



**RICHMOND SHIRE COUNCIL**  
**AGENDA**  
**FOR**

**ORDINARY MEETING**  
**TUESDAY 21 MAY 2024**  
**COMMENCING AT 8:00AM**

Richmond Shire Council  
Ordinary Meeting of Council 21 May 2024

<b>AGENDA AND TIMETABLE FOR ORDINARY MEETING</b>
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Commencement of Meeting  
Signing of Attendance Book  
Reading of Official Prayer  
Leave of Absence  
Confirmation of Minutes  
Declarations of Interest  
Business Arising from Previous Meetings

- |        |   |
|--------|---|
| Item 1 | Reports for Consideration – Works                                 |
| Item 2 | Reports for Consideration – Office of the Chief Executive Officer |
| Item 3 | Reports for Consideration – Corporate Services                    |
| Item 4 | Reports for Consideration – Community Services                    |
| Item 5 | Reports for Consideration – Tourism and Marketing                 |
| Item 6 | General Business  |
| Item 7 | Close of Meeting  |

Attachment “A” Unconfirmed Minutes from the General Meeting held Tuesday 09 April 2024.

Richmond Shire Council  
Ordinary Meeting of Council 21 May 2024

**COMMENCEMENT OF MEETING**

**SIGNING OF ATTENDANCE BOOK**

**READING OF OFFICIAL PRAYER**

**LEAVE OF ABSENCE**

**CONFIRMATION OF MINUTES**

- Unconfirmed 09 April 2024 Minutes

**DECLARATIONS OF INTEREST**

**MATTERS ARISING FROM PREVIOUS MEETINGS**

UNCONFIRMED MINUTES OF THE SPECIAL MEETING  
OF THE RICHMOND SHIRE COUNCIL HELD IN THE WOOLGAR ROOM, RICHMOND ON  
TUESDAY 09 APRIL 2024



**RICHMOND SHIRE COUNCIL  
UNCONFIRMED MINUTES**

**Of the**

**POST ELECTION MEETING**

UNCONFIRMED MINUTES OF THE SPECIAL MEETING  
OF THE RICHMOND SHIRE COUNCIL HELD IN THE WOOLGAR ROOM, RICHMOND ON  
TUESDAY 09 APRIL 2024

**PRESENT**

Present when Mayor Wharton declared the meeting open at 8:00am were:

**COUNCILLORS:**

Cr Wharton, Cr Fox, Cr Brown, Cr Easton, Cr Flute, Cr Johnston

**STAFF:**

Chief Executive Officer – Peter Bennett, Director of Corporate Services – Peta Mitchell and Minutes Secretary – Tiana Grant

**DECLARATION OF MEETING**

As required by Section 169 of *the Local Government Act 2009*, each person elected to the Office of Mayor or Councillor must make a Declaration of Office before acting as the Mayor or Councillor and the Chief Executive Officer is authorised to take the Declaration of Office. Section 254 of *the Local Government Regulation 2012* prescribes the content of the Declaration.

The following Councillors took the Declaration of Office before Mr Peter Bennett, Chief Executive Officer:

Cr John Wharton  
Cr Megan Easton  
Cr Terry Flute  
Cr Patsy-Ann Fox  
Cr Sherreen Johnston  
Cr Judy Brown

**MAYORAL WELCOME**

Cr Wharton welcomed and congratulated the new Council. Each Councillor was sent a welcome pack with Council Policies and important information. The new Councillors then signed that they had read the Policies.

**APPOINTMENT OF DEPUTY MAYOR**

Mayor Wharton called for nominations for the position of Deputy Mayor.

A nomination was received from Cr Fox.

***RESOLUTION 20240409.1***

*It was moved Cr Brown seconded Cr Johnston and carried that Cr Patsy-Ann Fox be declared the Deputy Mayor position for Richmond Shire Council.*

**PORTFOLIOS**

Cr Wharton advised Council of Councillor Portfolios.

Cr Wharton – Corporate Governance, Disaster Management, Regional and Economic Development, Saleyards, Rural Lands.

Cr Fox – Corporate Governance, Regional and Economic Development, Budget Review and Financial Management, Planning & Development, Disaster Management (Deputy Chair), Recovery Committee Chair, Audit Committee, Asset Management.

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Cr Easton – Roads, Aerodrome, Town Services, Workplace Health & Safety.

Cr Brown – Community Services and Development, Community Infrastructure, Youth Services, Arts and Culture, Audit Committee.

Cr Flute – Water & Sewerage, Environmental and Waste Management, Pest Management.

Cr Johnston – Tourism, Small Business, Community Events.

<b>GENERAL BUSINESS</b>
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Cr Wharton discussed the four major projects that he would like to see progress and potentially completed for this term.

- Funding for a bridge over the Stawell River at Cambridge Crossing
- Development of an Inland Port east of Richmond
- Stage 3 of Kronosaurus Korner Development
- Complete upgrade and lengthening to our existing Aerodrome

Cr Wharton and CEO Peter Bennett also gave an explanation on the background of Local Government and Richmond Shire Council.

***Meeting closure***

10:45am.

I hereby confirm that this is a true and correct record of the minutes of the Richmond Shire Council Post Election Meeting on Tuesday 09 April 2024.

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**Mayor**

UNCONFIRMED MINUTES OF THE ORDINARY MEETING  
OF THE RICHMOND SHIRE COUNCIL HELD IN THE WOOLGAR ROOM, RICHMOND  
ON TUESDAY 09 APRIL 2024



# **RICHMOND SHIRE COUNCIL**

## **UNCONFIRMED MINUTES**

UNCONFIRMED MINUTES OF THE ORDINARY MEETING  
OF THE RICHMOND SHIRE COUNCIL HELD IN THE WOOLGAR ROOM, RICHMOND  
ON TUESDAY 09 APRIL 2024

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- Item 3        Reports for Consideration – Corporate Services
- Item 4        Reports for Consideration – Community Services
- Item 5        Reports for Consideration – Tourism and Marketing
- Late Reports
- Confidential Reports
- Item 6        General Business
- Item 7        Close of Meeting

UNCONFIRMED MINUTES OF THE ORDINARY MEETING  
OF THE RICHMOND SHIRE COUNCIL HELD IN THE WOOLGAR ROOM, RICHMOND  
ON TUESDAY 09 APRIL 2024

**PRESENT**

Present when Mayor Wharton declared the meeting open at 12:03pm were:

**COUNCILLORS:**

Cr Wharton, Cr Fox, Cr Brown, Cr Easton, Cr Flute and Cr Johnston

**STAFF:**

Chief Executive Officer – Peter Bennett, Director of Corporate Services – Peta Mitchell and Minutes Secretary Tiana Grant

**PRAYER**

Cr Wharton read the prayer

**APOLOGIES**

Director of Works – Syed Qadir and Director of Community Services and Development – Angela Henry

**CONFIRMATION OF MINUTES**

***RESOLUTION 20240409.1***

*It was moved Cr Fox seconded Cr Johnston and carried that the Minutes of the General Meeting of the Richmond Shire Council held in the Board Room, Richmond on Thursday, 14 March 2024 be adopted as presented.*

**BUSINESS ARISING**

Nil

Cr Wharton welcomed Councillors to the first meeting of the term.

Previous Councillors notified the new Councillors that between Council and Richmond State School, there is a joint agreement that we would like to have a relationship again which involves inviting students to attend parts of Council Meetings, students meeting with employees regarding relevant subjects and Council in attendance to School events.

**2. REPORTS FOR CONSIDERATION – OFFICE OF THE CHIEF EXECUTIVE OFFICER**

**2.1 Richmond Cemetery Management Policy**

**EXECUTIVE SUMMARY**

To provide the community with a dignified and responsive cemetery and memorialisation service and to ensure that the Shire's cemeteries are managed in accordance with statutory requirements. It is also to ensure that the conduct of those working in the Shire's cemeteries is in accordance with appropriate Workplace Policies.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Richmond Cemetery Management Policy as presented.***

**RESOLUTION 20240409.2**

*It was moved Cr Fox seconded Cr Johnston and carried that Council adopt the Richmond Cemetery Management Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

**2. REPORTS FOR CONSIDERATION – OFFICE OF THE CHIEF EXECUTIVE OFFICER**

**2.2 Garbage Collection Policy**

**EXECUTIVE SUMMARY**

To provide quality waste collection services to the community of Richmond.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Garbage Collection Policy as presented.*

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**RESOLUTION 20240409.3**

*It was moved Cr Brown seconded Cr Flute and carried that Council adopt the Garbage Collection Policy with changes.*

**REFERENCE DOCUMENT**

- Policy

**2. REPORTS FOR CONSIDERATION – OFFICE OF THE CHIEF EXECUTIVE OFFICER**

**2.3 Uniform Policy**

**EXECUTIVE SUMMARY**

To provide a corporate uniform including personal protective equipment that clearly identifies staff as Richmond Shire Council employees.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Uniform Policy as presented.*

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**RESOLUTION 20240409.4**

*It was moved Cr Easton seconded Cr Fox and carried that Council adopt the Uniform Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

**2. REPORTS FOR CONSIDERATION – OFFICE OF THE CHIEF EXECUTIVE OFFICER**

**2.4 Motor Vehicle Use Policy**

**EXECUTIVE SUMMARY**

This policy is to outline the conditions under which a vehicle is used by identified employees of Richmond Shire Council (Council) and the obligations of employees who have been provided with a vehicle.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Motor Vehicle Use Policy as presented.***

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**RESOLUTION 20240409.5**

*It was moved Cr Fox seconded Cr Johnston and carried that Council adopt the Motor Vehicle Use Policy with changes.*

**REFERENCE DOCUMENT**

- Policy

**2. REPORTS FOR CONSIDERATION – OFFICE OF THE CHIEF EXECUTIVE OFFICER**

**2.5 Enterprise Risk Management Policy**

**EXECUTIVE SUMMARY**

The purpose of this Policy is to state the commitment of Richmond Shire Council (“Council”) to implement a systematic risk management framework to identify and address risks which may impact the performance, objectives and legal compliance of the organisation and its workforce, and to assign responsibility for the framework’s implementation.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Enterprise Risk Management Policy as presented.***

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**RESOLUTION 20240409.6**

*It was moved Cr Easton seconded Cr Johnston and carried that Council adopt the Enterprise Risk Management Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

**2. REPORTS FOR CONSIDERATION – OFFICE OF THE CHIEF EXECUTIVE OFFICER**

**2.6 Richmond Racecourse Camping Policy**

**EXECUTIVE SUMMARY**

Provide camping facilities at the Richmond Racecourse in the event that Lakeview Caravan Park is unable to take further bookings.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Richmond Racecourse Camping Policy as presented.***

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**RESOLUTION 20240409.7**

*It was moved Cr Johnston seconded Cr Easton and carried that Council adopt the Richmond Racecourse Camping Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

**2. REPORTS FOR CONSIDERATION – OFFICE OF THE CHIEF EXECUTIVE OFFICER**

**2.7 Working Safely in Hot Conditions Policy**

**EXECUTIVE SUMMARY**

This toolbox talk provides employees of Council guidance on how to manage the risks associated with working in hot conditions and information on what to do if a worker begins to suffer from a heat-related illness.

Working in heat can be hazardous and can cause harm to workers. The human body needs to maintain a body temperature of approximately 37 degrees Celsius.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Working Safely in Hot Conditions Policy as presented.***

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**RESOLUTION 20240409.8**

*It was moved Cr Fox seconded Cr Johnston and carried that Council adopt the Working Safely in Hot Conditions Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

**2. REPORTS FOR CONSIDERATION – OFFICE OF THE CHIEF EXECUTIVE OFFICER**

**2.8 Traffic Management of Works within the Road Reserve Policy**

**EXECUTIVE SUMMARY**

The purpose of this Policy is to state the responsibilities of Richmond Shire Council ("Council") employees and management in ensuring that standardised procedures for traffic management are used at all works within the road reserve to provide for the safety of road users and workers and to minimise the disruption and inconvenience to road users.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Traffic Management of Works within the Road Reserve Policy as presented.***

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**RESOLUTION 20240409.9**

*It was moved Cr Easton seconded Cr Johnston and carried that Council adopt the Traffic Management or Works within the Road Reserve Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

**2. REPORTS FOR CONSIDERATION – OFFICE OF THE CHIEF EXECUTIVE OFFICER**

**2.9 Stable Hire Policy**

**EXECUTIVE SUMMARY**

To establish criteria for the use of the Stables located at the Richmond Shire Council Racecourse.

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Council operates and maintains horse stabling at Richmond Racecourse and agrees to rent stables, feed rooms and allow usage of other facilities for a period of 12 months at a time.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Stable Hire Policy as presented.*

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**RESOLUTION 20240409.10**

*It was moved Cr Fox seconded Cr Johnston and carried that Council adopt the Stable Hire Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

**4. REPORTS FOR CONSIDERATION – COMMUNITY SERVICES**

**4.1 Multicultural Policy**

**EXECUTIVE SUMMARY**

Australia is an increasingly multicultural society and as we recognise more cultural and ethnic diversity, it is imperative we lead children in recognising, respecting and accepting similarities and differences in cultures. The cultural beliefs, linguistic and religious diversity represented within our Out of School Hours Care Service (OSHC) and wider community helps to form the foundation of the program being implemented to ensure we are promoting an inclusive environment for all children.

**OFFICER'S RECOMMENDATION**

*That Council: approve the Multicultural Policy as presented.*

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**RESOLUTION 20240409.11**

*It was moved Cr Fox seconded Cr Flute and carried that Council adopt the Multicultural Policy as presented.*

**REFERENCE DOCUMENT**

- Form

**4. REPORTS FOR CONSIDERATION – COMMUNITY SERVICES**

**4.2 Children's Belongings Policy**

**EXECUTIVE SUMMARY**

We acknowledge that children may bring certain personal belongings with them to the Outside School Hours Care (OSHC) Service each day, and as such, it is important to clarify responsibilities, and ensure items brought to the Service are safe and appropriate. This policy therefore outlines the types of belongings that children may bring with them on a regular basis and the level of associated responsibility.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Clinical Children's Belongings Policy as presented.*

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**RESOLUTION 20240409.12**

*It was moved Cr Brown seconded Cr Fox and carried that Council adopt the Children's Belongings Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

**4. REPORTS FOR CONSIDERATION – COMMUNITY SERVICES**

**4.3 Cyber Safety Policy**

**EXECUTIVE SUMMARY**

Cyber safety is the safe and responsible use of Information and Communication Technologies (ICT). It involves being respectful of other people online, using good 'netiquette' (internet etiquette), and above all, is about keeping information safe and secure to protect the privacy of individuals. Our Out of School Hours Care Service (OSHC) is committed to create and maintain a safe online environment with support and collaboration with staff, families and community. As a child safe organisation, our Service embeds the Child Safe Standards and continuously address risks to ensure children are safe in physical and online environments.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Cyber Safety Policy as presented.*

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**RESOLUTION 20240409.13**

*It was moved Cr Easton seconded Cr Brown and carried that Council adopt the Cyber Safety Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

**4. REPORTS FOR CONSIDERATION – COMMUNITY SERVICES**

**4.4 Dealing with Infectious Diseases Policy**

**EXECUTIVE SUMMARY**

The National Quality Standard requires education and care services implement specific strategies to minimise the spread of infectious illness and maintain a healthy environment for all children, staff, educators and families. The spread of infections in the education and care environment is facilitated by microbial contamination of the environment, as well as the greater exposure to young children who are still developing hygienic behaviours and habits. Our Out of School Hours Care (OSHC) Service will minimise children's and staff's exposure to infectious diseases by adhering to all recommended guidelines from relevant authorities regarding the prevention of infectious diseases, promoting practices that reduce the transmission of infection, ensuring the exclusion of sick children and educators, supporting child immunisation, and implementing effective hygiene practices.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Dealing with Infectious Diseases Policy as presented.*

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**RESOLUTION 20240409.14**

*It was moved Cr Johnston seconded Cr Fox and carried that Council adopt the Dealing with Infectious Diseases Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

**4. REPORTS FOR CONSIDERATION – COMMUNITY SERVICES**

**4.5 Immunisation Policy**

**EXECUTIVE SUMMARY**

When groups of children are together, illness and disease can spread rapidly. Preventable diseases such as measles and whooping cough can have serious health consequences for children, and especially young children. Staff members who work in school-aged care services are also at increased risk of contracting certain infectious illnesses due to the close proximity of working with children. Immunisation is therefore an important health measure and an effective way of protecting children and adults from harmful diseases by reducing the spread of disease.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Immunisation Policy as presented.*

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**RESOLUTION 20240409.15**

*It was moved Cr Johnston seconded Cr Fox and carried that Council adopt the Immunisation Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

**4. REPORTS FOR CONSIDERATION – COMMUNITY SERVICES**

**4.6 Incident, Injury, Trauma & Illness Policy**

**EXECUTIVE SUMMARY**

The health and safety of all staff, children, families and visitors to our Out of School Hours Care (OSHC) Service is of the utmost importance. We aim to reduce the likelihood of incidents, illness, accidents and trauma through implementing comprehensive risk management, effective hygiene practices and the ongoing professional development of all staff to respond quickly and effectively to any incident or accident.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Incident, Injury, Trauma & Illness Policy as presented.*

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**RESOLUTION 20240409.16**

*It was moved Cr Easton seconded Cr Fox and carried that Council adopt the Incident, Injury, Trauma & Illness Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

#### 4. REPORTS FOR CONSIDERATION – COMMUNITY SERVICES

##### 4.7 Sick Children Policy

###### **EXECUTIVE SUMMARY**

Children come into contact with many other children and adults within the Service increasing their exposure to others who may be sick or carrying an infectious illness. The National Quality Standard requires the Out of School Hours (OSHC) Service to implement specific strategies to minimise the spread of infectious illness and maintain a healthy environment for all children, educators and families. We acknowledge the difficulty of keeping children at home or away from school and OSHC when they are sick and the pressures this causes for parents, however our Service aims to minimise the transmission of infectious diseases by adhering to regulations and policies protecting the health of all children, staff, families and visitors.

###### **OFFICER'S RECOMMENDATION**

*That Council: adopt the Sick Children Policy as presented.*

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###### **RESOLUTION 20240409.17**

*It was moved Cr Johnston seconded Cr Easton and carried that Council adopt the Sick Children Policy as presented.*

###### **REFERENCE DOCUMENT**

- Policy

#### 4. REPORTS FOR CONSIDERATION – COMMUNITY SERVICES

##### 4.8 Privacy and Confidentiality Policy

###### **EXECUTIVE SUMMARY**

Privacy is acknowledged as a fundamental human right. Our Out of School Hours Care (OSHC) Service has an ethical and legal responsibility to protect the privacy and confidentiality of children, individuals and families as outlined in the Early Childhood Code of Ethics, Education and Care Services National Regulations and the Privacy Act 1988 (Cth). The right to privacy of all children, their families, and educators and staff of the OSHC Service will be upheld and respected, whilst ensuring that all children have access to high quality early years care and education. All staff members will maintain confidentiality of personal and sensitive information to foster positive trusting relationships with families.

