordance with OSHC Service policies to ensure children's safety, privacy and professional conduct
- families are encouraged to ask questions and raise concerns, including any complaints about the handling of CCS. All concerns will be responded to respectfully and in a timely manner [see: Dealing with Complaints Policy]
- families are informed they can contact the regulatory authority if concerns are not resolved at the Service level
- families are aware of our open-door policy, unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children
- families are provided with a *Family Handbook*, or online link via the school website which has all OSHC policies 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 the OSHC Service 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 to ensure communication with parents and families not hindered due to language barriers
- the OSHC 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 OSHC 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 Education and Care Services National Regulations, and the current National Regulations are available for parents to access
- 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.

EDUCATORS WILL:

- establish respectful and collaborative partnerships with families, recognising them as children's first and most influential educators
- provide families with regular opportunities to share information about their child's wellbeing, development, interests and cultural background

- 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)
- only use Service- issued electronic devices to capture, store or transmit images or information related to children
- 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 OSHC 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 OSHC 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 and sign-in sheets
- use a communication book with families as required (for example, behaviour guidance and inclusion support plans).

FAMILIES WILL:

- provide accurate information during the enrolment process about their child's health, wellbeing and authorised arrangements
- notify educators when any information changes-(Medical Management Plans, Court orders-parental orders, authorised nominee)
- model appropriate behaviour and suitable conduct when interacting with children and staff
- communicate any concerns or grievances in accordance with the Dealing with Complaints Policy, acknowledging sensitive issues should not be discussed in front of children or other staff
- acknowledge inappropriate behaviour will not be tolerated towards children or staff

- 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 assist with fundraising activities held at the OSHC service
- be invited to events held periodically to help family's network and develop friendships in the local community
- be invited to review the OSHC Service policies and routines.
- treat all children at the Service equally and respectfully
- report any suspicious behaviour to the nominated supervisor or approved provider and encourage and actively support a safe and supportive Service environment
- respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background
- support a safe, inclusive and respectful environment for all children, families and staff
- report any behaviour or circumstance that may compromise the safety or wellbeing of children

EXPECTED STANDARDS OF CONDUCT

To ensure safety, wellbeing and dignity of all children, staff and visitors, families are expected to:

- treat all children, educators, staff and visitors with respect and dignity
- refrain from bullying, harassment, discrimination or inappropriate behaviour
- not attend the OSHC Service premises under the influence of alcohol or illegal substances
- comply with a smoke and vape free legislation and refrain from smoking on Service premises, including the car park
- avoid the use of abusive, offensive or threatening language
- comply with Service policies and procedures while on the premises
- ensure children are collected and signed in/out in accordance with OSHC Service requirements

The OSHC Service maintains zero tolerance for behaviour that compromises the safety, wellbeing or rights of children or staff. Concerns will be managed in accordance with the Child Safe Environment Policy and Managing an Aggressive Parent or Visitor Policy.

CONTINUOUS IMPROVEMENT/REFLECTION

The Family Communication Policy will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Building Relationships with Families Audit	Family Handbook
Complaints Grievance Form	Family Participation Form
Family Conduct Guidelines	General Satisfaction Survey
Family Goals	Meet your educator template
Family Input – Weekend Form	Weekly News Template

SOURCE

Australian Children’s Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children’s Education & Care Quality Authority. (2018). [Quality Area 6: Building Partnerships with Families Information Sheet](#) (with link: [QA6 Building partnerships with families.pdf](#))

Australian Children’s Education & Care Quality Authority. (2018). [Quality Area 6: Enrolment and Orientation Information Sheet](#) (with link: [QA6 Enrolment and orientation.pdf](#))

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia. V2.0](#)

Early Childhood Australia (2016). [Code of Ethics](#).

[Education and Care Services National Regulations 2011](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#) (For NSW services only)

Raising Children Network Australia. (2024). [Effective communication with parents for professionals](#)

[Western Australia Legislation Education and Care Services National Regulations 2012 \(WA Services only\)](#)

Yorganop Indigenous Professional Support Unit (2024). [A Welcoming Yarn Engaging with Aboriginal and Torres Strait Islander Children and their Families in Education and Care Settings.](#)

REVIEW

POLICY REVIEWED BY	ANGELA STEVENS	BUSINESS MANAGER	29th April 2026
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POLICY REVIEWED	APRIL 2026	NEXT REVIEW DATE	APRIL 2027
VERSION NUMBER	V10.4.26		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review • Families Will/Will Not sections rewritten to condense dot points and remove any sections that may appear adversarial rather than collaborate. Some points are already covered in Family Conduct Guidelines • paramount consideration of children’s safety added throughout policy • sources updated as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		
APRIL 2025	<ul style="list-style-type: none"> • annual policy maintenance • additional information added to Families will section (as per Code of Conduct) • new section added: Families will not • sources checked and updated as required 		