



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

**ORDINARY MEETING**  
**TUESDAY 18 JUNE 2024**  
**COMMENCING AT 8:00AM**

Richmond Shire Council  
Ordinary Meeting of Council 18 June 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 21 May 2024.

Richmond Shire Council  
Ordinary Meeting of Council 18 June 2024

**COMMENCEMENT OF MEETING**

**SIGNING OF ATTENDANCE BOOK**

**READING OF OFFICIAL PRAYER**

**LEAVE OF ABSENCE**

**CONFIRMATION OF MINUTES**

- Unconfirmed 21 May 2024 Minutes

**DECLARATIONS OF INTEREST**

**MATTERS ARISING FROM PREVIOUS MEETINGS**

UNCONFIRMED MINUTES OF THE ORDINARY MEETING  
OF THE RICHMOND SHIRE COUNCIL HELD IN THE WOOLGAR ROOM, RICHMOND  
ON TUESDAY 21 MAY 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 21 MAY 2024

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UNCONFIRMED MINUTES OF THE ORDINARY MEETING  
OF THE RICHMOND SHIRE COUNCIL HELD IN THE WOOLGAR ROOM, RICHMOND  
ON TUESDAY 21 MAY 2024

**PRESENT**

Present when Mayor Wharton declared the meeting open at 11:50am 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, Director of Community Services – Angela Henry, Director of Works – Syed Qadir and Minutes Secretary – Cherkera Messer.

**PRAYER**

Cr Johnston read the prayer

**APOLOGIES**

Nil

**CONFIRMATION OF MINUTES**

**RESOLUTION 20240521.1**

*It was moved Cr Fox seconded Cr Johnston and carried that the Special Minutes of the Post Election of the Richmond Shire Council held in the Boardroom, Richmond on Tuesday, 09 April 2024 be adopted as presented.*

**RESOLUTION 20240521.2**

*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 Boardroom, Richmond on Tuesday, 09 April 2024 be adopted as presented.*

**BUSINESS ARISING**

Nil

**1. REPORTS FOR CONSIDERATION – WORKS**

**1.1 Road Condition Report**

**EXECUTIVE SUMMARY**

Council 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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Council discussed the issues and DOW will ensure that the Road Condition Report is updated accurately with precise information to assist the community and external road users.

**REFERENCE DOCUMENT**

- Nil

**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 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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**RESOLUTION 20240521.3**

*It was moved Cr Johnston seconded Cr Easton and carried 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*

**REFERENCE DOCUMENT**

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

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

**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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**RESOLUTION 20240521.4**

*It was moved Cr Flute seconded Cr Johnston and carried that Council will increase the landing charges from \$12 to \$13 per tonne for aircraft <5700 kg and \$17 to \$18 per tonne for aircraft >5700kg.*

**REFERENCE DOCUMENT**

- Attachment E – Current Fees and Charges for Aerodrome Landing Fees

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

**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.*

---

**RESOLUTION 20240521.5**

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

**REFERENCE DOCUMENT**

- Policy

**Attendance**

Cr Wharton exited the room at 12:15pm.

Cr Fox took the chair.

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

**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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**RESOLUTION 20240521.6**

*It was moved Cr Brown seconded Cr Easton and carried that Council adopt the Administration of Medication Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

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

**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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**RESOLUTION 20240521.7**

*It was moved Cr Brown seconded Cr Johnston and carried that Council adopt the Safe Arrival of Children Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

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

**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.*

---

**RESOLUTION 20240521.8**

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

**REFERENCE DOCUMENT**

- Policy

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

**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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**RESOLUTION 20240521.9**

*It was moved Cr Easton seconded Cr Johnston and carried that Council adopt the Staff 'Wellness Program' Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

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

**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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**RESOLUTION 20240521.10**

*It was moved Cr Brown seconded Cr Easton and carried that Council adopt the Anti-Bias and Inclusion Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

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

**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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**RESOLUTION 20240521.11**

*It was moved Cr Brown seconded Cr Johnston and carried that Council adopt the Gender Equity Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

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

**4.8 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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**RESOLUTION 20240521.12**

*It was moved Cr Flute seconded Cr Johnston and carried that Council adopt the Family Communication Policy as presented.*

**REFERENCE DOCUMENT**

- Policy

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

**4.9 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.*

---

**RESOLUTION 20240521.13**

*It was moved Cr Johnston seconded Cr Easton and carried that Council approve the application for the Silversmith Workshop.*

**REFERENCE DOCUMENT**

- Policy

**Attendance**

Cr Wharton re-entered the room at 12:19pm.