###### **OFFICER'S RECOMMENDATION**

*That Council: adopt the Privacy and Confidentiality Policy as presented.*

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###### **RESOLUTION 20240409.18**

*It was moved Cr Fox seconded Cr Johnston and carried that Council adopt the Privacy and Confidentiality Policy as presented.*

###### **REFERENCE DOCUMENT**

- Policy

*Change of order of business to consider late items*

## 2. REPORTS FOR CONSIDERATION – OFFICE OF THE CHIEF EXECUTIVE OFFICER

### 2.10 Elected Members 2024 Workshop

#### EXECUTIVE SUMMARY

Peak Services have forwarded Council their 2024 Elected Member Training Calendar for Councillors to add which training workshops they wish to attend to their calendars for the 2024 year.

#### OFFICER'S RECOMMENDATION

*That Council: note the workshop dates and advise availability to attend any applicable.*

---

After discussion, it was agreed that the Councillors would look into each training session and email CEO Peter Bennett which ones they wish to attend and CEO Peter Bennett will then organise it from there.

#### REFERENCE DOCUMENT

- Calendar

## 3. REPORTS FOR CONSIDERATION – CORPORATE SERVICES

### 3.1 Monthly Financial Statements

#### EXECUTIVE SUMMARY

Council's monthly financial report in relation to the 2023/24 adopted budget is presented for consideration, together with Statement of Comprehensive Income, Statement of Financial Position and Statement of Cash Flow as at 31 March 2024.

#### OFFICER'S RECOMMENDATION

*That Council: receive the monthly financial report presenting the progress made as at 31 March 2024 in relation to the 2023/24 budget and including the:*

- *Statement of Financial Position*
- *Statement of Comprehensive Income*
- *Statement of Cash Flows*
- *Operational Budget*
- *Capital Works in Progress*

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#### **RESOLUTION 20240409.19**

*It was moved Cr Fox seconded Cr Johnston and carried that Council receive the monthly financial report presenting the progress made as at 31 March 2024 in relation to the 2023/24 budget and including the:*

- *Statement of Financial Position*
- *Statement of Comprehensive Income*
- *Statement of Cash Flows*
- *Operational Budget*
- *Capital Works in Progress*

#### REFERENCE DOCUMENT

- Statement of Financial Position
- Statement of Comprehensive Income
- Statement of Cash Flows

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- Operational Budget
- Capital Works in Progress

**3. REPORTS FOR CONSIDERATION – CORPORATE SERVICES**

**3.2 Operational Plan**

**EXECUTIVE SUMMARY**

As required by Section 174(3) of the *Local Government Regulation 2012*, a progress report on the implementation of Council's 2023/2024 Operational Plan at the end of the March quarter is tabled for Council's consideration.

**OFFICER'S RECOMMENDATION**

***That Council: receive and note the Quarter 3 progress report of RSC 2023/2024 Operational Plan for the March 2024 reporting period.***

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**RESOLUTION 20240409.20**

*It was moved Cr Johnston seconded Cr Flute and carried that Council receive the Quarter 3 progress report of RSC 2023/2024 Operational Plan for the March 2024 reporting period.*

**REFERENCE DOCUMENT**

- Operational Plan 2023-2024 March Quarter

**CLOSED SESSION**

**2. REPORTS FOR CONSIDERATION – Office of the Chief Executive Officer**

**2.11 Swimming Pool Management Contract**

**RESOLUTION 20240409.21**

*It was moved Cr Fox, seconded Cr Johnston and carried that Council enter a closed session according to the Local Government Regulation 2012 275, (1) (e) contracts proposed to be made by it;*

**RESOLUTION 20240409.22**

*It was moved Cr Fox, seconded Cr Johnston and carried that Council exit a closed session according to the Local Government Regulation 2012 275, (1) (e) contracts proposed to be made by it;*

**EXECUTIVE SUMMARY**

The Richmond Swimming Pool Management Contract is due to expire on 30 May 2024 with an option to renew for a further two years.

Minor changes have been made to the Contract as stated in the background. However, Council need to discuss potential changes that CEO Peter Bennett will bring up in the meeting.

The Pool Contractor was contacted to make any changes they required; however, they did not have any requests for changes.

**OFFICER'S RECOMMENDATION**

***That Council: discuss the changes made and agree to approve the Contract for signing.***

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After a lengthy discussion, Council unanimously agreed to hold over the Contract for CEO Peter Bennett to make necessary changes before bringing it back to Council for approval.

**REFERENCE DOCUMENT**

- Contract

**Meeting Adjournment**

**RESOLUTION 20240409.23**

*It was moved Cr Easton, seconded Cr Flute and carried that Council adjourn the meeting for Lunch at 1:04pm.*

**RESOLUTION 20240409.24**

*It was moved Cr Fox, seconded Cr Flute and carried that Council resume the meeting at 1:47pm.*

<b>2. REPORTS FOR CONSIDERATION – Office of the Chief Executive Officer</b>
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**2.12 Richmond State School Chaplaincy Donation**

I, Councillor Fox inform the meeting that I have declared an interest in relation to item 2.12 Richmond State School Chaplaincy Donation, as a result that I am on the Chaplaincy Board for Richmond State School.

Due to the nature of the item, I will leave the meeting when this item is discussed.

**Attendance**

Cr Fox declared an Interest and left the room at 1:51pm.

**RESOLUTION 20240409.25**

*It was moved Cr Johnston, seconded Cr Easton and carried that Council enter a closed session according to the Local Government Regulation 2012 275, (1) (c) the local government's budget;*

**RESOLUTION 20240409.26**

*It was moved Cr Easton, seconded Cr Johnston and carried that Council exit a closed session according to the Local Government Regulation 2012 275, (1) (c) the local government's budget;*

**EXECUTIVE SUMMARY**

Richmond Shire Council have donated to Scripture Union Australia for many years for the Richmond State School Chaplaincy Program to continue. In March 2023, Council approved to donate for another year, however agreed to reconsider in 2024.

**OFFICER'S RECOMMENDATION**

***That Council: discuss the options to donate \$10,000.00 for 2024 or to reconsider.***

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**RESOLUTION 20240409.27**

*It was moved Cr Easton, seconded Cr Johnston and carried that Council donate \$5,000.00 plus accommodation for 2024.*

**Attendance**

Cr Fox re-entered the room at 2:01pm.

**REFERENCE DOCUMENT**

- Tax Invoice, two latest Reports and Letter from RSC

## 2. REPORTS FOR CONSIDERATION – Office of the Chief Executive Officer

### 2.13 Golf Australia

#### **RESOLUTION 20240409.28**

*It was moved Cr Easton, seconded Cr Flute and carried that Council enter a closed session according to the Local Government Regulation 2012 275, (1) (c) the local government's budget;*

#### **RESOLUTION 20240409.29**

*It was moved Cr Fox, seconded Cr Johnston and carried that Council exit a closed session according to the Local Government Regulation 2012 275, (1) (c) the local government's budget;*

#### **EXECUTIVE SUMMARY**

Council have received a proposal from Golf Australia to consider hosting the 2025 Outback Queensland Masters (OQM).

#### **OFFICER'S RECOMMENDATION**

***That Council: accept the proposal to sponsor Golf Australia Event in Richmond 2025.***

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Cr Wharton noted that he would ask the Richmond Golf Club if they would be interested in sharing the costs with Richmond Shire Council.

#### **RESOLUTION 20240409.30**

*It was moved Cr Easton, seconded Cr Johnston and carried that Council accept the proposal to be a Mateship Level Sponsor and agreed in-kind requests from Golf Australia.*

#### **REFERENCE DOCUMENT**

- Proposal

## GENERAL BUSINESS

Cr Wharton asked the Councillors why they chose to become a candidate and what they would like to see for the future of Richmond Shire.

Cr Easton wished to be a part of the team to better the Richmond Shire. Cr Fox wishes to concentrate and complete the current goals on the list and Cr Johnston agreed.

Cr Brown reiterated that she would like to see the Cambridge Crossing Bridge completed within this term. Cr Brown also asked if Council would consider training an employee to become a qualified snake catcher. Council advised that they would look into courses.

Cr Brown advised that the bend near Alick Creek at Maxwellton is quite dangerous due to high prickly bushes and requested they be poisoned.

Cr Brown also asked if Richmond Shire Council would consider having a volunteer work camp for Prisoners. Council will investigate further and bring information back to a future Council Meeting.

Cr Brown asked for an update on the plans with the prickly acacia and Green Day Energy. Cr Wharton provided an update.

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Cr Flute asked for an update on the new road at the Maxwellton Yards. CEO Peter Bennett advised that the Tender would close this month. However, it is still quite wet for works to start.

Cr Brown enquired about the water meters, water allocations and charging for water. It was agreed to hold this conversation over to the May budget meeting.

Cr Fox thanked Richmond Shire Council for their contribution towards International Women's Day 2024. Cr Fox also advised that the recent Sunday Markets were a success and is looking forward to more in the future.

Cr Fox advised that at the last Consumer Advisory Council Meeting, they would be changing their focus and structure and focusing on outpatient process and rural services for Richmond.

Cr Fox asked if Council had received an application from Richmond Wagon Adventures regarding a seasonal pass for a designated wet area at the Richmond Racecourse and Lake Fred Tritton. CEO Peter Bennett advised that this has already been approved.

Cr Wharton advised Council that they are in the works with the two local pubs to shut Goldring Street on the night of Friday 14 June 2024 for a street party, as there is no Cocktail Party for the Richmond Field Days this year. All Councillors agreed that this was a good idea.

Cr Johnston asked for an update on the storm water upgrade project, as there is still a residence in Simpson Street that is severely affected by floodwater. CEO Peter Bennett noted that he had been contacted and advised that Council are sourcing an external Engineer to work on a solution for this problem.

Cr Johnston asked if the Careers Expo was still going ahead. CEO Peter Bennett advised that it is.

Cr Easton asked if a grader would be on the Coalbrook Road soon as it was unsafe. CEO Peter Bennett advised he'd follow up with the Works Manager after the meeting.

Cr Brown asked for an update on the town drainage works. CEO Peter Bennett advised that the contractors were not finished yet and would be returning to finish the works soon.

<b>CLOSE OF MEETING</b>
-------------------------

**RESOLUTION 20240314.31**

*It was moved Cr Fox, seconded Cr Flute, and carried that the information reports be received and noted.*

**Meeting closure**

**RESOLUTION 20240314.32**

*It was moved Cr Fox, seconded Cr Johnston and carried that the meeting close at 2:53pm.*

UNCONFIRMED MINUTES OF THE ORDINARY MEETING  
OF THE RICHMOND SHIRE COUNCIL HELD IN THE WOOLGAR ROOM, RICHMOND  
ON TUESDAY 09 APRIL 2024

**Next Ordinary Meeting**

21 May 2024.

I hereby confirm that this is a true and correct record of the minutes of the Richmond Shire Council Ordinary Meeting Tuesday 09 April 2024.

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**Mayor**

**Item 1. Reports for Consideration – Works**

**Item 1.1 Road Condition Reports**

**EXECUTIVE SUMMARY**

Council are to discuss the road condition reporting system to determine who can make the decisions regarding the conditions of the local roads.

**OFFICER'S RECOMMENDATION**

*That Council: discuss the road condition reporting system that is published to the public on the Richmond Shire Council Website and Council Communications Database.*

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**Budget & Resource Implications**

Nil

**Background**

Council are to discuss and determine who has authority to change the conditions of the local roads and how tonnage, local traffic only, drive to conditions are determined on a case by case basis.

There has been concerns regarding closed roads on the Road Conditions Report and the timeframe that they are closed when the road is clearly dry. Confirmation is required if the roads are being inspected in person by staff and an outcome of a procedure is essential.

**Consultation (Internal/External)**

Internal: Councillor Megan Easton

**Attachments**

Nil

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Report prepared by **Peter Bennett (Chief Executive Officer)**

### Item 3 Reports for Consideration – Corporate Services

#### Item 3.1 Monthly Financial Statements

##### **EXECUTIVE SUMMARY**

Council's monthly financial report in relation to the 2023/24 adopted budget is presented for consideration, together with Statement of Comprehensive Income, Statement of Financial Position and Statement of Cash Flow as at 30 April 2024.

##### **OFFICER'S RECOMMENDATION**

**That Council: receive the monthly financial report presenting the progress made as at 30 April 2024 in relation to the 2023/24 budget and including the:**

- **Statement of Financial Position**
- **Statement of Comprehensive Income**
- **Statement of Cash Flows**

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##### **Budget & Resource Implications**

N/A

##### **Background**

The purpose of this report is to provide a monthly update on Council's overall financial position.

##### **Consultation (Internal/External)**

Nil

##### **Attachments**

Attachment D –

- Statement of Financial Position
- Statement of Comprehensive Income
- Statement of Cash Flows

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Report prepared by **Peta Mitchell (Director of Corporate Services)**

**Richmond Shire Council**  
**Statement of Comprehensive Income**  
as at 30th April 2024

	2024 Actuals	2024 Amended Budget	2023 Actuals	Budget Variance
	\$	\$	\$	%
<b>Income</b>				
<b>Revenue</b>				
<b>Recurrent revenue</b>				
Rates, levies and charges	1,708,727	2,049,395	1,451,012	83.38%
Fees and charges	1,277,718	1,070,250	796,204	119.39%
Sales revenue	7,317,362	13,862,420	4,142,983	52.79%
Grants, subsidies, contributions and donations	517,761	9,152,795	2,195,733	5.66%
	<u>10,821,569</u>	<u>26,134,860</u>	<u>8,585,932</u>	<u>41.41%</u>
<b>Capital revenue</b>				
Grants, subsidies, contributions and donations	8,985,757	19,979,690	6,103,964	44.97%
<b>Total capital revenue</b>	<u>8,985,757</u>	<u>19,979,690</u>	<u>6,103,964</u>	<u>44.97%</u>
Rental income	146,362	172,800	145,363	84.70%
Interest received	352,959	175,000	153,654	201.69%
Other income	197,419	361,271	153,297	54.65%
	<u>696,740</u>	<u>709,071</u>	<u>452,314</u>	<u>98.26%</u>
<b>Total income</b>	<u>20,504,066</u>	<u>46,823,621</u>	<u>15,142,210</u>	<u>43.79%</u>
<b>Expenses</b>				
<b>Recurrent expenses</b>				
Employee benefits	(4,876,200)	(8,705,297)	(4,887,824)	56.01%
Materials and services	(7,976,709)	(13,203,961)	(7,440,731)	60.41%
Finance costs	(59,139)	(651,100)	(69,195)	9.08%
Depreciation and amortisation				
Property, Plant and Equipment	(5,606,697)	(5,190,100)	(3,858,315)	108.03%
	<u>(18,518,745)</u>	<u>(27,750,458)</u>	<u>(16,256,065)</u>	<u>66.73%</u>
<b>Capital expenses</b>				
Loss on disposal of non-current assets	312,541	619,000	116,109	
Write off of flood damaged roads			-	
	<u>312,541</u>	<u>619,000</u>	<u>116,109</u>	<u>50.49%</u>
<b>Total expenses</b>	<u>(18,206,204)</u>	<u>(27,131,458)</u>	<u>(16,139,956)</u>	<u>67.10%</u>
<b>Net result</b>	<u>2,297,862</u>	<u>19,692,163</u>	<u>(997,746)</u>	<u>11.67%</u>
<b>Other comprehensive income</b>				
<b>Items that will not be reclassified to net result</b>				
Increase in asset revaluation surplus			-	0.00%
<b>Total other comprehensive income for the year</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>0.00%</u>
<b>Total comprehensive income for the year</b>	<u>2,297,862</u>	<u>19,692,163</u>	<u>(997,746)</u>	<u>11.67%</u>

**Richmond Shire Council**  
**Statement of Financial Position**  
**as at 30th April 2024**

	<b>2024 Actuals</b>	<b>2024 Amended Budget</b>	<b>2023 Actuals</b>	<b>Budget Variance</b>
	\$	\$	\$	%
<b>Current assets</b>				
Cash and cash equivalents	9,873,764	11,847,712	3,951,263	83.34%
Trade and other receivables	1,788,861	1,624,500	137,549	110.12%
Inventories	362,550	450,000	324,566	80.57%
Land for Resale	-	126,000	126,000	0.00%
Contract assets	2,717,018	1,500,000	1,192,593	181.13%
Other assets	191,135	155,000	21,081	123.31%
<b>Total current assets</b>	<b>14,933,327</b>	<b>15,703,212</b>	<b>5,753,052</b>	<b>95.10%</b>
<b>Non-current assets</b>				
Property, plant and equipment	241,740,165	272,752,146	230,677,100	88.63%
Intangible assets	-	-	-	0.00%
Capital Work in Progress	6,719,929	-	9,244,479	0.00%
<b>Total non-current assets</b>	<b>248,460,094</b>	<b>272,752,146</b>	<b>239,921,579</b>	<b>91.09%</b>
<b>Total assets</b>	<b>263,393,421</b>	<b>288,455,358</b>	<b>245,674,631</b>	<b>91.31%</b>
<b>Current liabilities</b>				
Trade and other payables	333,239	1,161,000	355,743	28.70%
Contract liabilities	561,488	1,750,000	1,939,232	32.09%
Borrowings	148,528	636,000	144,984	23.35%
Provisions	1,377,668	1,520,000	1,381,668	90.64%
<b>Total current liabilities</b>	<b>2,420,922</b>	<b>5,067,000</b>	<b>3,821,626</b>	<b>47.78%</b>
<b>Non-current liabilities</b>				
Provisions	243,270	305,000	237,602	79.76%
Borrowings	1,676,680	1,640,313	2,253,608	102.22%
<b>Total non-current liabilities</b>	<b>1,919,950</b>	<b>1,945,313</b>	<b>2,491,210</b>	<b>98.70%</b>
<b>Total liabilities</b>	<b>4,340,873</b>	<b>7,012,313</b>	<b>6,312,836</b>	<b>61.90%</b>
<b>Net community assets</b>	<b>259,052,548</b>	<b>281,443,045</b>	<b>239,361,792</b>	<b>92.04%</b>
<b>Community equity</b>				
Asset revaluation surplus	133,921,894	142,551,479	126,221,696	93.95%
Operating surplus	2,297,862	19,692,163	(997,746)	11.67%
Retained surplus	122,832,793	119,199,403	114,137,843	103.05%
<b>Total community equity</b>	<b>259,052,548</b>	<b>281,443,045</b>	<b>239,361,792</b>	<b>92.04%</b>

**Richmond Shire Council  
Statement of Cash Flows  
as at 30th April 2024**

	<b>2024 Actuals</b>	<b>2024 Amended Budget</b>	<b>2023 Actuals</b>	<b>Budget Variance</b>
	\$	\$	\$	%
<b>Cash flows from operating activities</b>				
Receipts from customers	12,179,456	15,159,567	6,543,495	80.34%
Payments to suppliers and employees	(14,352,985)	(21,540,596)	(12,397,750)	66.63%
	(2,173,529)	(6,381,029)	(5,854,255)	34.06%
Interest received	352,959	175,000	153,654	201.69%
Rental income	146,362	172,800	145,363	84.70%
Grants, subsidies, contributions and donations - non-capital	517,761	9,152,795	2,195,733	5.66%
Finance/Borrowing costs	(59,139)	(651,100)	(69,195)	9.08%
<b>Net cash inflow (outflow) from operating activities</b>	(1,215,585)	2,468,466	(3,428,699)	-49.24%
<b>Cash flows from investing activities</b>				
Payments for property, plant and equipment	(7,461,641)	(20,059,340)	(9,504,829)	37.20%
Net movement in loans and advances	-	-	-	0.00%
Proceeds from sale of property plant and equipment	312,541	619,000	-	50.49%
Grants, subsidies, contributions and donations - capital	8,985,757	19,979,690	6,103,964	44.97%
<b>Net cash inflow (outflow) from investing activities</b>	1,836,657	539,350	(3,400,864)	340.53%
<b>Cash flows from financing activities</b>				
Proceeds from borrowings	-	-	-	0.00%
Repayment of borrowings	(431,105)	(636,965)	(418,640)	67.68%
<b>Net cash (outflow) from financing activities</b>	(431,105)	(636,965)	(418,640)	67.68%
<b>Net increase in cash and cash equivalent held</b>	189,966	2,370,851	(7,248,203)	8.01%
<b>Cash and cash equivalents at the beginning of the financial year</b>	9,683,797	9,200,000	11,199,466	105.26%
<b>Cash and cash equivalents at end of the financial year</b>	9,873,764	11,570,851	3,951,263	85.33%

RICHMOND SHIRE COUNCIL	Actual 2023/2024			Amended Budget 2023/2024			Variance Surplus
	Revenue	Expenses	Surplus	Revenue	Expenses	Surplus	%
<b>10 General Public Services</b>							
Corporate	1,955	-685,835	-683,879	121,400	-950,830	-829,430	82.45%
Finance	1,379,502	-1,116,000	263,501	786,350	-891,450	-105,100	-250.71%
Payroll - Staff Resources	0	-593,687	-593,687	0	-783,116	-783,116	75.81%
Executive/Governance	0	-522,500	-522,500	0	-933,570	-933,570	55.97%
Corporate - Depreciation	0	-331,837	-331,837	0	-638,750	-638,750	51.95%
Loan Repayments	0	-46,618	-46,618	0	-636,000	-636,000	7.33%
Councillors & Election	0	-395,336	-395,336	0	-487,095	-487,095	81.16%
Stores	0	-48,814	-48,814	0	-131,680	-131,680	37.07%
Rates	918,798	-14,716	904,083	1,121,700	-19,500	1,102,200	82.03%
Stores - Depreciation	0	0	0	0	-7,000	-7,000	0.00%
Building & Planning	1,986	0	1,986	1,550	0	1,550	128.11%
Federal Assistance Grants	175,556	0	175,556	8,450,000	0	8,450,000	2.08%
<b>Total General Public Services</b>	<b>2,477,797</b>	<b>-3,755,342</b>	<b>-1,277,546</b>	<b>10,481,000</b>	<b>-5,478,991</b>	<b>5,002,009</b>	<b>-25.54%</b>
<b>12 Public Order and Safety</b>							
Health & Environmental	67	-27,740	-27,673	0	-15,700	-15,700	176.26%
Disaster Management	52,817	-15,432	37,385	21,000	-12,750	8,250	453.15%
Disaster Management - Depreciation	0	-2,739	-2,739		-2,670	-2,670	102.58%
<b>Total Public Order and Safety</b>	<b>52,884</b>	<b>-45,911</b>	<b>6,973</b>	<b>21,000</b>	<b>-31,120</b>	<b>-10,120</b>	<b>1.19%</b>
<b>13 Local Roads</b>							
Engineering Support	0	-482,204	-482,204	0	-654,183	-654,183	73.71%
Safety and Quality	0	-205,649	-205,649	0	-642,090	-642,090	32.03%
Rural Road Maintenance	0	-223,342	-223,342	0	-600,000	-600,000	37.22%
Town Street Maintenance	0	-163,484	-163,484	0	-250,000	-250,000	65.39%
TIDS Expenses	114,226	-88,363	25,862	131,071	-131,071	0	0.00%
Flood Damage Expenses	0	-142,193	-142,193	0	-146,000	-146,000	97.39%
Street Lighting	0	-11,673	-11,673	0	-21,000	-21,000	55.59%
Depot	0	-76,428	-76,428	0	-43,250	-43,250	176.71%
Stormwater Maintenance	0	-5,172	-5,172	0	-1,850	-1,850	279.57%
Rural Road Maintenance - Capital Income	412,409	0	412,409	828,618	0	828,618	49.77%
Town Street Maintenance - Capital Income	0	0	0	1,000,000	0	1,000,000	0.00%
Stormwater - Capital Income	0	0	0	1,421,624	0	1,421,624	0.00%
Flood Damage - Capital Income	7,955,092	0	7,955,092	8,664,448	0	8,664,448	91.81%
Road Depreciation	0	-3,386,572	-3,386,572	0	-3,030,000	-3,030,000	111.77%

RICHMOND SHIRE COUNCIL	Actual 2023/2024			Amended Budget 2023/2024			Variance Surplus
	Revenue	Expenses	Surplus	Revenue	Expenses	Surplus	%
<b>Total Local Roads</b>	<b>8,481,727</b>	<b>-4,785,080</b>	<b>3,696,647</b>	<b>12,045,761</b>	<b>-5,519,444</b>	<b>6,526,317</b>	<b>102.46%</b>
<b>14 Other Transport Services</b>							
Airports	53,479	-82,842	-29,363	56,000	-78,348	-22,348	131.39%
TMR Airport Project	0		0	27,956	-55,911	-27,955	0.00%
Fleet Management	67,431	-1,076,341	-1,008,910	90,000	-1,468,540	-1,378,540	73.19%
RMPC	771,993	-954,201	-182,208	807,272	-605,000	202,272	-90.08%
Main Roads - Winton Rd	6,545,370	-4,117,605	2,427,764	10,544,829	-7,381,382	3,163,447	76.74%
Fleet Management Recoveries	1,683,146	0	1,683,146	1,500,000	0	1,500,000	112.21%
Airport - Capital Income	86,256	0	86,256	7,500,000	0	7,500,000	1.15%
Airport Depreciation	0	-55,107	-55,107	0	-9,000	-9,000	612.30%
Fleet Management - Depreciation	0	-531,985	-531,985	0	-600,000	-600,000	88.66%
<b>Total Other Transport Services</b>	<b>9,207,673</b>	<b>-6,818,081</b>	<b>2,389,592</b>	<b>20,526,057</b>	<b>-10,198,181</b>	<b>10,327,876</b>	<b>23.14%</b>
<b>15 Community Affairs</b>							
Early Education	0	-6,859	-6,859	0	-19,825	-19,825	34.60%
CDC Program	370,493	-204,489	166,004	543,000	-456,055	86,945	190.93%
CHSP Program	249,244	-141,702	107,542	208,900	-155,505	53,395	201.41%
Outside School Hours Care	94,850	-191,138	-96,288	135,000	-256,480	-121,480	79.26%
Community Sponsorship and Donations	0	-22,152	-22,152	0	-20,000	-20,000	110.76%
Community Events and Celebrations	0	-27,934	-27,934	0	-43,320	-43,320	64.48%
RADF Expense	17,850	-12,089	5,761	17,000	-19,000	-2,000	-288.07%
Community Services	0	-95,724	-95,724	0	-84,650	-84,650	113.08%
Library & Centrelink	13,391	-33,552	-20,161	14,350	-44,800	-30,450	66.21%
Museums	0	-285,591	-285,591	0	-280,000	-280,000	102.00%
Community Centres and Halls	11,454	-93,187	-81,733	10,000	-101,200	-91,200	89.62%
Tourism	0	-237	-237	0	-6,780	-6,780	3.50%
TV And Radio Facilities	0	-15,617	-15,617	0	-7,750	-7,750	201.51%
Community Centres & Halls - Depreciation	0	-56,875	-56,875	0	-62,000	-62,000	91.73%
Community Care Buildings - Depreciation	0	-55,133	-55,133	0	-40,000	-40,000	137.83%
Library & Centrelink - Depreciation	0	-23,622	-23,622	0	-23,450	-23,450	100.73%
TV & Radio Facilities - Depreciation	0	-663	-663	0	-3,900	-3,900	16.99%
<b>Total Community Affairs</b>	<b>757,282</b>	<b>-1,266,563</b>	<b>-509,281</b>	<b>928,250</b>	<b>-1,624,715</b>	<b>-696,465</b>	<b>73.12%</b>
<b>16 Economic Affairs</b>							
Caravan Park	380,512	-300,788	79,723	464,000	-428,800	35,200	226.49%

RICHMOND SHIRE COUNCIL	Actual 2023/2024			Amended Budget 2023/2024			Variance Surplus
	Revenue	Expenses	Surplus	Revenue	Expenses	Surplus	%
Saleyards - Richmond	38,970	-126,665	-87,695	52,000	-72,000	-20,000	438.48%
Saleyards - Maxwelton	0	-14,182	-14,182	0	-7,350	-7,350	192.95%
Saleyards Maxwelton Cattle Yard Upgrades	0	0	0	1,800,319	-1,800,319	0	0.00%
Paddocks and Town Common	195,195	-48,050	147,145	198,000	-40,300	157,700	93.31%
Maxi Common Farming Project	0	-85,839	-85,839	700,000	-620,000	80,000	-107.30%
Washdown Bay	15,947	-7,406	8,541	15,000	-16,000	-1,000	-854.09%
Other Leased Facilities	12,167	-752	11,415	14,000	0	14,000	81.53%
Kronosarus Korner Building	0	-77,267	-77,267	0	-66,350	-66,350	116.45%
Development Services	0	-7,800	-7,800	0	-11,000	-11,000	70.91%
Commerical Buildings - Depreciation	0	0	0	0	-128,000	-128,000	0.00%
<i>Caravan Park Depreciation</i>	0	-86,664	-86,664				
<i>Saleyards Depreciation</i>	0	-46,019	-46,019				
<i>Paddocks Depreciation</i>	0	-4,484	-4,484				
<i>Other Commerical Depreciation</i>	0	-86,093	-86,093				
<b>Total Economic Affairs</b>	<b>642,790</b>	<b>-892,008</b>	<b>-249,218</b>	<b>3,243,319</b>	<b>-3,190,119</b>	<b>53,200</b>	<b>100.00%</b>
<b>17 Utilities</b>							
Sewerage Management	301,313	-93,499	207,814	388,000	-204,000	184,000	112.94%
Waste Management	81,163	-272,238	-191,075	103,000	-320,200	-217,200	87.97%
Water Management	428,188	-381,371	46,817	463,700	-564,593	-100,893	-46.40%
Water Management - Capital Income	0	0	0	445,000	0	445,000	0.00%
Sewerage Management - Depreciation	0	-110,539	-110,539	0	-80,000	-80,000	138.17%
Waste Management - Depreciation	0	-3,221	-3,221	0	-1,100	-1,100	292.83%
Water Management - Depreciation	0	-346,123	-346,123	0	-279,500	-279,500	123.84%
<b>Total Utilities</b>	<b>810,664</b>	<b>-1,206,991</b>	<b>-396,328</b>	<b>1,399,700</b>	<b>-1,449,393</b>	<b>-49,693</b>	<b>178.90%</b>
<b>18 Environmental Protection</b>							
Animal Control	13,772	-44,313	-30,541	13,000	-89,790	-76,790	39.77%
Land Management	0	-87,705	-87,705	0	-111,893	-111,893	78.38%
Land Management - Depreciation	0	0	0	0	-650	-650	0.00%
<b>Total Environmental Protection</b>	<b>13,772</b>	<b>-132,019</b>	<b>-118,246</b>	<b>13,000</b>	<b>-202,333</b>	<b>-189,333</b>	<b>120.71%</b>
<b>19 Housing</b>							
Council Housing	85,211	-128,376	-43,166	95,000	-135,350	-40,350	106.98%
Community Housing	47,049	-29,852	17,197	60,300	-23,300	37,000	46.48%

RICHMOND SHIRE COUNCIL	Actual 2023/2024			Amended Budget 2023/2024			Variance Surplus
	Revenue	Expenses	Surplus	Revenue	Expenses	Surplus	%
Aged Care Housing	14,052	-43,217	-29,165	17,500	-48,700	-31,200	93.48%
Vacant Land Expenses	0	-21,308	-21,308	0	-14,000	-14,000	152.20%
Depreciation Housing	0	-139,197	-139,197	0	-145,000	-145,000	96.00%
<b>Total Housing</b>	<b>146,312</b>	<b>-361,950</b>	<b>-215,638</b>	<b>172,800</b>	<b>-366,350</b>	<b>-193,550</b>	<b>111.41%</b>
<b>20 Recreation, Parks and Gardens</b>							
Sports and Recreation	14,923	-26,099	-11,176	15,000	-113,800	-98,800	11.31%
Parks and Gardens	0	-436,829	-436,829	0	-542,500	-542,500	80.52%
Swimming Pool	0	-230,704	-230,704	0	-243,550	-243,550	94.73%
Public Conveniences	0	-95,411	-95,411	0	-119,440	-119,440	79.88%
Cemeteries	14,615	-60,758	-46,143	15,539	-91,627	-76,088	60.64%
Swimming Pool - Capital Income	120,000	0	120,000	120,000	0	120,000	100.00%
Sport & Recreation Facilities - Depreciation	0	-208,214	-208,214	0	-80,700	-80,700	258.01%
Parks and Gardens -Depreciation	0	-28,201	-28,201	0	-35,000	-35,000	80.57%
Swimming Pool Depreciation	0	-103,410	-103,410	0	-12,000	-12,000	861.75%
<b>Total Recreation, Parks and Gardens</b>	<b>149,538</b>	<b>-1,189,627</b>	<b>-1,040,089</b>	<b>150,539</b>	<b>-1,238,617</b>	<b>-1,088,078</b>	<b>95.59%</b>
<b>21 Private Works Total</b>	<b>77,321</b>	<b>-66,325</b>	<b>10,996</b>	<b>110,000</b>	<b>-100,000</b>	<b>10,000</b>	<b>109.96%</b>
<b>Total Operating Revenues &amp; Expenses</b>	<b>22,817,760</b>	<b>-20,519,897</b>	<b>2,297,862</b>	<b>49,091,426</b>	<b>-29,399,263</b>	<b>19,692,163</b>	<b>11.67%</b>

**Item 3.2 Fees and Charges – Aerodrome**

**EXECUTIVE SUMMARY**

As Avdata requires notice to allow updates to their ticketing/financial systems Council should decide if any changes are to be made to the landing fees for the Richmond Aerodrome for the 2024/25 financial year.

**OFFICER'S RECOMMENDATION**

**That Council: *discuss whether new rates will be applied to the Aerodrome for the 2024/25 financial year and adopt any change to come into effect as at 01 July 2024.***

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**Budget & Resource Implications**

N/A

**Background**

The purpose of this report is to provide a monthly update on Council's overall financial position.

**Consultation (Internal/External)**

Nil

**Attachments**

Attachment E – Current Fees and Charges for Aerodrome Landing Fees

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Report prepared by **Peta Mitchell (Director of Corporate Services)**

Name	Unit	Fee (incl. GST)	GST	Legislative Reference	Power under LGA 2009 s97
<b>RICHMOND AERODROME</b>					
Landing fee <5700 kg	Per tonne	12.00	Y	-	-
Landing fee >5700 kg	Per tonne	17.00	Y	-	-
Landing fee for health related service (RFDS, Lifeflight, RACQ Rescue etc.)		Waived	N	-	-
<i>NOTE: Landing information collected by Avdata upon call sign recorded on take off and landing.</i>					

**Item 4. Reports for Consideration – Community Services**

**Item 4.1 Additional Needs Policy**

**EXECUTIVE SUMMARY**

Supporting children with additional needs requires educators to extend upon the strategies they already use in providing quality care for children. It is imperative for educators to develop a comprehensive understanding of each child's interests and abilities and implement a program and environment that is receptive to their needs and inclusion.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Additional Needs Policy as presented.*

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**Budget & Resource Implications**

N/A

**Background**

Updates have been made to this Policy to align with Legislation.

**Consultation (Internal/External)**

N/A

**Attachments**

Attachment F – Policy

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Report prepared by **Teena Chappell (Outside School Hours Care Co-Ordinator)**

# ADDITIONAL NEEDS POLICY

Supporting children with additional needs requires educators to extend upon the strategies they already use in providing quality care for children. It is imperative for educators to develop a comprehensive understanding of each child’s interests and abilities and implement a program and environment that is receptive to their needs and inclusion.

As Out of School Hours Care (OSHC) Service offer flexible attendance options, and vacation care options, it is critical that our service works in partnership with families and other professionals to ensure specific consideration and adaptations/adjustments allow children with addition needs access and participation. Our OSHC Service is committed to take into account children’s social and cultural diversity, including learning styles, abilities and disabilities to achieve positive experiences for children in our setting.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		

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 the 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.
6.2	Collaborative partnerships	Collaborative partnerships enhance children’s inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

**EDUCATION AND CARE SERVICES NATIONAL REGULATIONS**

155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

**RELATED LEGISLATION**

[Disability Discrimination Act 1992](#)

**POLICIES**

Anti-Bias and Inclusion Policy Behaviour Management Policy Code of Conduct Policy Educational Program Policy Enrolment Policy	Interaction with Children, Family and Staff Policy Medical Conditions Policy Privacy and Confidentiality Policy Respect for Children Policy
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**PURPOSE**

Our **OSHC** Service understands and meets our obligations under the Disability Discrimination Act (DDA) to support children with disability and be responsive to each child, irrespective of their additional needs and abilities. We aim to provide a supportive and inclusive environment that sanctions each child to fully participate in its education and care at the OSHC Service. Educators will remain encouraging, unprejudiced and supportive, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential.

## SCOPE

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

## DEFINITIONS

According to the [Inclusion Support Program Guidelines](#) (Australian Department of Education September 2023), there is no national definition of 'additional needs.' This term is used within the policy to describe children who may need or require specific considerations or adaptations to participate fully in our Education and Care service.

Additional needs may include children who:

- have a disability or developmental delay- physical, sensory, intellectual, or autism spectrum disorder
- are presenting with challenging behaviours and/or behavioural or psychological disorders
- have a serious medical or health condition
- are presenting with trauma-related behaviours

Meeting the needs and requirements of:

- Aboriginal or Torres Strait Islander children
- children from refugee or humanitarian backgrounds
- children from culturally and linguistically diverse background
- may also require specific considerations, such as cultural support, to ensure that these children are able to participate fully in ECEC services and experience positive outcomes

[source: Inclusion Support Program Guidelines. 2023. p. 6]

## WHAT IS A DISABILITY

Disability is defined broadly in the Disability Discrimination Act (DDA) and does not rely on formal diagnosis of disability. Disability can be visible or non-visible. Disability in relation to the DDA includes: Physical; intellectual; psychiatric; sensory; neurological and learning disabilities as well as physical disfigurement.

## REASONABLE ADJUSTMENTS

Changes to a policy, practice, procedure, program or environment that enables a person with disability to access and participate in the service on the same basis as others. [ACECQA: The Disability Discrimination Act 2022].