Cr Wharton took back the chair.

**CLOSED SESSION**

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

**2.1 Maxwelton Saleyards Tender**

I, Councillor Terry Flute inform the meeting that I have declared an interest in relation to item 2.1 Maxwelton Saleyards Tender, due to a relationship with one of the respondents.

**Attendance**

Cr Flute declared an Interest and left the room at 12:21pm.

**RESOLUTION 20240521.14**

*It was moved Cr Fox, seconded Cr Johnston and carried that Council enter a closed session according to the Local Regulations 2012 254 (3) (g) negotiations relating to a commercial matter involving the local government for which a public discussion would be likely to prejudice the interests of the local government.*

**RESOLUTION 20240521.15**

*It was moved Cr Brown, seconded Cr Fox and carried that Council exit a closed session according to the Local Regulations 2012 254 (3) (g) negotiations relating to a commercial matter involving the local government for which a public discussion would be likely to prejudice the interests of the local government.*

**EXECUTIVE SUMMARY**

This Project will undertake the construction works to replace the existing cattle rail loading infrastructure at Maxwelton with new facilities, modified to support increased load out efficiency at the new rail siding and best practice standards.

**OFFICER'S RECOMMENDATION**

***That Council: select a tender for the construction of the Maxwelton Cattle Yards.***

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**RESOLUTION 20240521.16**

*It was moved Cr Fox, seconded Cr Easton and carried that council select Woods Welding & Rural Contracting tender for the construction of the Maxwelton Cattle Yards.*

**Attendance**

DOW left the meeting at 12:26pm

DOW re-entered the meeting at 12:26pm

Cr Flute re-entered the meeting at 12:26pm

**REFERENCE DOCUMENT**

- Tender Summary

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

**2.2 Selectability Services**

**RESOLUTION 20240521.17**

*It was moved Cr Johnston, seconded Cr Easton and carried that Council enter a closed session according to the Local Regulations 2012 254 (3) (g) negotiations relating to a commercial matter involving the local government for which a public discussion would be likely to prejudice the interests of the local government.*

**RESOLUTION 20240521.18**

*It was moved Cr Easton, seconded Cr Johnston and carried that Council exit a closed session according to the Local Regulations 2012 254 (3) (g) negotiations relating to a commercial matter involving the local government for which a public discussion would be likely to prejudice the interests of the local government.*

**EXECUTIVE SUMMARY**

Matt Kinnane from Selectability will be visiting Richmond next Wednesday 22 May with the intent to inspect the property at 43 Goldring Street and complete a measure up so that they can arrange for a fit out in June. Selectability intends to commence delivery of services in July.

Selectability would like to gain an understanding of Council's thoughts and vision regarding the property and the service they will provide.

**OFFICER'S RECOMMENDATION**

***That Council: council to discuss aged care services.***

---

Council had a lengthy discussion and are awaiting a further meeting with Selectability.

**REFERENCE DOCUMENT**

- Nil

**GENERAL BUSINESS**

Cr Brown – Asked that on future ANZAC Day Ceremonies and if we have an updated list to read of those service men and women who have passed away in the previous year from the Richmond area.

Cr Brown – Requested that if QR codes are used, that there are hyperlinks included in the body of any communication, not just on the attachment.

Cr Brown – Asked if any Councillors or staff had suggestions about cultural ideas to let her know.

**CLOSE OF MEETING**

**RESOLUTION 20240521.19**

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

UNCONFIRMED MINUTES OF THE ORDINARY MEETING  
OF THE RICHMOND SHIRE COUNCIL HELD IN THE WOOLGAR ROOM, RICHMOND  
ON TUESDAY 21 MAY 2024

**Meeting closure**

**RESOLUTION 20240521.20**

*It was moved Cr Fox, seconded Cr Johnston and carried that the meeting close at 1:03pm.*

**Next Ordinary Meeting**

18 June 2024.

I hereby confirm that this is a true and correct record of the minutes of the Richmond Shire Council Ordinary Meeting Tuesday 21 May 2024.