We understand that additional needs may be temporary or permanent with diverse origins, which require different responses. Supporting children with additional needs enables them to have equitable access to resources and participation. This can lead to stronger skills in literacy and numeracy, social and emotional development and understanding of diversity. Strategies for supporting children with additional needs can differ significantly because every child is unique.

## IMPLEMENTATION

### THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- obligations under the *Disability Discrimination Act 1992* (DDA) are met
- all staff, educators, students and visitors have knowledge and adhere to this policy and understand and comply with the (DDA) including making reasonable adjustments to the program, practices and environment in collaboration with families and children
- all new employees are provided with a copy of this policy as part of their induction process
- support is provided to educators to make reasonable adjustments to enable children with disability access and participate in the Service on the same basis as others
- children's social, cultural and linguistic diversity is considered to inform curriculum decision-making processes to provide an inclusive education
- completed enrolment forms are used to gather information about children's additional needs and supports that may be required
- equitable access is provided to support children with additional needs
- communication with families is consistent and supportive
- develop effective relationships with school leaders and the OSHC service to support the child
- they have a thorough understanding of the NDIS plan for each child (if applicable) and assist to help achieve goals and build skills and independence
- they contact their local Inclusion Agency to access information and support about the Inclusion Support Program (see: [Inclusion Development Fund Manager \(IDFM\)](#) for your state/territory organisation)
- that any barriers preventing a child's inclusion are identified and strategies to make improvements implemented
- they develop a *Strategic Inclusion Plan* and *Individual Support Plans* in collaboration with the Inclusion Agency (IA) which will identify any barriers preventing a child's inclusion and implement strategies for improvement

- they seek assistance, training, and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs
- educators are meeting the needs of each individual child, by providing educators with targeted professional development and opportunities to network with professional agencies
- they access the Inclusion Support Portal (IS Portal) through PRODA
- parents/guardians provide written consent for information about their child to be shared with relevant IA, IDFM and the Department if accessing support under the Inclusion Support Program
- families are encouraged to meet with the educators who will be working with the child to ensure an understanding of the child's needs, appropriate methods for communication, and to ascertain those suitable resources and support is provided to both the family and the child
- the OSHC Service works in partnership with allied health professionals and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse backgrounds
- specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with educators and copies filed in the child's individual record
- children are encouraged to feel safe and secure during their education and care at the OSHC Service by developing trusting relationships with educators, other children, and the community
- inclusive strategies and practices are embedded in the delivery of quality education and care
- the privacy and confidentiality for children and families is maintained
- the indoor and outdoor environment and equipment is designed or adapted/adjusted to ensure access and participation for all children, supporting the inclusion of children with additional needs.

This may include the use of:

- portable ramps
- use of standing frames and support swings
- specialised furniture such as chairs, tables and positioning equipment
- communication charts and Auslan dictionaries
- resources and books in languages other than English to support Indigenous children and children from linguistically diverse backgrounds
- the program and curriculum are inclusive and meet the individual needs of children with additional needs, disability or developmental delay
- children's sensory sensitivities to pressure, texture, smell, noise, or colour are considered within the environment.

**EDUCATORS WILL:**

- treat children equally and fairly and with respect
- create an inclusive program and environment, which is adaptable and supportive of all children
- advocate for children's rights
- conduct specific observations on the individual child, outlining their interests, strengths, and developmental needs to support programming including open ended learning opportunities
- meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of systems such as sign language, the use of images, and/or learning key words in the child's home language
- establish a means for frequent communication with parents of children with additional needs through a communication book, verbal daily information exchanges, and/or formal and informal meetings.
- work with all families to meet children's developmental needs in order to build strengths and capabilities
- develop an Inclusion Support Plan (ISP) in collaboration with Inclusion Agency professionals, health professionals and parents of the child and keep a copy in the child's individual record
- liaise with school counsellor and other key personal at the school to ensure consistent strategies are implemented for the child at OSHC Service
- work with other professionals who play a role in supporting the child's development
- create a flexible environment, which can be adapted to each child's needs within the OSHC Service to support the inclusion of children with additional needs
- implement programming experiences and activities, that are inclusive for all children to access, explore and participate.
- listen carefully to all children's concerns and discuss issues of inclusion and exclusion, and fair and unfair behaviour.
- act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention, or assistance.
- discuss a wide range of emotions, thoughts, and views constructively with the children within a supportive environment
- not judge or compare one child's development with another
- talk to children about differences and acceptance.
- provide opportunities for all children to play and learn together, promoting cooperative, caring, and social behaviours.

### INCLUSION SUPPORT PROGRAM (ISP):

To assist in the provision of an inclusive environment for children with additional needs, our OSHC Service may apply for additional support through the [Inclusion Support Program \(ISP\)](#) if the eligibility requirements are met.

The Nominated Supervisors and educators will refer to the Inclusion Support Guidelines and consult with families to submit an application. Applications would need to be submitted for the different types of care the child accesses through our Service (care during school terms and vacation care). The objectives of the Inclusion Support Program include:

- supporting Out of School Hours Services increase their capacity and capability to provide quality inclusive practices for all children
- to address access and participation barriers
- support the inclusion of children with additional needs

### HIGH POTENTIAL AND GIFTED CHILDREN

Our OSHC Service will collaborate with families to support the needs of high potential and gifted children.

We will:

- respect the uniqueness of each child
- acknowledge the characteristics of high potential and gifted children
- be sensitive to the social-emotional needs of gifted children and assist them to feel a sense of belonging
- develop our capacity to cater for the needs of gifted children through professional development
- support children's transition to school
- assist educators cater for gifted children who also have a disability- 'Twice Exceptional' children

### FAMILIES WILL:

- work collaboratively with our OSHC Service
- share information about their child's specific needs- their interests, things they do well, strategies that are used at home to support their child, identify routines or situations that may cause physical or emotional challenges
- provide accurate information about their child's additional needs including relevant reports, documentation, NDIS plans, details about support services and other allied professionals
- help to identify possible barriers for inclusion and reasonable adjustments that may be required

- consent to our OSHC Service accessing external professional support if required to assist educators manage the diagnosed, or undiagnosed additional needs of their child
- collaborate with external professional support agencies and educators to implement plans to support inclusion
- provide written consent for information about their child to be shared on the IS Portal if accessing support under the Inclusion Support Program
- adhere to our policies that should the safety of other children and staff be compromised enrolment may be suspended or terminated.

## CONTINUOUS IMPROVEMENT/REFLECTION

The *Additional Needs Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

## CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Guide to Strategic Inclusion Plan
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## SOURCES

- Australian Children’s Education & Care Quality Authority. (2014).
- Australian Children’s Education & Care Quality Authority. (2022). [Disability Discrimination Act 1992 \(DDA\) resources.](#)
- Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)
- Australian Government Department of Education.(2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0.](#)
- Australian Government Department of Education (2014) *Continuity of Learning: A resource to support effective transition to school and school aged care.*
- Australian Government Department of Education. (2022) [Inclusion Support Program \(ISP\) Guidelines. Version 2.5 July 2023.](#)
- Catholic Education Office Melbourne (2013) *Gifted and Talented Students A Resource Guide for Teachers in Victorian Catholic Schools*
- Early Childhood Australia Code of Ethics. (2016).
- Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). [Position statement on the inclusion of children with disability in early childhood education and care.](#)
- Early Childhood Intervention Australia *National Guidelines for Best Practice in Early Childhood Intervention*
- Education and Care Services National Law Act 2010. (Amended 2023).
- [Education and Care Services National Regulations. \(Amended 2023\).](#)
- New South Wales Department of Education *High Potential and Gifted Education Policy.* (2019).
- Raising Children *Supporting gifted and talented learning* <https://raisingchildren.net.au/preschoolers/play-learning/gifted-talented-children/supporting-learning>
- [Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Tina Chappell	Coordinator	April 24
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V9.04.24		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• updated Inclusion Support Program guidelines (2023)</li> <li>• sources checked and updated as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
APRIL 2023	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• inclusion of Disability Discrimination Act (1992) referencing/recommendations for compliance</li> <li>• additional definitions added- disability/reasonable adjustments</li> <li>• minor formatting edits within text</li> <li>• hyperlinks checked and repaired as required</li> <li>• Continuous Improvement/Reflection section added</li> <li>• Childcare Centre Desktop Resources section added</li> <li>• MTOP V.20 updated in sources</li> <li>• link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> </ul>	APRIL 2024	
APRIL 2022	<ul style="list-style-type: none"> <li>• policy maintenance - no major changes to policy</li> <li>• minor formatting edits within text</li> <li>• hyperlinks checked and repaired as required</li> </ul>	APRIL 2023	
APRIL 2021	<ul style="list-style-type: none"> <li>• Review of policy - Moved Families will.... to end of policy</li> <li>• sources checked for currency</li> <li>• Updated information for Inclusion Support Program- PRODA</li> <li>• Reference to resource- <i>Guide to Strategic Inclusion Plan</i> added</li> </ul>	APRIL 2022	
APRIL 2020	Additional information for Approved provider and educators added Adjustments for inclusion added - Family responsibilities - Inclusion Support Program - High Potential and Gifted children New references added	APRIL 2021	

APRIL 2019	Rearranged the order of points for better flow Points added (Highlighted). Sources/references checked, corrected, updated, and alphabetised. Deleted 'procedures' appendix and added relevant info to body of policy.	APRIL 2020
APRIL 2018	Minor terminology and grammatical adjustments made to further support understanding and implementation Included the list of related policies	APRIL 2019
NOVEMBER 2017	Updated the National Quality Standard references to comply with revised standard.	APRIL 2018
APRIL 2017	Minor changes and additions made	APRIL 2018

**Item 4.2 Administration of Medication Policy**

**EXECUTIVE SUMMARY**

In supporting the health and wellbeing of children, the use of medications may be required by children at the Out of School Hours Care (OSHC) Service. All medications must be administered as prescribed by medical practitioners and first aid guidelines to ensure the continuing health, safety, and wellbeing of the child. Under the *Education and Care Services National Law and Regulations*, OSHC Services are required to ensure medication records are kept for each child to whom medication is or is to be administered by the service (reg 92).

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Administration of Medication Policy as presented.*

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**Budget & Resource Implications**

N/A

**Background**

Updates have been made to this Policy to align with Legislation.

**Consultation (Internal/External)**

N/A

**Attachments**

Attachment G – Policy

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Report prepared by **Teena Chappell (Outside School Hours Care Co-Ordinator)**

# ADMINISTRATION OF MEDICATION POLICY

In supporting the health and wellbeing of children, the use of medications may be required by children at the Out of School Hours **Care (OSHC)** Service. All medications must be administered as prescribed by medical practitioners and first aid guidelines to ensure the continuing health, safety, and wellbeing of the child. Under the *Education and Care Services National Law and Regulations*, **OSHC** Services are required to ensure medication records are kept for each child to whom medication is or is to be administered by the service (reg 92).

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL <b>LAW AND</b> REGULATIONS	
<b>Sec.167</b>	<b>Offence relating to protection of children from harm and hazards</b>
<b>12</b>	<b>Meaning of serious incident</b>
<b>85</b>	<b>Incident, injury, trauma and illness policy</b>
<b>86</b>	<b>Notification to parent of incident, injury, trauma or illness</b>
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement - anaphylaxis or asthma emergency
95	Procedure for administration of medication
96	Self-administration of medication

136	First Aid qualifications
162(c) and (d)	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed
174	Time to notify certain circumstances to Regulatory Authority
183	Storage of records and other documents

**RELATED POLICIES**

Administration of First Aid Policy Dealing with Infectious Diseases Policy Child Protection Policy Code of Conduct Policy Delivery of Children to, and collection from Education and Care Service Premises Diabetes Management Policy Enrolment Policy Epilepsy Policy Family Communication Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Safe Storage of Hazardous Substances Policy Supervision Policy Work Health and Safety Policy
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**PURPOSE**

To ensure all educators of the Out of School Hours Care (OSHC) Service understand their liabilities and duty of care to meet each child’s individual health care needs. To ensure all educators are informed of children diagnosed with a medical condition and strategies to support their individual needs. To ensure that all educators are specifically trained to be able to safely administer children’s required medication with the written consent of the child’s parent or guardian. Educators will follow this stringent procedure to promote the health and wellbeing of each child enrolled at the OSHC Service.

**SCOPE**

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

**IMPLEMENTATION**

Families requesting the administration of medication to their child will be required to follow the guidelines developed by the OSHC Service to ensure the safety of children and educators. The Service will

follow legislative guidelines and adhere to the **Education and Care Services National Regulations** to ensure the health of children, families, and educators at all times.

For children with a diagnosed health care need, allergy or relevant medical condition a medical management plan must be provided prior to enrolment and updated regularly. A risk minimisation plan and communication plan must be developed in consultation with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child. (see *Medical Conditions Policy*).

### THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- all new employees are provided with a copy of this policy as part of their induction process
- children with specific health care needs or medical conditions have a current medical management plan detailing prescribed medication and dosage by their medical practitioner
- medication is only administered by the OSHC Service with written authority signed by the child's parent or other responsible person named and authorised in the child's enrolment record to make decisions about the administration of medication [Regulation 92(3)(b)]
- medication provided by the child's parents must adhere to the following guidelines:
  - the administration of any medication is authorised by a parent or guardian in writing
  - medication is prescribed by a registered medical practitioner (with instructions either attached to the medication, or in written form from the medical practitioner)
  - medication is from the original container
  - medication has the original label clearly showing the name of the child
  - medication is before the expiry/use by date.
- the *Administration of Medication* Record is completed for each child by the parent/guardian including:
  - name of medication
  - time and date medication was last administered
  - time and date medication is to be administered (or circumstances to be administered)
  - dosage to be administered
  - method of administration
  - period of authorisation
  - parent/guardian name and signature

- a separate form must be completed for each medication if more than one is required
- any person delivering a child to the OSHC Service must not leave any type of medication in the child's bag or locker. Medication must be given directly to an educator for appropriate storage upon arrival.
- written and verbal notifications are given to a parent or other family member of a child as soon as practicable if medication is administered to the child in an emergency when consent was either verbal or provided by medical practitioners
- if medication is administered without authorisation in the event of an asthma or anaphylaxis emergency the parent/**guardian** of the child is notified as soon as practicable
- if the incident presented imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident
- reasonable steps are taken to ensure that medication records are maintained accurately
- medication **records** are kept in a secure and confidential manner and archived for the regulatory prescribed length of time following the child's departure from the Service
- children's privacy is maintained, working in accordance with the Australian Privacy Principles (APP).
- educators receive information about *Medical Conditions and Administration of Medication Policies* and other relevant health management policies during their induction
- educators, staff and volunteers have a clear understanding of children's individual health care needs, allergy or relevant medical condition as detailed in medical management plans, Asthma or Anaphylaxis Action Plans
- written consent is requested from families on the enrolment form to administer emergency asthma, anaphylaxis, or other emergency medication or treatment if required
- families are informed of the Service's medical and medication policies
- safe practices are adhered to for the wellbeing of both the child and educators.

#### EDUCATORS WILL:

- not administer any medication without the written authorisation of a parent or person with authority, except in the case of an emergency, when the written consent on an enrolment form, verbal consent from an authorised person, a registered medical practitioner or medical emergency services will be acceptable if the parents cannot be contacted
- ensure medications are stored in the refrigerator in a labelled and locked medication container with the key kept in a separate location, inaccessible to children. For medications not requiring refrigeration, they will be stored in a labelled and locked medication container with the key kept in a separate location, inaccessible to children

- ensure adrenaline autoinjectors and asthma medication are kept out of reach of children and stored in a cool dark place at room temperature. They must be readily available when required and not locked in a cupboard. A copy of the child's medical management plan should be stored with the adrenaline autoinjector or asthma medication
- ensure that two educators administer and witness administration of medication at all times (Reg. 95). One of these educators must have approved First Aid qualifications as per current legislation and regulations. Both educators are responsible for:
  - checking the *Administration of Medication Record* completed by the parent/guardian
  - checking the prescription label for:
    - the child's name
    - the dosage of medication to be administered
    - the method of dosage/administration
    - the expiry or use-by date
  - confirming that the correct child is receiving the medication
  - signing and dating the *Administration of Medication Record*
  - returning the medication back to the locked medication container.
- follow hand-washing procedures before and after administering medication
- discuss any concerns or doubts about the safety of administering medications with management to ensure the safety of the child (checking if the child has any allergies to the medication being administered)
- seek further information from parents/guardian, the prescribing doctor or the Public Health Unit before administering medication if required
- ensure that the instructions on the *Administration of Medication Record* are consistent with the doctor's instructions and the prescription label
- ensure that if there are inconsistencies, medication is not to be administered to the child
- invite the family to request an English translation from the medical practitioner for any instructions written in a language other than English
- ensure that the *Administration of Medication Record* is completed and stored correctly including name and signature of witness and date and time of administration
- if after several attempts of encouraging the child to take medication, but they still refuse, contact the parent or guardian. Educators cannot use restrictive practices to make a child take medication at any time
- observe the child post administration of medication to ensure there are no side effects

- respond immediately and contact the parent/guardian for further advice if there are any unusual side effects from the medication
- contact emergency services on 000 immediately if a child is not breathing, is having difficulty breathing, or shows signs of unusual side effects requiring immediate attention following administration of any medication.

#### FAMILIES WILL:

- provide management with accurate information about their child's health needs, medical conditions and medication requirements on the enrolment form
- provide the OSHC Service with a medical management plan prior to enrolment of their child if required
- develop a *Medical Risk Minimisation Plan* for their child in collaboration with management and educators and the child's medical practitioner for long-term medication plans
- develop a *Medical Communication Plan* in collaboration with management and educators
- complete and sign an *Administration of Medication Record* for their child requiring any medication to be administered by educators/staff whilst they are at the OSHC Service, including signing and dating it for inclusion in the child's medication records
- update (or verify currency of) medical management plan annually or as the child's medication needs change
- provide authorisation on the enrolment form for staff or educators of the Service to administer paracetamol or ibuprofen in the event their child registers a temperature of 38°C or higher
- be requested to sign consent to use creams and lotions should first aid treatment be required (list of items in the first aid kit provided at enrolment)
- keep prescribed medications in original containers with pharmacy labels. Please understand that medication will only be administered as directed by the medical practitioner and only to the child whom the medication has been prescribed for. Expired medications will not be administered.
- adhere to our OSHC Service's *Incident, Injury, Trauma and Illness Policy* and *Dealing with Infectious Diseases Policy*
- keep children away at home while any symptoms of an illness remain
- keep children at home for 24 hours from commencing antibiotics to ensure they have no side effects to the medication
- advise the OSHC Service if their child has taken any medication with them to school. The *Administration of Medication Record* may be emailed to the Service if necessary

- complete the *Administration of Medication Record* if dropping off their child in the morning, and the educator will sign to acknowledge the receipt of the medication. The educator will then ensure this medication is taken to school with the child where school policy regarding medication will be adhered to (e.g. giving medication to the class teacher)
- provide any herbal/ naturopathic remedies or non-prescription medications (including paracetamol) with a letter from the doctor detailing the child's name and dosage.

### SELF-ADMINISTRATION OF MEDICATION [Reg.96]

A child over pre-school age may self-administer medication under the following circumstances:

- a parent or guardian provides written authorisation with consent on the child's enrolment form - administration of medication
- medication is stored safely by an educator, who will provide it to the child when required
- supervision is provided by an educator whilst the child is self-administering
- a recording is made in the *Administration of Medication Record* for the child that the medication has been self-administered
- the *Administration of Medication Record* is signed by the parent upon collection of their child acknowledging the dose and time of administration of medication (e.g.: Asthma inhaler, Diabetic treatment).

### MEDICATIONS KEPT AT THE SERVICE

- Any medication, cream or lotion kept on the premises will be checked monthly for expiry dates
- A list of First Aid Kit contents close to expiry or running low will be given to the nominated supervisor who will arrange for the purchase of replacement supplies
- If a child's individual medication is due to expire or running low, the family will be notified by educators that replacement items are required
- It is the family's responsibility to take home short-term medication (such as antibiotics) at the end of each day, and return it with the child as necessary
- MEDICATION WILL NOT BE ADMINISTERED IF IT HAS PAST THE PRODUCT EXPIRY DATE.
- Families are required to complete an *Administration of Medication Record* for lotions to be administered.

### EMERGENCY ADMINISTRATION OF MEDICATION [Reg.93 (5)]

- In the occurrence of an emergency and where the administration of medication must occur, the approved provider/nominated supervisor must attempt to receive verbal authorisation by a parent,

or a person named in the child's enrolment form who is authorised to consent to the administration of medication.

- If all the child's nominated contacts are non-contactable, the approved provider/nominated supervisor must contact a registered medical practitioner or emergency service on 000
- In the event of an emergency and where the administration of medication must occur, written notice must be provided to a parent of the child or other emergency contact person listed on the child's enrolment form as soon as practicable
- The approved provider/nominated supervisor will contact the regulatory authority within 24 hours as soon as practicably possible (if urgent medical attention was sought or the child attended hospital)
- The child will be comforted, reassured, and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.

### EMERGENCY INVOLVING ANAPHYLAXIS OR ASTHMA [Reg. 94]

- For anaphylaxis or asthma emergencies, medication/treatment will be administered to a child without authorisation, following the Asthma or Anaphylaxis Action Plan provided by the parent/guardian. [National Asthma Council (NAC) or ASCIA]
- In the event of a child not known to have asthma and appears to be in severe respiratory distress, the Administration of First Aid Procedure must be followed immediately:
  - an ambulance must be called
  - place child in a seated upright position
  - give 4 separate puffs of a reliever medication (e.g.: Ventolin) using a spacer if required.
  - repeat every 4 minutes until the ambulance arrives
- in the event of a child not known to be diagnosed with anaphylaxis and appears to be an anaphylaxis emergency where any of the following symptoms are present, an EpiPen must be administered
  - difficulty/noisy breathing
  - swelling of the tongue
  - swelling or tightness in throat
  - difficulty talking
  - wheeze or persistent cough
  - persistent dizziness or collapse pale and floppy

(Sydney Children's Hospitals Network – 2020)

The approved provider/nominated supervisor will contact the following (as required) as soon as practicably possible:

- o Emergency Services 000
- o a parent of the child
- o the regulatory authority within 24 hours (if urgent medical attention was sought or the child attended hospital).

The child will be comforted, reassured, and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.

**CONTINUOUS IMPROVEMENT/REFLECTION**

The *Administration of Medication Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

**CHILDCARE CENTRE DESKTOP - RELATED RESOURCES**

Administration of First Aid Procedure	Managing a Medical Condition Procedure
Administration of Medication Procedure	Medical Communication Plan
Administration of Medication Record	Medical Management Plan
Administration of Paracetamol Record	Medical Risk Management Plan

**SOURCES**

Australian Children’s Education & Care Quality Authority. (2014).  
 Australian Children’s Education & Care Quality Authority. (2023). *Guide to the National Quality Framework*.  
 Australian society of clinical immunology and allergy. ASCIA. <https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>  
 Australian Government Department of Education. *My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022*  
 Early Childhood Australia Code of Ethics. (2016).  
 Education and Care Services National Law Act 2010. (Amended 2023).  
[Education and Care Services National Regulations](#). (Amended 2023).  
 National Health and Medical Research Council. (2013). *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).  
 NSW Department of Health: [www.health.nsw.gov.au](http://www.health.nsw.gov.au)  
 Revised National Quality Standard. (2018).  
 The Sydney Children’s Hospital Network (2020)  
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Tina Chappell	Coordinator	April 24
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V10.04.24		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy review</li> <li>• removal of reference to Sick Child Policy</li> <li>• information required on administration of medication record expanded</li> <li>• revised Administration of Paracetamol section</li> <li>• sources checked for currency and updated as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
APRIL 2023	<ul style="list-style-type: none"> <li>• minor formatting edits within text</li> <li>• update to new EYLF reference (V2.0)</li> <li>• hyperlinks checked and repaired as required</li> <li>• Continuous Improvement section added</li> <li>• Childcare Centre Desktop Resource section added</li> <li>• link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> </ul>	APRIL 2024	
APRIL 2022	<ul style="list-style-type: none"> <li>• review of policy/sources checked for currency</li> <li>• additional information included related to observing children post administration of medication/side effects/management</li> <li>• minor changes to reflect National Regulations</li> <li>• reference to Administration of Paracetamol record</li> </ul>	APRIL 2023	
APRIL 2020	rearrangement of some points for better flow addition of information inclusion of Medical Management Plan additional information re: anaphylaxis or asthma emergency	APRIL 2021	
APRIL 2019	Additional information added to points. Duplicated information deleted. Additional point added in reference to Regulation 90 (sub regulation 2) sources/references updated and alphabetised.	APRIL 2020	
APRIL 2018	Minor terminology and grammatical adjustments made to further support compliance, understanding and implementation	APRIL 2019	

OCTOBER 2017	New policy drafted for OSHC	OCTOBER 2018
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**Item 4.3 Safe Arrival of Children Policy**

**EXECUTIVE SUMMARY**

Under the Education and Care Services National Regulations, Outside School Hours Care (OSHC) Services must have policies and procedures in place for the safe arrival of children who travel to or from an education and care service premises [ACECQA, 2023]. This may include children traveling between our OSHC service and educational facilities such as Family Day Care service, preschool, school, long day care service or any other service which provides education and care to children.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Safe Arrival of Children Policy as presented.*

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**Budget & Resource Implications**

N/A

**Background**

Updates have been made to this Policy to align with Legislation.

**Consultation (Internal/External)**

N/A

**Attachments**

Attachment H – Policy

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Report prepared by **Teena Chappell (Outside School Hours Care Co-Ordinator)**

# SAFE ARRIVAL OF CHILDREN POLICY

Under the Education and Care Services National Regulations, Outside School Hours Care (OSHC) Services must have policies and procedures in place for the safe arrival of children who travel to or from an education and care service premises [ACECQA, 2023]. This may include children traveling between our OSHC service and educational facilities such as Family Day Care service, preschool, school, long day care service or any other service which provides education and care to children.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL LAW	
Sec. 165	Offence to inadequately supervise children
Sec. 167	Offence relating to protection of children from harm and hazards
Sec. 175	Offence relating to requirement to keep enrolment and other documents
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
86	Notification to parents of incident, injury, trauma and illness
99	Children leaving the education and care service premises
102AAB	Safe arrival of children policies and procedures

102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102C	Conduct a risk assessment for transporting children by the education and care service
102D	Authorisation for service to transport children
158	Children’s attendance record must be kept by the approved provider
160	Child enrolment records to be kept by the approved provider and family day care educator
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

**RELATED POLICIES**

Acceptance and Refusal of Authorisations Policy Child Safe Environment Policy Delivery of Children to, and Collection from Education and Care Service Premises Enrolment Policy	Incident, Injury, Trauma and Illness Policy Probation and Induction Orientation Policy Safe Transportation Policy Supervision Policy
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**PURPOSE**

Our Outside School Hours (OSHC) Service aims to ensure the safe and secure arrival and departure of all children into our service who may be travelling to or from another early childhood service or education facility. We are committed to identifying and minimising risks and potential hazards to ensure children are not placed at risk of harm or hazard when travelling between other educational facilities and our OSHC Service.

**SCOPE**

This policy applies to the approved provider, nominated supervisor, staff, coordinator/director, educators, families, children and visitors of the Outside School Hours Care Service.

**IMPLEMENTATION**

The safety of children enrolled at our OSHC Service is paramount. Every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. Appropriate safety measures have been implemented through our comprehensive risk assessment process to ensure supervision is adequate at all times including when children are travelling between our OSHC Service

and an educational facility. We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment.

#### DEFINITION:

An education or early childhood service includes a school, an education and care service (including Long Day Care, Family Day Care, Outside School Hours Care), a children's service or any other service which provides education or care to children.

Examples of travel between education or early childhood services may include, but is not limited to:

- A child travelling from our OSHC Service to school or from school to our OSHC Service
- A child travelling from our OSHC Service to preschool/kindy or from the preschool/kindy to our OSHC Service
- A child travelling from our OSHC Service to a FDC or LDC Service or from the FDC or LDC Service to our OSHC Service

#### SAFE ARRIVAL OF CHILDREN SPECIFIC RISK ASSESSMENT

The approved provider, in conjunction with educators of the service, will conduct a comprehensive risk assessment in order to identify any potential risk/s or hazards and ensure the safe arrival and departure of children who are travelling between our OSHC Service and an educational facility.

The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised. All risk assessments will be regularly assessed and evaluated to facilitate continuous improvement in our service.

If a risk concerning a child's travel is identified during the risk assessment, the approved provider must update the safe arrival of children policy and procedure as soon as possible. The risk assessment must be stored safely and securely and kept for a period of 3 years.

Our risk assessment will consider and include the following information:

- the age, developmental stages and individual needs of children
- the roles and responsibilities of;
  - the nominated supervisor of each service (where applicable)
  - the child's parents/family member
  - an authorised nominee listed on the child's enrolment form

- a person authorised by a parent or authorised nominee listed on the child’s enrolment form (if applicable)
- the role and responsibilities of the service the care of which the child is entering or leaving
- communication arrangements made between the service the child is leaving from, and the service the child is entering, including arrangements if the child is missing or unaccounted for
- procedures to be followed if a child is missing or unaccounted for during travel between services
- educator to child ratios required for adequate supervision during travel between services
- the proposed route and destination, including proximity to harm and hazards
- the process for entering and exiting the service premises and the pickup location or destination (as required)
- procedures to be followed to ensure children only leave the service in accordance with written authorisation from the parent or authorised nominee listed on the child’s enrolment form (ACECQA 2023)

#### THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- take reasonable steps to ensure all staff, educators, visitors, families, children follow this policy and related procedure
- ensure all staff and educators are inducted in the *Safe Arrival of Children Policy* and procedure
- ensure copies of the policy and procedures are readily available and accessible to educators, coordinators, staff and families
- clearly communicate any updates to policies and procedures to educators
- develop a *Safe Arrival of Children Procedure* to clearly outline roles, responsibilities and obligations for educators, families and the educational facility when children are travelling between services
- conduct a risk assessment to identify any risks or hazards that may pose a risk to children’s health, safety or wellbeing as they travel between our OSHC service and an educational facility
- consult with staff, educators, families and children (where applicable) during the preparation of a risk assessment
- consult with the educational facility during the preparation of a risk assessment
- review the risk assessment annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised

- notify families at least 14 days in advance of any changes to policy or procedures - as per regulations
- provide induction training to new educators and staff of this policy and related procedure
- provide ongoing training and information to coordinators, nominated supervisors and educators to ensure they can fulfil their roles and provide a child safe environment for all children and young people
- develop open communication channels and strategies between families, our service, educators and the educational facility
- request families complete a *Safe Travel Agreement Form* prior to children travelling between our OSHC service and another educational facility
- advise families to inform the OSHC service of any change in attendance or routine that may affect the child's safe arrival or departure as soon as they are aware
- ensure the *Administration of First Aid Policy* and *Incident, Injury, Trauma and Illness Policy* is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required
- ensure the service keeps accurate attendance records recording the following:
  - the time and date children arrive or depart our OSHC service
  - the signature of the person who has collected or delivered the child to our service or the signature of the Nominated Supervisor/Coordinator or educator in accordance with the *Delivery of Children to, and collection from Education and Care Service Premises Policy*

### EDUCATORS WILL:

- implement a risk assessment to identify and manage any risks or hazards that may pose a risk to children's health, safety or wellbeing as they travel between our OSHC service and an educational facility
- implement procedures for the safe handover of children between our OSHC Service and educational facility is documented correctly and clearly communicated with all stakeholders
- ensure enrolment records are kept up to date for all children, including authorisations from families
- ensure accurate attendance records are kept up to date recording the following:
  - the time and date children arrive or depart our OSHC service
  - the signature of the person who has collected or delivered the child to our OSHC service or the signature of the nominated supervisor/coordinator or educator in accordance with the *Delivery of Children to, and collection from Education and Care Service Premises Policy*

- cross check children’s attendance against an accurate attendance record showing when children are within the care of our OSHC service
- follow the *Safe Transportation Policy* at all times to ensure regulations are met when children embark and disembark from vehicles during travel between our OSHC service and other educational facilities
- implement the *Administration of First Aid Policy* and *Incident, Injury, Trauma and Illness Policy* in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required
- ensure that when leaving our OSHC service, children are given into the care of a parent, an authorised nominee named in the child’s enrolment form or a person authorised by the parent or authorised nominee; or given into the care of a person in accordance with the written authorisation of the child’s parent or authorised nominee
- discuss safe travel strategies with children prior to children travelling between our OSHC service and the educational facility to ensure children are supported to feel safe and act responsibly
- ensure families complete a *Safe Travel Agreement Form* prior to children travelling between our OSHC service and an educational facility
- communicate any changes to travel routine to family members, educators and the nominated supervisor

#### FAMILIES WILL:

- adhere to the *Service’s Delivery of children to, and collection from Education and Care Service Premises Policy* and *Safe Arrival of Children Policy*
- communicate any changes in routine and activities that may affect the child’s safe arrival or departure as soon as they are aware
- notify the OSHC Service if their child is going to be absent on a particular day or session
- provide emergency contact details and phone numbers upon enrolment and update emergency contact details and phone numbers regularly (as required)
- complete a *Safe Travel Agreement Form* detailing circumstances where children will travel between our OSHC service and an educational facility.

#### MISSING OR UNACCOUNTED CHILD

Our OSHC Service and educators will develop clear procedures to follow in case of a missing or unaccounted child who is deemed missing whilst travelling to or from our OSHC Service from an

educational facility. Parents must advise the service as early as possible of any changes to the child’s routine or activity.

If the child does not arrive at our OSHC Service at the predetermined time the nominated supervisor/responsible person or educators will:

- check the *Safe Travel Agreement Form* and any communication from the family if the child does not arrive at our OSHC service at the pre-determined time.
- contact the educational facility and confirm the child left the educational facility at the arranged time
- contact the parents or authorised nominee to determine the location of the child
- contact the Nominated Supervisor/Responsible Person to advise of the situation
- where possible, help conduct a search of the route of travel, ensuring supervision of all children within care
- liaise with Police, emergency services and parents as required
- complete an incident, injury, trauma and accident record as soon as possible

If the child does not arrive at the educational facility at the predetermined time, our service will:

- assist the educational facility to provide details when the child left our OSHC service.
- where possible, assist in a search of the route of travel, ensuring supervision of all children within care.
- contact the Nominated Supervisor/Responsible Person and advise of the situation.
- liaise with parents and the police/emergency services if required.

Our OSHC Service will notify the regulatory authority within 24 hours of becoming aware of a serious incident, including if a child is missing or unaccounted for when travelling between our OSHC Service and an educational facility.

**CONTINUOUS IMPROVEMENT**

Our *Safe Arrival of Children Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

**CHILDCARE CENTRE DESKTOP- RELATED RESOURCES**

Safe Arrival of Children Procedure	Safe Travel Agreement Form
Safe Arrival of Children Risk Assessment	

**SOURCES**

Australian Children’s Education & Care Quality Authority. (2014).  
[Australian Children’s Education & Care Quality Authority. \(2023\). \*Guide to the National Quality Framework\*.](#)  
 ACECQA. (2023). [Key NQF changes for centre-based services from 2023](#)  
 ACECQA. (2023). Policies and procedures guidelines. [Safe Arrival of Children](#)  
 ACECQA. (2023). Information Sheet. [Safe Arrival of Children](#)  
 Education and Care Services National Law Act 2010. (Amended 2023).  
[Education and Care Services National Regulations](#). (Amended 2023)  
 Guide to the National Quality Framework. (Amended 2023).  
[Western Australian Education and Care Services National Regulations](#)

**REVIEW**

POLICY REVIEWED BY	Tina Chappell	Coordinator	April 24
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V2.04.24		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• sources checked and updated as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
OCTOBER 2023	New policy developed in line with regulations effective from October 2023	APRIL 2024	

**Item 4.4 Supervision Policy**

**EXECUTIVE SUMMARY**

To provide staff guidance in the minimisation and use of restrictive practices.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Supervision Policy as presented.*

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**Budget & Resource Implications**

N/A

**Background**

Updates have been made to this Policy to align with Legislation.

**Consultation (Internal/External)**

N/A

**Attachments**

Attachment I – Policy

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Report prepared by **Teena Chappell (Outside School Hours Care Co-Ordinator)**

# SUPERVISION POLICY

Supervision is an integral part of the whole care and education experience. *“At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines.”* (Victoria Department of Education and Training, 2010, p.1). Effective supervision allows educators to actively engage in play and leisure opportunities that are meaningful to children and support their wellbeing, development and learning.

## NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each Child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL <b>LAW AND</b> REGULATIONS	
S.165	Offence to inadequately supervise children
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority
100	Risk assessment must be conducted before an excursion
101	Conduct of risk assessment for excursions
102C(2)(g)	Supervision during transportation
102E	Children embarking a means of transport- centre based service
102F	Children disembarking a means of transport- centre based service
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
121	Application of Division 3
122	Educators must be working directly with children to be included in ratios
123 (1) (d)	Educator to child ratios-Centre based services
168	Education and care service must have policies and procedures

176	Time to notify certain circumstances to Regulatory Authorities
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**RELATED POLICIES**

Administration of Medication Policy Adventurous Play Policy Bottle Safety and Preparation Policy Child Safe Environment Policy Code of Conduct Policy Cyber Safety Policy Delivery of Children to, and collection from Education and Care Service Premises Emergency Evacuation Policy	Handwashing Policy Incident, Injury, Trauma and Illness Policy Nappy Change and Toileting Policy Physical Environment Policy Road Safety Policy Safe Transportation Policy Sleep and Rest Policy Water Safety Policy
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**PURPOSE**

Out of School Hours Care (OSHC) educators have a duty of care to ensure children are actively supervised at all times, maintaining a safe and secure environment adhering to Education and Care National Law and National Regulations. Supervision for children in OSHC requires educators to cater for a wide range of ages and abilities and requires flexibility and organisation to ensure thoughtful design and arrangement of children’s environments, assists in the prevention and severity of injury to children. Effective supervision of children provides educators with the opportunity to support and build on younger children’s play experiences whilst supporting older children’s independence.