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**Mayor**

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

**Item 1.1 Richmond Billboard in the Winton Shire**

**EXECUTIVE SUMMARY**

It has been requested that Council consider adding advertising signage on the Landsborough Highway outside of the Winton Township as there is currently only one sign at the Richmond-Winton Road turn off that shows that is the road to head to Richmond. Adding a billboard could increase tourism.

**OFFICER'S RECOMMENDATION**

*That Council: discuss the potential to purchase and place a billboard in the Winton Shire to advertise travelling to Richmond.*

---

**Budget & Resource Implications**

Unknown.

**Background**

Email request from Councillor Judy Brown:

Hi,

I took these photos on my return trip – just FYI – for those of us who don't go that way much.

I seek your opinions at the next meeting about putting some kind of advertising billboard along the Landsborough Highway before you get to this turn off. Cloncurry have an advertising billboard just out of Winton.

I saw that the Caravan Park in Winton had many visitors, and I passed many Caravans on the road too. Noting there were less Caravans on the road from Barcaldine to Emerald.

I am not sure of the cost of billboards nor if this would get tourists to turn up the road as I would imagine that many would have their route set before leaving home.

Judy

**Consultation (Internal/External)**

Internal: Councillor Judy Brown

**Attachments**

Nil

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Report prepared by **Tiana levers (Executive Officer)**

**Item 2. Reports for Consideration – Office of the Chief Executive Officer**

**Item 2.1 100<sup>th</sup> Celebrations for Harold Brisbin**

**EXECUTIVE SUMMARY**

Harold is a Richmond local, who was born in Richmond and is a resident at the Richmond Hospital and is turning 100 on the 27<sup>th</sup> of September 2024. Harold's family have requested Council honour this milestone and are open to other options.

**OFFICER'S RECOMMENDATION**

***That Council: consider an appropriate acknowledgement of Harold Brisbin's 100<sup>th</sup> birthday.***

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**Budget & Resource Implications**

Unknown.

**Background**

-----Original Message-----

From: Marcus Barker <[marcusbarker99@gmail.com](mailto:marcusbarker99@gmail.com)>

Sent: Sunday, June 9, 2024 2:17 AM

To: Peter Bennett <[PeterB@richmond.qld.gov.au](mailto:PeterB@richmond.qld.gov.au)>

Cc: Enquiries <[enquiries@richmond.qld.gov.au](mailto:enquiries@richmond.qld.gov.au)>

Subject: Re: Harold Brisbin 100th

On 24 May 2024, at 9:5 AM, Marcus Barker <[marcusbarker99@gmail.com](mailto:marcusbarker99@gmail.com)> wrote:

Dear Mr Bennett

I spoke with Angela Henry today who suggested that I write to you directly requesting the following be tabled for discussion at the June 18 meeting of Council.

I am the nephew of Richmond Resident, Harold Brisbin who currently is in the care of the nursing team at the Richmond Hospital. On 27 September 2024, Harold will mark his 100th birthday. I would like to propose to Council that they consider an acknowledgment of Harold's significant milestone for unveiling during his lifetime, and which in turn will form a lasting memorial on his passing. Harold was born in Richmond and will leave this life in Richmond, something that Council hopefully will feel is worthy of appropriate acknowledgement.

A celebration is planned with family on Friday 27 September and a larger community event is planned for Saturday 28 September. It would be a wonderful gesture for all those from the community and guests travelling from Townsville, greater QLD, NSW and New Zealand, that a public unveiling be conducted on Saturday 28 September as part of the day's celebration. This is also a wonderful opportunity for the Mayor and other Councillors to attend, and also a perfect speaking opportunity to address the community.

I would like to suggest to Council some ideas that may be determined to be fitting and appropriate for their discussions at the Council meeting on June 18.

1. A permanent plaque installed on the main street – noting Harold's 100th celebration
2. A street named in his honour e.g. Harold Brisbin Way/Street/Road etc
3. A public garden or public space to incorporate his name

Richmond Shire Council  
Ordinary Meeting of Council 18 June 2024

And of course, very open to other ideas that Council may have as well.

I look forward to hearing from you if this email may be tabled at the June 18 meeting.