Educators will actively supervise children, identifying risks and taking all necessary steps to prevent or minimise injury in a range of situations including, transitioning children between school and the Out of School Hours Care (OSHC) Service and whilst transporting children to and from the OSHC Service. Effective supervision of children provides educators with the opportunity to support and build on children’s play experiences. Our Service will ensure no child or children are left alone with a visitor, student or volunteer.

**SCOPE**

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

**IMPLEMENTATION**

Our OSHC Service caters for children of different ages and abilities requiring educators to consider a variety of different supervision strategies. Younger children require closer supervision, whilst educators

need to be respectful of older children's developing independence and autonomy.

#### THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- ensure that the premises and facilities are designed and maintained to facilitate adequate supervision of children at all times while maintaining the rights and dignity of all children
- notify the regulatory authority of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24 hours of the incident or the time that the person becomes aware of the incident or complaint. This includes if an ambulance was called in response (not as a precaution) to the incident, situation or event
- notify parents as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the OSHC Service or whilst under the care of the OSHC Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*
- ensure educators under eighteen years of age (18) are adequately supervised by an educator over the age of 18 at all times and are not left alone with children at any time
- ensure students, volunteers and/or visitors are never left alone with a child whilst at the OSHC Service under any circumstance
- minimum educator qualification requirements are recognised and adhered to according to legislative requirements
- the OSHC Service maintains the required educator-to-child ratio for children over preschool age- 1:15
- ensure that all educators are aware of where children are at all times and monitor the environment closely
- ensure educators are able to respond to any situation immediately, particularly if a child is distressed or in a hazardous situation
- develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are in attendance at the OSHC Service including:
  - visiting and returning from children's toilets
  - transported to and from the OSHC Service premises (see: *Safe Transportation Policy*)
  - transported in a vehicle/bus as part of an excursion

- transitioned between the OSHC Service and school grounds and
- during excursions and outings (including Vacation Care)
- ensure a staff member or nominated supervisor is present at the Service to account for children when they embark and disembark the vehicle at the OSHC Service premises (Regulation 102E and 102F)
- ensure flexibility of supervision to provide for educators to supervise individual children or small groups of children
- guide and mentor educators to ensure a range of strategies are used to provide effective supervision such as regular head counts and attendance checks
- respect children’s age and developing independence and need for privacy when providing supervision for children in the OSHC setting
- conduct risk assessments and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom facilities. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.
- develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support educators to position themselves effectively to allow them to observe the maximum area possible
- ensure educators employ ‘active supervision’ strategies at all times
- ensure educators avoid activities or actions that will distract them from supervision, such as speaking to other educators for long periods of time, taking personal phone calls, checking mobile phones or smart watches or administrative tasks
- ensure educators are aware if they need to move away from children, another educator is to replace them
- ensure educators are positioned allowing them to watch the maximum area possible
- ensure educators move around the environment to observe the maximum area and to avoid standing with their back to children or talking with other educators
- adopt accepted best practice, ensuring no staff member is left alone with a child to support child protection protocols
- in the event of a child missing or unaccounted for, the *Missing Child Procedure* is followed, including notification to the regulatory authority within 24 hours of a serious incident. See *Incident, Injury, Trauma & Illness Policy*

- ensure that a Risk Assessment and a Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion
- conduct risk assessment to determine how children are supervised while being transported and whether additional adults are required during transportation.

### EDUCATORS WILL:

- monitor and maintain staff to child ratios to ensure adequate supervision of children
- have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment
- communicate and collaborate with others to ensure the effective supervision of children within the OSHC Service
- alert other colleagues if they need to leave an area for a particular reason to ensure continuous supervision of children (e.g., to obtain resources, visit the bathroom)
- adhere to a supervision plan and strategies for both the indoor and outdoor environment, assisting colleagues to position themselves in order to effectively supervise children's play. The supervision plan will include the floor plan of the OSHC Service and include the location of activity areas and the closest bathroom facilities for boys and girls
- respect children's age and need for independence when actively supervising children in the OSHC setting- (younger children will require closer supervision than older children)
- implement vigilant supervision strategies for hygiene requirements including:
  - regular handwashing
  - cough and sneeze routines- using disposable tissues and handwashing
- inform new and relief educators about supervision arrangements, outlining their supervision responsibilities
- regularly evaluate the efficiency of the supervision plan and update as required
- in the event of a child missing or unaccounted for, the *Missing Child Procedure* is followed. (See *Incident, Injury, Trauma & Illness Policy*)
- ensure any educators under the age of 18 years old are never left alone with children
- ensure students, volunteers and/or visitors are never left alone with children
- ensure that at least one other educator is within sight when working with children or if it is necessary to assist a child to change their clothes
- arrange the environment to balance supervision of children's needs depending on age, ability and activities

- emphasis for supervision will be on open playgrounds, risky play opportunities and doors during arrival and departure times
- communicate with each other about their location within the environment and any relevant information about supervising individual children to ensure their needs are met
- maintain correct ratios adhering to the Education and Care National Regulations throughout the education and care environment
- ensure that all children are in sight or hearing of educators at all times
- ensure that children are supervised by an educator or accompanied by an older child when going to the bathroom at the OSHC Service
- ensure that hazardous equipment and chemicals are inaccessible to children
- scan the environment during interacting with individuals or small groups
- continuously scan and look around the area to observe all the children in the vicinity.
- implement correct supervision strategies and not perform other duties while responsible for the supervision of children
- listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice
- plan for a mixture of activities to allow for appropriate supervision of groups of children
- provide effective and adequate supervision when children are transported in a vehicle at all times (see *Safe Transportation Policy* and *Road Safety Policy*)
- employ a variety of methods to account for all children including checking children's name on attendance records and conducting headcounts and recording the date and time of all checks

### CONSIDERATION WILL BE GIVEN TO THE DESIGN AND ARRANGEMENT OF CHILDREN'S ENVIRONMENTS TO SUPPORT ACTIVE SUPERVISION BY:

- using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults
- providing direct, constant and proximal monitoring to children undertaking activities that involve some risk and recognising when the ratio of educators to children needs to be increased- (e.g.: carpentry, water activities, climbing)
- guiding educators to make decisions about when children's play and games need to be interrupted and redirected
- supporting educators with specific strategies such as positioning, peripheral vision and monitoring children's arrival and departure from the OSHC Service
- providing consistent supervision strategies when the OSHC Service requires relief educators.

### CONTINUOUS IMPROVEMENT/REFLECTION

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

### CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Child Safe Environment Procedure	Safe Transport Pick-up and Drop-off checklist
Direct Supervision sign in/ sign out sheet	Supervision Audit
Risk Assessment Guide and Procedure	Supervision Guidelines and Procedure
	Transportation Risk Assessment Management Plan

### SOURCES

Australian Children’s Education & Care Quality Authority. (2023). [Active Supervision: Ensuring safety and promoting learning.](#)

Australian Children’s Education & Care Quality Authority. Children’s Health and Safety. *An analysis of Quality Area 2 of the National Quality Standard.* Occasional Paper 2. (2016).

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

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 Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Victoria Department of Education and Training. (2012). *Supervision* [Practice Note 12]:

<https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotessuperv.pdf>

[Western Australian Education and Care Services National Regulations](#)

### REVIEW

POLICY REVIEWED BY	Tina Chappell	Coordinator	April 24
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V6.4.24		
MODIFICATIONS	<ul style="list-style-type: none"> <li>annual policy review</li> <li>added information in Implementation section</li> <li>added requirement for additional children checks for OSHC Services located in multi-storey buildings and use of head checks as an effective strategy</li> <li>sources checked for currency and adjusted as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

APRIL 2023	<ul style="list-style-type: none"> <li>• minor formatting edits within text</li> <li>• additional information added re: supervision requirements for transportation of children</li> <li>• hyperlinks checked and repaired as required</li> <li>• Continuous Improvement section added</li> <li>• Childcare Centre Desktop Resource section added</li> <li>• link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> </ul>	APRIL 2024
APRIL 2022	<ul style="list-style-type: none"> <li>• policy maintenance – no major edits</li> <li>• minor formatting edits within text</li> <li>• hyperlinks checked and repaired as required</li> </ul>	APRIL 2023
APRIL 2021	<ul style="list-style-type: none"> <li>• policy review- minor edits</li> <li>• inclusion of respect children’s age difference and need for independence in OSHC settings</li> <li>• sources checked for currency</li> </ul>	APRIL 2022
APRIL 2020	<ul style="list-style-type: none"> <li>• rearranged some points for better flow</li> <li>• additional information added in some sections related to OSHC</li> <li>• supervision for handwashing added</li> </ul>	APRIL 2021
APRIL 2019	New policy created for OSHC	APRIL 2020

**Item 4.5 Staff 'Wellness Program' Policy**

**EXECUTIVE SUMMARY**

According to the World Health Organisation, adults spend approximately one third of their lives at work. Our work in school age care requires sustained high physical, mental and emotional effort to complete our job. A range of workplace determinants can have a negative or positive impact on the health and wellbeing of an employee. Within our Out of School Hours Care (OSHC) Service, we are committed to promoting a positive work environment where the health, safety and wellbeing of our employees is acknowledged and supported.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Staff 'Wellness Program' Policy as presented.*

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**Budget & Resource Implications**

N/A

**Background**

Updates have been made to this Policy to align with Legislation.

**Consultation (Internal/External)**

N/A

**Attachments**

Attachment J – Policy

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Report prepared by **Teena Chappell (Outside School Hours Care Co-Ordinator)**

# STAFF ‘WELLNESS PROGRAM’ POLICY

According to the World Health Organisation, adults spend approximately one third of their lives at work. Our work in school age care requires sustained high physical, mental and emotional effort to complete our job. A range of workplace determinants can have a negative or positive impact on the health and wellbeing of an employee. Within our Out of School Hours Care (OSHC) Service, we are committed to promoting a positive work environment where the health, safety and wellbeing of our employees is acknowledged and supported.

Wellness is more than just an active process of becoming aware of and learning to make healthy choices for our mental, physical and social needs to ensure our body is maintained and works efficiently. Wellness is “about our overall state of wellbeing that enables us to live and function at our best.” (Queensland Government, 2019, Healthier. Happier. Workplaces).

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.

## RELATED POLICIES

Dealing with Complaints Policy (Staff) Interactions with Children, Family and Staff Policy	Privacy and Confidentiality Policy Professional Development Policy Work, Health and Safety Policy
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## PURPOSE

We believe in providing a healthy workplace that values and enhances the health and wellbeing of our employees. Promoting wellbeing can help prevent stress and create a positive working environment where individuals and organisations thrive. ‘A healthier workplace means everyone wins.’ (Queensland Government, 2019, Healthier. Happier. Workplace).

## SCOPE

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

## IMPLEMENTATION

As our employees care for and educate children, it is essential to support them with the right tools and resources to make healthier choices to improve their own health and wellbeing. Employees who remain healthy increase productivity, enhance the workplace culture, and embody the healthy behaviours we convey to children on a daily basis. We believe in using the workplace for improving and maintaining good health.

Our OSHC Service is committed to developing a shared vision to improve the health and wellbeing of our employees. We believe the development of a *Wellness Program* may build an awareness of a healthy culture within our organisation and motivate and engage all employees to be involved in improving their own health and wellbeing.

Our OSHC Service promotes healthy wellbeing of all employees and strives to foster a supportive workplace environment aimed at reducing burnout and compassion fatigue. In preparation of Fair Work Australia's upcoming legislation aim at preventing employers from contacting employees outside of work hours, our service encourages management to refrain from contacting employees outside of work hours, unless the contact is deemed reasonable and necessary for business purposes. Additionally, disciplinary action will not be taken against employees who refuse to respond to non-urgent communication outside of their normal working hours, in accordance with the upcoming legislation. (Legislation for large businesses is due effective from August 2024).

## WELLNESS PROGRAM

Our work in school age care requires sustained high physical, mental and emotional effort to complete our job. Such sustained work demands can have an impact on the wellbeing of employees. A Wellness Program may help individual employees overcome specific health-related issues. Our OSHC Service will encourage employees to create a shared vision to develop a Wellness Program that reflects and addresses the needs of our current staff and creates a wellness culture. Management and staff will co-develop a policy and procedures that support the health and wellbeing of employees.

## Components of a Wellness Program *may* include:

### Environmental wellness:

- Finding satisfaction within the work environment
- Ensuring the work environment and relationships are comfortable and supportive
- Recognising opportunities that lead to new skills and acting on those opportunities
- Working to ensure the stability and longevity of the natural environment

### Emotional wellness:

- Keeping a positive attitude
- Being sensitive to your feelings and the feelings of others
- Learning to cope with stress
- Being realistic about your expectations and time
- Taking responsibility for your own behaviour
- Dealing with your personal and financial issues realistically
- Viewing challenges as an opportunity
- Being able to work independently
- Being able to work within a team, and knowing you can ask for help

### Spiritual wellness:

- Being open to different cultures and religions
- Participating in community projects
- Defining personal values and ethics
- Participating in spiritual activities
- Caring about the welfare of others

### Social wellness:

- Being comfortable with and liking yourself as a person
- Interacting with and accepting people of varying ages, backgrounds, genders, race, lifestyle, etc.
- Foster healthy and positive relationships with co-workers
- Communicating your feelings
- Developing friendships
- Engaging in social activities
- Balancing your time to include both work and life

## Intellectual wellness:

- Learning because you want to, not because you have been told to
- Completing required tasks
- Learning through professional development, including, readings, discussions, workshops, training, etc.
- Observing what is around you
- Listening
- Staying current with middle childhood knowledge
- Questioning
- Exposing yourself to new experiences

## Physical wellness:

- Exercising regularly
- Healthy eating
- Getting regular check-ups
- Avoiding the use of tobacco and illicit drugs

**THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL:**

- demonstrate commitment to ongoing collaboration and engagement to create a workplace Wellness Program
- consult with employees to ensure workplace strategies meet the needs of the workplace
- support employee's participation in the Wellness Program
- foster mentoring and development pathways for employees. This may include providing programming time, mentoring sessions, professional development opportunities, capacity building, and supporting wellbeing initiatives.
- provide a workplace environment and systems that are supportive of employee wellness
- provide opportunities for employees to participate in wellness activities
- acknowledge stressful situations for employees, both at work and at home
- recognise that an employee's health is determined by several factors, both work and non-work related
- limit contacting employees outside of normal work hours, unless contact is deemed reasonable and necessary for business purposes

- ensure disciplinary action is not taken against employees who refuse to respond to non-urgent communication
- regularly provide employees with information about the importance of health and wellness (newsletters, brochures, readings, etc.)
- introduce formal leave policies to cover mental health days
- ensure employees take their required breaks (e.g., morning tea, lunch)
- provide access to support agencies, including counselling services
- encourage employees to support colleagues during difficult situations

### EDUCATORS WILL:

- work within the OSHC Service's procedure and policies implemented to address workplace wellness
- be respectful, caring and inclusive of all colleagues
- utilise each other's strengths regardless of qualification and experience
- commit to further contributions to ongoing collaborative engagement to evaluate and enhance the Wellness Program
- participate in the Wellness Program
- communicate their wellness with management

### RESOURCES

ACECQA- Educator Wellbeing Posters <https://www.acecqa.gov.au/resources/supporting-materials/posters#EWP>

Alcohol and Other Drugs Information Service (ADIS) 1800 422599

Beyond Blue- online and phone mental health support. 1300 22 4636 <https://www.beyondblue.org.au/>

Beyou- provides educators with knowledge, resources and strategies for helping children and young people achieve their best possible mental health <https://beyou.edu.au/>

Black Dog Institute- provides information and resources for mood disorders, depression and bipolar disorder. <https://www.blackdoginstitute.org.au/education-services/workplaces/>

Blue Knot Helpline- access to trained, experienced and trauma-informed counsellors, male and female, support adult survivors of childhood trauma and abuse. 1300 657 380

Healthier. Happier. Workplaces Queensland Government Resources, information, initiatives to help everyone think about small changes to improve their health and fitness <https://www.healthier.qld.gov.au/fitness/>

Head to Health- Australian Government Department of Health Digital mental health resources for all your needs. <https://headtohealth.gov.au/>

Headspace- A meditation app to assist with stress management, sleep and self-care <https://www.headspace.com/>

**Q Life** provides nation-wide peer support and referral service for LGBTI people, their families and health professionals. <https://qlife.org.au/> 1800 184 527

**Smiling Mind**- Free mindfulness meditation app to help you look after your mental health and manage stress and daily challenges <https://www.smilingmind.com.au/>

**Ted Talks**- explore the latest thinking on how to build a better learning community for educators, families and children. <https://www.ted.com/talks>

**Work Health and Wellbeing**- Strengthen your business Workplace Health and Safety Queensland. Toolkit designed to help businesses to improve systems that influence work health and wellbeing.

<https://www.worksafe.qld.gov.au/safety-and-prevention/mental-health/mentally-healthy-workplaces-toolkit>

**CONTINUOUS IMPROVEMENT/ REFLECTION**

The *Staff Wellness Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

**SOURCES**

ACT Government. [Healthier Work Initiative.](#)

Australian Children’s Education & Care Quality Authority. (2014).

Australian Children’s Education & Care Quality Authority. (2020). [Supporting Educator Wellbeing Through these Challenging Times.](#)

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Be You (2018): <https://beyou.edu.au>

Early Childhood Australia Code of Ethics. (2016).

Fair Work Act 2009 (Cth).

Fair Work Australia- (2024). [Variation to modern awards to include right to disconnect](#)

Ombudsman Act 2001 (Cth).

Privacy and Personal Information Protection Act 1998 (Cth).

Queensland Government. [Queensland Health. Healthier. Happier. Workplaces](#)

Work Health and Safety Act 2011 (Cth).

Workplace Relations Act 1996 (Cth).

World Health Organization

[Western Australian Education and Care Services National Regulations](#)

**REVIEW**

POLICY REVIEWED BY	Tina Chappell	Coordinator	April 24
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V3.04.24		

MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy review- no major changes to policy</li> <li>• additional statements related to variation of modern awards to include right to disconnect (effective August 2024)</li> <li>• hyperlinks checked and repaired as required</li> </ul>	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
APRIL 2023	<ul style="list-style-type: none"> <li>• policy maintenance - no major changes to policy</li> <li>• minor formatting edits within text</li> <li>• hyperlinks checked and repaired as required</li> <li>• additional link to ACECQA wellbeing posters</li> <li>• Continuous Improvement section added link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> </ul>	APRIL 2024
APRIL 2022	New Policy developed for OSHC	APRIL 2023

**Item 4.6 Anti-Bias and Inclusion Policy**

**EXECUTIVE SUMMARY**

Anti bias is the practice of inclusion and underpins our philosophy. It is the acceptance that all children are valued and respected. We believe in the statement of inclusion as advocated by Early Childhood Australia (ECA) that '*Inclusion means every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.*' (2016).

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Anti-Bias and Inclusion Policy as presented.*

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**Budget & Resource Implications**

N/A

**Background**

Updates have been made to this Policy to align with Legislation.

**Consultation (Internal/External)**

N/A

**Attachments**

Attachment K – Policy

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Report prepared by **Teena Chappell (Outside School Hours Care Co-Ordinator)**

# ANTI-BIAS AND INCLUSION POLICY

Anti bias is the practice of inclusion and underpins our philosophy. It is the acceptance that all children are valued and respected. We believe in the statement of inclusion as advocated by Early Childhood Australia (ECA) that *'Inclusion means every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.'* (2016).

Our Out of School Hours Care (OSHC) Service believes that children have the right to be treated equally and our goal is to develop children's identity and self-esteem in a trusting and supportive environment. We embrace diversity in all its forms to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their environment, community, country, and the world.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

## RELATED LEGISLATION

Disability Discrimination Act 1992
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## RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy	Interaction with Children, Family and Staff Policy Gender Equity Policy Orientation of Families Policy Privacy and Confidentiality Policy Respect for Children Policy
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## PURPOSE

We aim to provide an inclusive environment for all children, families and educators, acknowledging the uniqueness of every person regardless of their race, gender, sexuality, religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children, families, and staff are welcomed and treated equitably and with respect.

## SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, **students, volunteers** and visitors of the OSHC Service.

## IMPLEMENTATION

**Our Anti-Bias and Inclusion policy underpins the philosophy of our OSHC Service.** The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in the OSHC Service. This policy aims to assist children to form positive social relationships, develop their identify and self-awareness and to learn to accept the diversity of members within and outside of the OSHC Service community. Our OSHC Service embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children’s sense of security and belonging.

*“Being culturally responsive includes a genuine commitment to take action against discrimination in any form, embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and working collaboratively with culturally and linguistically diverse children and families.” (MTOP, V2.0, 2022, p.66)*

## CREATING INCLUSION

Inclusion supports children’s rights, fosters diversity and overcomes bias and barriers that may exist

preventing children to participate in experiences within our OSHC Service. Inclusion is consistent with the Convention on the Rights of the Child and other international conventions, including the UN Convention on the Rights of Persons with Disabilities, UN Declaration on the Rights of Indigenous Peoples and the National Principles for Child Safe Organisations.

Inclusion involves taking into account **all** children's social, cultural and linguistic diversity including learning styles, abilities, disabilities, gender, family circumstances and geographic location in curriculum decision-making processes. (Framework for School Age Care, MTOP. V2.0, p.66).

We will ensure **all** children **and young people** are provided with **equitable** access to **resources**, activities and environments; **participate meaningfully** while learning to foster a sense of belonging and **have** opportunities to experience positive learning outcomes.

### CULTURAL OR NATIONAL ORIGIN AND RACIAL IDENTITY

Our OSHC Service values and promotes equity, respect and awareness of different cultures. We ensure a cultural inclusive curriculum that reflects the cultural, linguistic and religious diversity of our society.

#### THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- access information and professional development/awareness about other cultural and racial identities, especially those relevant within the OSHC Service
- engage in critical reflection about stereotypes and biases
- **foster an inclusive environment within the OSHC Service**
- ensure our program design and delivery builds on community and cultural strengths
- develop strong partnerships with families and children to extend their individual and communities' cultural responsiveness
- ensure children have opportunities to participate with a wide variety of resources from the daily life of a variety of families and cultures
- where possible, engage educators that reflect a variety of cultural, national origin, and racial identities.
- affirm and foster children's knowledge and pride in cultural identity
- foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities
- provide children with tools to respond appropriately to bias- build on children's strengths, interests and individuality
- teach children to overcome any inappropriate responses triggered by cultural differences

- encourage children to ask about differences in physical characteristics
- enable children to feel pride and equality, about their racial identity
- help children to become aware of our shared physical characteristics – what makes us all human
- encourage parent input into the program and to participate on a level that they feel comfortable with, sharing their culture, and, for example, their language
- collect information from each family on enrolment and incorporate it into the program to meet individual family needs in regard to ethnicity and home language.
- develop communication plans with families to ensure inclusion- use of interpreter/cultural support
- where possible use both the educators and children’s first language as appropriate within the OSHC Service environment
- respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play resources, and dolls that will encourage open discussion and exploration of a variety of cultures
- provide resources that include diversity and skin tone to foster respect and understanding for people of all backgrounds
- develop an understanding of the needs, strengths, and attitudes of each culture represented at the OSHC Service
- challenge inappropriate or stereotypical conversations or remarks by children.

## DIVERSITY IN FAMILY COMPOSITION

### THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- create an environment that is welcoming to all families
- respect each family, and work in partnership to support the child’s emergent identity as an individual, member of their family, our Service, and the community
- engage in simple discussions about families that focus on fact rather than values e.g., *“some children live with their mum or dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads”*.
- be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluate the effect these may have on their attitudes and interactions with families
- respect family lifestyle choices
- treat all families respectfully regardless of socioeconomic background
- discuss how members of the community can support one another and less fortunate people through the provision of resources, donations of goods or time etc.

## ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES

### THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- show respect and a commitment to reconciliation by developing a **Reconciliation Action Plan (RAP)**
- reflect on the current level of cultural competence of our staff
- promote the inclusion of children's voices in all decisions that affect them
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions
- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum
- attend professional development to support our understandings of Aboriginal and Torres Strait Islander cultures and perspectives
- provide opportunities for professional reflection
- create a culturally safe environment to ensure children have the ability to express their culture and enjoy their cultural rights [Child Safe Standards]
- identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency
- engage with local Aboriginal families and communities through Aboriginal Education Consultative Groups
- invite Elders and Traditional Owners to speak to children, staff and families about the histories and cultures of the local area
- develop an Acknowledgement of Country in collaboration with Elders, community members, children and families which will be displayed and given during special events and incorporated into the program on a regular basis
- develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians
- encourage Aboriginal and Torres Strait Islander communities access children services
- show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment.

## ABILITY

### THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- provide an inclusive educational environment in which all children can succeed
- promote acceptance, respect and appreciation for individual's varying abilities
- consult with all families and other professionals to enable full participation in the program for children with varying abilities.

- evaluate and intentionally plan for inclusive learning environments including making reasonable adjustments to optimise access and enable all children to develop autonomy, independence, competency, confidence and pride
- provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different
- empower children in their own learning to ensure that they gain a feeling of self-respect
- treat all children fairly and develop an understanding that everyone has something important to contribute
- find examples in books, movies and tv shows that reflect attitudes about diversity, ability and disability
- observe all children and with family consultation, provide an individualised program to extend each child's interests and abilities
- create an environment where all children can participate in activities and experiences.

## PROMOTING INCLUSION AND DIVERSITY INTO THE CURRICULUM

### THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests
- assist educators with the development of required skills and knowledge for working with all children and families
- work with Inclusion Support Professionals to assist in the inclusion of children with additional needs (see *Additional Needs Policy*)
- explore the values and uniqueness of the diversity within the OSHC Service. These opportunities will form part of the curriculum
- treat children with respect by answering their questions honestly
- adapt activities, interactions, communication, the environment, and documentation to ensure all children and families are actively included and supported to participate in the curriculum
- provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity
- reflect on the curriculum ensuring inclusive practice and goals set for children are realistic and being met
- involve families in the planning of learning opportunities reflective of their culture.

## PROMOTING AND SUPPORTING CHILDREN'S HOME LANGUAGES

### THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- work collaboratively with culturally and linguistically diverse children and their families (MTOP, V2.0)
- acknowledge that the use of children's home language underpins their sense of identity and conceptual development (MTOP, V2.0)
- promote and support children's home languages in the OSHC Service
- present books that reflect different languages and children's first language
- create an environment which supports natural language learning and interaction
- assist parents to understand the value and importance both their home language and English
- engage in professional development about cultural diversity and building linguistic capacity.

### CONTINUOUS IMPROVEMENT/REFLECTION

The *Anti-Bias Inclusion Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

### SOURCES

Anti-Discrimination Board of NSW: <https://antidiscrimination.nsw.gov.au>

Australian Children's Education & Care Quality Authority. PSCA Fact Sheet. Exploring diversity and equity in education and care services. <https://www.acecqa.gov.au/sites/default/files/2021-01/ExploringDiversityAndEquityInEducationAndCareServices.PDF>

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Australian Human Rights Commission (2020). *Child Safe Organisations*. <https://childsafef.humanrights.gov.au/>

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA) (2016) [Statement on the Inclusion of every child in early childhood education and care](#)

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). *Position statement on the inclusion of children with disability in early childhood education and care.*

[http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA\\_Position\\_statement\\_Disability\\_Inclusion\\_web.pdf](http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Family Matters Queensland [Our Way A generational strategy for Aboriginal and Torres Strait Islander children and families 2017-2037](#)

Narragunnawali: Reconciliation in Education Welcome to Country. <https://www.narragunnawali.org.au/>

Revised National Quality Standard. (2018).

Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education  
 Evidence Paper Practice Principle 4: Equity and Diversity  
<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/evidpaperequity.pdf>  
[Western Australian Education and Care Services National Regulations](#)

**REVIEW**

POLICY REVIEWED BY	Tina Chappell	Coordinator	April 24
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V12.04.24		
MODIFICATIONS	<ul style="list-style-type: none"> <li>annual policy review</li> <li>minor edits to align with MTOP (2.0)</li> <li>sources checked and updated as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
APRIL 2023	<ul style="list-style-type: none"> <li>annual policy maintenance</li> <li>inclusion of Child Safe Standards</li> <li>amended wording from culturally competent to <i>culturally responsive</i></li> <li>EYLF/MTOP sources updated to V2.0</li> <li>Continuous Improvement/Reflection section added</li> <li>link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> </ul>	APRIL 2024	
APRIL 2022	<ul style="list-style-type: none"> <li>policy maintenance - no major changes to policy</li> <li>additional information about what inclusion involves added</li> <li>minor formatting edits within text</li> <li>hyperlinks checked and repaired as required</li> </ul>	APRIL 2023	
APRIL 2021	<ul style="list-style-type: none"> <li>minor edits to policy</li> <li>sources checked for currency</li> </ul>	APRIL 2021	
APRIL 2020	Major restructure of policy introduction amended additional points added to content additional content areas further sources added	APRIL 2021	
APRIL 2019	Anti-bias policy deleted from 'related policies' Additional needs policy and Gender equity policy added to 'related policies'	APRIL 2019	

	Additional information added to points. Duplicated information deleted. Irrelevant information deleted. Sources checked for currency.	
APRIL 2018	Minor terminology and grammatical adjustments made to further support understanding and implementation Included the list of related policies	APRIL 2019
APRIL 2017	Updated the National Quality Standard references to comply with revised standard.	APRIL 2018

**Item 4.7 Gender Equity Policy**

**EXECUTIVE SUMMARY**

In order to create an environment that supports, reflects and promotes gender equitable and inclusive behaviours and practices, it is crucial for our Out of School Hours (OSHC) Service and educators, to examine our values and belief systems. We are committed to promoting confidence and self-esteem in all children, young people, staff and visitors and acknowledge the uniqueness and potential of all people.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Gender Equity Policy as presented.*

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**Budget & Resource Implications**

N/A

**Background**

Updates have been made to this Policy to align with Legislation.

**Consultation (Internal/External)**

N/A

**Attachments**

Attachment L – Policy

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Report prepared by **Teena Chappell (Outside School Hours Care Co-Ordinator)**

# GENDER EQUITY POLICY

In order to create an environment that supports, reflects and promotes gender equitable and inclusive behaviours and practices, it is crucial for our Out of School Hours (OSHC) Service and educators, to examine our values and belief systems. We are committed to promoting confidence and self-esteem in all children, young people, staff and visitors and acknowledge the uniqueness and potential of all people.

## NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

LEGISLATION AND FRAMEWORKS
Australian Human Rights Commission (2013) Disability Discrimination Act 1992 Early Childhood Australia Code of Ethics 2006 My Time Our Place- Framework for School Age Care in Australia. V2.0 2022 Equal Opportunity Act 2010 Privacy Act 1988 Sex Discrimination Act 1984 United Nations Convention on the Rights of the Child (1989)

**RELATED POLICIES**

Anti-Bias and Inclusion Policy	Educational Program Policy
Additional Needs Policy	Interaction with Children, Family and Staff Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Respect for Children Policy

**PURPOSE**

To ensure children are treated with respect and equality, our OSHC Service affirms the right for all children to have access to and participation in, the same experiences and activities irrespective of gender. To ensure that positive attitudes towards gender equity are encouraged and supported within our Service and community. Children will be encouraged to develop a sense of pride and self-worth, as they develop respect for each other’s rights and responsibilities.

**SCOPE**

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, **students, volunteers** and visitors of the OSHC Service.

**IMPLEMENTATION**

Educators who work with school aged children are in a unique position to influence their development and create environments that encourage equal and respectful relationships. Gender plays a significant role in the lives of children as it defines masculinity and femininity. These are socially constructed roles, behaviours, activities and attributes that society considers ‘appropriate’ for a person based on their sex. Breaking down gender stereotypes from a young age, helps stop the negative consequences of inequality and discrimination. Educators working with children need to observe the implication of gender in children’s choice of friends, activities, language, interactions, group dynamics and behaviour. These observations can lead to valuable insight into children’s understandings about gender and assist educators to promote challenges to gender stereotypes and embrace diversity.

The *Anti-Bias Approach in Early Childhood* suggests the following principles as a basis to challenge sexism and promote anti-bias behaviour:

- be prepared to challenge sexist attitudes and behaviours
- ensure that you protect the child or adult who has been treated unfairly
- explain what you think is unfair about their attitudes and behaviours and model anti-sexist attitudes and behaviours
- correct any incorrect and sexist assumptions a child has about gender

- plan a strategy for how to deal with a similar situation in the future.

Red Ruby Scarlet (Ed.). 2018

### THE APPROVED PROVIDER/MANAGEMENT/ NOMINATED SUPERVISOR WILL:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure all new employees are provided with a copy of this policy as part of their induction process
- provide families with information about the importance of a gender equity approach in achieving positive outcomes for all children
- provide information about the OSHC Service's gender equity work
- provide a positive, inclusive, respectful and safe environment for LGBTIQ+ parented families
- ensure all staff have access to professional development activities- promote inclusivity and representing all families in the community including LGBTIQ+ families
- ensure all staff have access to professional development activities
- engage staff in reflective practice about their own biases about gender
- foster an inclusive and gender equitable environment that focuses on acceptance and celebrates diversity
- promote a positive understanding of gender equity
- ensure educators and staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour when working with children and families
- ensure that any behaviour or circumstances that may constitute discrimination or prejudice are dealt with in an appropriate manner

### EDUCATORS WILL:

- be mindful and respectful of how activities and experiences provided may impact on the expectations, interests, and behaviours of all genders
- be mindful of the language used when addressing children be inclusive and respectful when referring to LGBTIQ+ families
- provide a stimulating learning environment in which boys and girls are equally encouraged to explore a full range of experiences and emotions that aren't constricted by gender
- encourage children to express emotions and display affection and empathy

- act as advocates of children in dealing with other adults who act in a bias manner against a child due to their gender
- discourage the identification of particular skills, behaviours, and/or feelings as 'boys' and 'girls'
- encourage children to look upon both sexes as equal
- support the gender equity policy review by focusing on how children construct gender, and the effects of gender in curriculum, teaching and learning
- be responsive and ensure their actions are relevant to the specific and changing gender dynamics that emerge from the different ways in which different children interpret gender
- monitor language, attitudes, and assumptions with regard to gender and anti-bias of themselves, other educators, and children
- give positive messages about gender equity through their actions and words and avoid giving messages that promote traditional gender roles and gender bias
- critically reflect on their practices and environment and model a positive attitude towards gender equality
- encourage and support all children to participate in the full range of experiences and activities
- regularly review resources, equipment, materials, and images used with children to make sure they include gender diversity, non-stereotypical images, and non-traditional family lifestyles such as single or same sex parents
- encourage children to explore their own gender identities and the impact of gender relations in their play
- regularly review the book collection to ensure a range of different stories and experiences are depicted beyond stereotypical narratives.

## DEFINITIONS

**Gender** refers to the socially learnt roles, behaviours, activities and attributes that any given society considers appropriate for men and women. Gender defines masculinity and femininity. Gender equity is the process of being fair to women and men.

**Gender equity** acknowledges that women and men have different access to resources, power, responsibilities and life experiences and different strategies are often necessary to address disadvantages and achieve equal outcomes of women and men, boys and girls.

**Gender equality** is the outcome reached through gender equity. It is the equal valuing by the society of the similarities and differences between women and men, and the varying roles that they play.

**Gender inequality** is the unequal distribution of power, resources, opportunity, and value afforded to men and women in society due to prevailing gendered norms and structures. Gender roles are the functions and responsibilities expected to be fulfilled by women and men, girls and boys in a given society.

**Gendered norms** consist of a set of dominant beliefs and rules of conduct, which are determined by a society or social group in relation to the types of roles, interests, behaviours and contributions expected from boys and girls, men and women.

**Inclusion** involves taking into account all children and young people's social, cultural and linguistic diversity (including learning styles, capabilities, disabilities, gender, family circumstances and geographic location) in program decision-making processes. The intent is to ensure that all children and young people's experiences are recognised and valued. The intent is also to ensure that all children and young people have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference.

**Sex** refers to biological and physiological differences between females and males.

**Stereotype** refers to a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

**Sexism** refers to gender discrimination. It is prejudice or discrimination based on a person's sex or gender.

**Violence against women** is defined as 'any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women, including threats of harm or coercion, in public or in private life' (Council of Australian Governments, 2011; United Nations General Assembly, 1993).

*Sourced from Our Watch (2015) in Creating Gender Equity in the Early Years: A Resource for Local Government and MTOP (V2.02) (2022).*

## CONTINUOUS IMPROVEMENT/REFLECTION

The *Gender Equity Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

## SOURCES

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

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Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Red Ruby Scarlet (Ed). (2001). *The anti-bias approach in early childhood* (3<sup>rd</sup> Ed.). Australia

[Western Australian Education and Care Services National Regulations](#)

Women’s Health East (2017). *No Limitations. Breaking down gender stereotypes in the early years. A resource guide for early years educators.* <https://whe.org.au/what-we-do/gender-equity-for-health-outcomes/no-limitations-gender-stereotypes-early-years/>

## REVIEW

POLICY REVIEWED BY	Tina Chappell	Coordinator	April 24
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V7.4.24		
MODIFICATIONS	<ul style="list-style-type: none"> <li>annual policy maintenance</li> <li>no major edits</li> <li>sources checked and updated as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
APRIL 2023	<ul style="list-style-type: none"> <li>annual policy maintenance</li> <li>Disability Discrimination Act added to legislation</li> <li>Inclusion definition added from MTOP</li> <li>additional references related to inclusion and respect for LGBTIQA+ families</li> <li>MTOP references amended to V2.0</li> <li>continuous improvement/reflection section added</li> <li>link Western Australian Education and Care Services National Regulations added in ‘Sources’</li> </ul>	APRIL 2024	
APRIL 2022	<ul style="list-style-type: none"> <li>policy maintenance - no major changes to policy</li> <li>minor formatting edits within text</li> <li>hyperlinks checked and repaired as required</li> </ul>	APRIL 2023	

APRIL 2021	<ul style="list-style-type: none"> <li>• Minor edits</li> <li>• sources checked for currency</li> </ul>	APRIL 2022
APRIL 2020	<p>Additions to purpose, implementation and management responsibilities based on current research</p> <p>Related legislation added</p> <p>Definitions added</p> <p>Additional sources added to ensure currency</p>	APRIL 2021
APRIL 2019	New policy created for OSHC	APRIL 2020

**Item 4.10 Family Communication Policy**

**EXECUTIVE SUMMARY**

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.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Family Communication Policy as presented.*

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**Budget & Resource Implications**

N/A

**Background**

Updates have been made to this Policy to align with Legislation.

**Consultation (Internal/External)**

N/A

**Attachments**

Attachment M – Policy

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Report prepared by **Teena Chappell (Outside School Hours Care Co-Ordinator)**

# 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. (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**

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 Open Door Policy Privacy and Confidentiality Policy
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**PURPOSE**

We encourage family participation and open communication within our OSHC Service. Families are invited to attend parent information meetings and assist with projects in keeping with our **Open Door Policy**. 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, staff, educators, 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 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:

- 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
- families are informed about the processes for providing feedback and making complaints- including any complaints about the handling of CCS [see-Dealing with Complaints Policy
- families are provided with a copy of our Open Door Policy
- 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 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
- 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:

- 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 (MTOP)
- acknowledge the diversity of families and their aspirations for their children and young people (MTOP)
- engage in shared decision-making to support each child and young person’s wellbeing, learning and development (MTOP)
- 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 (MTOP)
- 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, sign-in sheets, Notice Board and notes sent home
- use a communication book/ app with families as required (for example, behaviour guidance and inclusion support plans).

**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)
- 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 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 or fundraising initiatives 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.

**CONTINUOUS IMPROVEMENT/REFLECTION**

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

**CHILDCARE CENTRE DESKTOP- RELATED RESOURCES**

Complaints Grievance Form	Family Goals Template
Family Conduct Guidelines	Family Handbook

Family Committee Meeting Announcement	General Satisfaction Survey
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**SOURCES**

Australian Children’s Education & Care Quality Authority. (2018). [Building Partnerships with Families](#)

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

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 Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (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.* (2024). <https://childaustralia.org.au/wp-content/uploads/2024/03/A-Welcoming-Yarn-2016-Final.pdf>

**REVIEW**

POLICY REVIEWED BY	Tina Chappell	Coordinator	April 24
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V8.4.24		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• additional content added to Families will section- re: appropriate behaviour interactions between families and staff</li> <li>• minor formatting</li> <li>• sources checked and updated as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
APRIL 2023	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• minor formatting edits within text</li> <li>• additional information added from V2.0 MTOP</li> <li>• reference to MTOP (V2.0) updated</li> <li>• hyperlinks checked and repaired as required</li> <li>• Continuous Improvement/Reflection section added</li> <li>• Childcare Centre Desktop Resources section added</li> </ul>	APRIL 2024	

	<ul style="list-style-type: none"> <li>link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> </ul>	
APRIL 2022	<ul style="list-style-type: none"> <li>policy maintenance – change of policy name in related policies- <i>Dealing with Complaints</i></li> <li>minor formatting edits within text</li> <li>hyperlinks checked and repaired as required</li> </ul>	APRIL 2023
FEBRUARY 2021	policy reviewed and minor edits sources checked for currency	APRIL 2022
APRIL 2020	National regulations added additional related policies included further content added to points inclusion of culturally and linguistically diverse families further sources added	APRIL 2021
APRIL 2019	Points added Sources checked for currency Sources/references corrected, updated, and alphabetised	APRIL 2020
APRIL 2018	Minor terminology and grammatical adjustments made to further support understanding and implementation Included the list of related policies	APRIL 2019
DECEMBER 2017	Updated the references to comply with the revised National Quality Standard	APRIL 2018

**Item 4.11 RADF Application**

**EXECUTIVE SUMMARY**

A RADF funding application has been received for Silversmithing Workshops to take place in Richmond. The workshops are designed to provide a place for individual development of artistic skills for members of the community. In a group environment, attendees are encouraged to develop problem solving and critical thinking in a creative expression in a group atmosphere, therefore encouraging a culture of uplifting each other and increasing self-esteem.

**OFFICER'S RECOMMENDATION**

*That Council: consider the RADF application for Silversmithing Workshops.*

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**Budget & Resource Implications**

\$5,000.00 requested through RADF.

**Background**

See attached application for further information.

**1-day weekend class**

- Bezel setting Gems stone to Silver pendant
- 18 attendees
- \$120.00 registration fee
- Three (3) tutors

**Consultation (Internal/External)**

N/A

**Attachments**

Attachment N – Policy

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Report prepared by **Angela Henry (Director of Community Services and Development)**



- The Richmond Shire Council's *RADF Program Guidelines* are available at [www.richmond.qld.gov.au](http://www.richmond.qld.gov.au) Please read them before completing this application form. Please note, that the Richmond Shire Council has their own RADF guidelines which are different to those of Arts Queensland. Please do not use Arts Queensland's guidelines or application form.
- For any queries please ask the Richmond Shire Council's RADF Liaison Officer, [angelah@richmond.qld.gov.au](mailto:angelah@richmond.qld.gov.au)
- (07) 47 193 377
- Return your completed application and support material to the Richmond Shire Council [angelah@richmond.qld.gov.au](mailto:angelah@richmond.qld.gov.au)

**COUNCIL USE ONLY**

Funding Year _____	Round _____
The RADF grant is: Approved <input type="checkbox"/> Not approved <input type="checkbox"/>	Amount approved: _____ \$
RADF Chairperson Name: _____	

**1 APPLICANT DETAILS**

<b>Applicant name</b> (full name of individual, group or organisation)	Rodney Morris Hammond
<b>Name of auspicing organisation/individual</b> (if applicable)	Silversmithing Workshop
<b>Contact person</b> for application	Rodney Morris Hammond
<b>Phone number</b> of contact person	0403956133
<b>Postal address</b> of applicant	42 Matrix Drive Yowah QLD 4490
<b>Email address</b> of applicant	themobilejewellerytutor71@gmail.com

**2 PROJECT SUMMARY**

<b>Project name</b> (< 10 words)	Silversmithing Workshop for community and culture
<b>Brief project description</b> (approx. 20 words)	Silversmithing workshop are designed to provide a place for individual development of artistic skills for members of community. In a group environment attendee's are encouraged to develop problem solving and critical thinking in a creative expression in a group atmosphere, therefore encouraging a culture of uplifting each other and increasing self esteem.
<b>Location of project</b>	

<b>Project start date</b>	July 20, 2024
<b>Project end date</b>	July 20, 2024
<b>Outcome Report</b> (due 8 wks after project end date)	August 21, 2024



Total cost of project from Section 7	\$ \$8,232
RADF Grant requested from Section 7	\$ 5,000



### 3 GENERAL INFORMATION

#### 3.4 AUSTRALIAN BUSINESS NUMBER (ABN):

<b>Will you/your organisation be responsible for the financial management of the grant if this application is successful?</b>	<input checked="" type="checkbox"/> Yes – Provide your ABN details below <b>14365730078</b>
	<input type="checkbox"/> No – An auspicng body will be administering any grant that I receive on my/our organisation’s behalf. All individuals who do not have an ABN, groups/collectives or unincorporated organisations must nominate an individual with an ABN or incorporated organisation to take responsibility for any grant that may be offered.

<b>In what name is the ABN registered?</b>	<b>Rodney Morris Hammond</b>
<b>Are you registered for GST?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

#### 3.5 RADF GRANT HISTORY

Have you or your group/organisation previously applied for a RADF grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If you were successful has that grant been successfully acquitted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

### 4 PROJECT DETAILS

#### 4.1 RICHMOND SHIRE PRIORITIES – ASSESSMENT CRITERIA

Applications will be accessed by the Richmond Shire Council based on the following assessment criteria of Please indicate which priorities best meets your project objectives.  
 Judged on responses in regards to QUALITY, REACH, IMPACT and VIABILITY )

**Strengthen collaborations that strengthen arts and culture, particular in the health and well-being field**  
 How will your application contribute to this priority?  
 By supporting and educating local creatives in the arts of Jewellery making,Our workshop bring community together creating environment that encourages conversation around culture and expression of culture through Silversmithing.

**Expand the arts through place making and unique cultural tourism initiative**  
 How will your application contribute to this priority?  
 This benefits individuals by creating athmosphere of personal growth,boasting self esteem,hellping with mind body cohesion and general well being.

**Foster vibrant projects through diverse initiatives that offer a range of activities, projects and events that advances community pride and extend to new audiences**  
 How will your application contribute to this priority?  
 By working in a group wnviroent each attendee is emcouraged and celebraited their artistic expression.

**How will this project benefit you, your community or artists/cultural workers?**  
 We work with people of all abilities within community to encourage each individuals culture and self expression.Classes provide assistamce for mental and physical health leevel,and can be



tailoredmade to suit community needs.

**4.2 CATEGORY OF FUNDING**

Please indicate which of the below priorities your project meets. Refer to guidelines for more details.

<input type="checkbox"/> 1. Developing Regional Skills	<input type="checkbox"/> 5. Contemporary Collections/Stories
<input checked="" type="checkbox"/> 2. Building Community Cultural Capacity	<input type="checkbox"/> 6. Regional Partnerships
<input type="checkbox"/> 3. Interest-Free Arts Loan	<input type="checkbox"/> 7. Concept Development
<input type="checkbox"/> 4. Cultural Tourism	

**5 PROJECT SUMMARY**

**5.1 Outline the project**

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**5.2 What benefits (results) do you expect from your project?**

Our classes bring people together in an educational and therapeutic environment,encouraging team building,problem solving ,creativity and new skill.

**5.3 Show evidence of genuine community interest and support towards this project**

<input type="checkbox"/>	Letters of Support / Partnerships (Please attached at least two)
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**5.4 Please estimate the following**

1days weekend workshop	Total number of activities involved (e.g. performances, workshops etc.)
18 attendee's	Total number of participants at event/activity
4	Total number of volunteers in the delivery of the project

**6 PROJECT MANAGEMENT**

**6.4 List each stage of the project from start to finish**

Write a date in the column beside each stage to indicate when you expect to complete that stage of the project.

Project Stage	Expected Completion Date
Bezel Setting Gems stone to Silver pendant	July 20,2024



<b>Project end date</b>	July 20,2024
<b>RADF Outcome Report due date</b> (no later than 8 weeks after the project end date)	August 21,2024

<b>6.5 Artist and Artworkers Details</b>	
List the artists and artworkers involved.	
You must attach the following four documents from each artist or artworker receiving RADF funding: <ul style="list-style-type: none"> <li>• Resume or CV</li> <li>• Eligibility Checklist for each Professional and Emerging Professional Artist</li> <li>• Letter of confirmation and</li> <li>• Schedule of fees</li> </ul>	
How many people in total will be employed (paid) through the project?	
How many volunteers (unpaid workers) will be involved with the project?	

Name	Role or position in project	Rate of pay (\$/hr, \$/day or \$/week)	Total fee whole \$	Amount to be funded by RADF
Rodney Morris Hammond	Team Leader/Mentor	\$560	\$560	\$560
Blair Menzies	Tutor/Mentor	\$560	\$560	560
Christopher Ware	Tutor/Mentor	\$560	\$560	\$560
<b>TOTAL</b> (Transfer total salaries, fees and allowances to the expenditure column in the budget)			\$ 1,680	
<b>TOTAL</b> (Transfer total RADF amount to the RADF expenditure column in the budget)				\$ 1,680



## 7 PROJECT BUDGET – Income and Expenses

Please complete this budget template to account for all costs of your project. Round all amounts to whole dollars

Enter all other grants for which you have applied and mark an asterisk against those grants which have already been approved. The amounts requested in the third column (RADF) show how much RADF funding you are seeking for each expenditure item.

**Note:** If you are GST registered (see 3.4) Council will pay the grant plus GST. If you are registered for GST, your expenditure and income should be exclusive of GST. If you are not registered for GST, your expenditure should include the GST to be paid.

EXPENDITURE	TOTAL COST of each expenditure item.	RADF	INCOME Income includes in-kind contributions and the total RADF grant you are seeking	TOTAL COST of each income item
Salaries, Fees and Allowances			Earned Income <sup>3</sup>	
Tutors x 3	\$1,680	\$1,680	18 x attendee's @ \$120	\$1,680
Meal & Accom.	\$660	\$660		
Travel & return	\$1,532	\$1,532		
Production/Program Costs <sup>1</sup>			Contribution from Artists and Others <sup>4</sup>	
Venue cost	Free charge under RADF	Free Charge under RADF		
Materials	\$3,500	\$998	In kind Materials	\$1,072
Promotion, Documentation and Marketing			Other Grants <sup>5</sup>	
Advertising	\$200	\$130		
Printing flyers	\$200			
Administration <sup>2</sup>			Sponsorship, fundraising and donations	
Public Liability Insurance	\$380	n/a		
Phone calls & postage	\$80	n/a		
		n/a		
<b>RADF GRANT (total from column 3)</b>	\$5,000		<b>RADF GRANT (total from column 3)</b>	<b>\$5,000</b>
<b>TOTAL EXPENDITURE</b>		<b>\$8,232</b>	<b>TOTAL INCOME</b>	<b>\$3,232</b>

### Budget Notes

When you have completed your budget the Total Expenditure and Total Income must be equal. The RADF grant should be listed twice – once in the income column and once in the expenditure column.



- |   |   |
|---|---|
| 1. Materials/Preparation/Equipment  | 2. Office costs/Admin overhead  |
| 3. If applicable, income earned from project  | 4. Cash/In-kind/Self investment/Value of materials which are to be provided in-kind |
| 5. Examples: Australia Council / Education Queensland/Local Government / Gambling Community Benefit Fund / Federal Government |   |

## 8 ESSENTIAL SUPPORT MATERIAL

Please label all support material with your name and address.

Tick those support materials which you have attached to this application

### All Applicants

<input checked="" type="checkbox"/>	A resume or CV, no longer than one A4 page per person, for each professional or emerging professional artist and artswoker involved in your project / activity
<input type="checkbox"/>	An Eligibility Checklist for Professional and Emerging Professional Artists for each artist and artswoker involved in your project/activity
<input type="checkbox"/>	Written confirmation of the names and availability from the key artists, personnel and venue managers involved in the project, where appropriate
<input type="checkbox"/>	Referee for application. Please provide the contact details of an individual who can verify your project and the applicant. The referee will be approached in the instance the assessors are unfamiliar with the applicant or required further verification of the project. The referee should be able to provide relevant comment in support of your application.

### Where applicable to your project, please also provide the following essential support material:

<input type="checkbox"/>	Written letters of support and confirmation from relevant communities and organisations for projects involving Aboriginal people; Torres Strait Islanders; people from culturally and linguistically diverse backgrounds; people with a disability; children and young people. The letters are essential for applications involving these groups within the community.
<input type="checkbox"/>	Letters of interest from: a publisher; an event organiser; a gallery; a performance venue; a music producer; or any other presenting body to support applications for funding the creation of an arts or cultural product.



## 9 CERTIFICATION

### 9.1 All Applicants

**I, the undersigned, certify that:**

I have read and will abide by the Richmond Shire Council's *RADF Guidelines* together with any published revisions which are available at [www.richmond.qld.gov.au](http://www.richmond.qld.gov.au)

The statements in this application are true and correct to the best of my knowledge, information and belief and the supporting material is my own work or the work of the artists named in this application. I have read and understood the Information Privacy and Right to Information Statement below and agree to the use and disclosure of information as outlined in the Statement.

#### Information Privacy and Right to Information

The information you provide in your grant application will be used by the Council to process and assess your application and, if successful, to process, pay and administer your grant. The Council may contact other funding agencies to verify grants requested from other funding agencies in support of your project.

If your application is successful, the Council may disclose the following Information to Arts Queensland:

- the information you provide in your grant application
- the amount of funding you receive
- the information you provide in your outcome report and
- text and images relating to your funded activity.

The Information may be used by the Council or Arts Queensland for reporting purposes, training, systems testing and process improvement. The information may be anonymised and used for statistical purposes.

The Information may be used by the Council or Arts Queensland for the promotion of RADF or the promotion of funding outcomes for arts and cultural development in Queensland. For this purpose, the Information and your contact details may be provided to Queensland Government Members of Parliament, the media and other agencies who may contact you directly. The Council and Arts Queensland may also publish the Information in their Annual Reports or on their websites.

The Council and Arts Queensland treat all personal information in accordance with the *Information Privacy Act 2009*.

The provisions of the *Right to Information Act 2009* apply to documents in the possession of the Council or Arts Queensland.

<b>Signature:</b>		<b>Date:</b>	09/05/2024
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Name in full:	Rodney Morris Hammond
Position in group or organisation:	Team Leader/Mentor



## 9.2 Certification by Auspicing Organisation/Individual

**Please note:** Both the applicant and the auspicing organisation/individual are considered responsible for ensuring the acquittal of grants and both could be deemed ineligible to place further applications to Arts Queensland and Council until all grants have been satisfactorily acquitted.

**I/my organisation agree/s to administer the grant that may be offered to the applicant on their behalf and that the information stated in 2.4 of this application is true and correct.**

<b>Signature:</b>		<b>Date:</b>	Click here to enter a date.
<b>Name in full:</b>			
<b>Name of Auspice Body:</b>			
<b>Position in group or organisation:</b>			

# Eligibility Checklist: Professional / Emerging Professional Artists

**A separate Eligibility Checklist must be completed by each artist who will be paid salaries, fees or allowances from the RADF grant.**

The purpose of the RADF Program is to support professional and emerging professional artists and artworkers (artists) to practise excellent art for and with communities for mutual development.

This checklist has been developed to ensure that the status of artists as 'professional' and 'emerging professional' is clearly identified.

You need to tick any **three** or more of the artistic merits below to qualify as an artist with a professional or emerging professional status.

If you cannot select a minimum of **three** of the artistic merits, you do not meet the eligibility requirements as a professional or emerging artist who can be funded by the RADF program.

Artist, or Artworker NAME:	Rodney Morris Hammond
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**Please tick the following artistic merits that apply to you**

I have professional arts and/or cultural qualifications

I have an Australian Business Number (ABN)

14365730078
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I have devoted significant time to arts practice.

I have been recognised as a professional by peers.

I have held public exhibitions or given public performances (not as part of a competition).

I have work held in public collections.

I have won important national and/or international prizes or awards.

I have held public discussions and/or have had articles written about my work.

I have been commissioned or employed on the basis of art skills and/or earning income from sales of art work.

I am a member of a professional association (or associations) as a professional artist.

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I am an artist whose artistic or cultural knowledge has been recognised as professional by peers or the cultural community.

I am an artist whose artistic or cultural knowledge has developed through oral traditions.

**Item 6. General Business**

DATE OF NEXT MEETING

**18 June 2024**

**CONCLUSION**

Peter Bennett  
**Chief Executive Officer**