Kind regards

Marcus

Marcus Barker  
5/110 Reynolds Street  
Balmain NSW 2023  
+61427054011

**Consultation (Internal/External)**

External: Marcus Barker

**Attachments**

Nil

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

**Item 2.2 Asset Disposal Policy**

**EXECUTIVE SUMMARY**

The objective of this policy is to establish a fair, transparent and accountable system for the disposal of assets owned by Richmond Shire Council ("Council"), to achieve advantageous and sustainable outcomes in accordance with sound contracting principles, local government principles, Council's budget and formal plans.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Asset Disposal Policy as presented.*

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**Budget & Resource Implications**

N/A

**Background**

The Asset Disposal Policy is due for renewal and has not had any changes made to it.

**Consultation (Internal/External)**

Internal: Kylie Kennedy – Asset Accountant

**Attachments**

Attachment B – Policy

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Report prepared by **Tiana Ievers (Executive Assistant)**



## RICHMOND SHIRE COUNCIL ASSET DISPOSAL POLICY

<b>POLICY NUMBER:</b>	<b>005</b>
<b>INFOXPRT REF:</b>	<b>76167</b>
<b>TIME PERIOD OF REVIEW:</b>	<b>1 Year</b>
<b>DATE OF NEXT REVIEW:</b>	<b>June 2025</b>

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### 1. OBJECTIVE

The objective of this policy is to establish a fair, transparent and accountable system for the disposal of assets owned by Richmond Shire Council ("Council"), to achieve advantageous and sustainable outcomes in accordance with sound contracting principles, local government principles, Council's budget and formal plans.

### 2. SCOPE

This policy applies to the disposal of all Council assets and all contractual arrangements associated with such disposal.

This policy applies to all employees, trainees, and apprentices of Richmond Shire Council ("Council"). It does not form part of any employee's contract of employment. This policy also applies to other persons performing work at the direction of, in connection with, or on behalf of Council (e.g., contractors, subcontractors, agents, consultants).

### 3. BACKGROUND AND PRINCIPLES

#### 3.1 Local Government Principles

Council staff are required to apply local government principles in all their responsibilities as local government employees, including disposal of Council assets. These principles include:

- transparent and effective processes, and decision-making in the public interest;
- sustainable development and management of assets and infrastructure, and delivery of effective services;
- democratic representation, social inclusion and meaningful community engagement;
- good governance of, and by, local government; and
- ethical and legal behaviour of councillors and local government employees.

Employees must conduct asset disposal activities in accordance with the above principles.

#### 3.2 Sound Contracting Principles

Council's asset disposal activities shall be in accordance with the following 'sound contracting principles':

- value for money;
- open and effective competition;
- the development of competitive local business and industry;
- environmental protection;
- ethical behaviour and fair dealing.

### **3.3 Application of Principles**

Long-term asset management planning, delegation of contractual powers, and the implementation of this policy shall assist Council in complying with local government principles and sound contracting principles.

## **4. ROLES AND RESPONSIBILITIES**

### **4.1 Employees**

Employees, when performing disposal activities must:

- consider proposed disposals in accordance with the local government principles and sound contracting principles;
- ensure that all disposal activities are undertaken in accordance with this policy and other obligations (e.g. legislation);
- ensure that formal approval for a disposal is obtained from the relevant delegate prior to disposing of an asset;
- identify and manage risk associated with disposal;
- ensure that local businesses are invited to supply bids for tenders and that Council's website is updated accordingly.

### **4.2 Management**

All supervisors will ensure that their employees are aware of and comply with this policy.

The Executive Team will review any significant disposal activities during the annual and quarterly budget processes to better inform organisational disposal and contracting decision-making.

### **4.3 Delegates**

Only the Chief Executive Officer, Director of Works, and Director of Corporate Services have the power to authorise the disposal of an asset, in accordance with their financial delegation, using the Asset Disposal Form.

Employees with contractual delegations must ensure they only undertake contractual activities as outlined in this policy and as authorised in the current list of delegations approved by the Chief Executive Officer.

## **5. DISPOSAL BY TENDER OR AUCTION**

Council must dispose of the following by inviting written tenders or offering the asset for sale by auction, as outlined in Chapter 6, Part 3 of the *Local Government Regulation 2012*:

- land;
- any non-current asset that is plant or equipment and which has an apparent value equal to or more than \$5,000.00.
- any other non-current asset which has an apparent value equal to or more than \$10,000.00.

Any Council asset that does not meet the definition above shall be disposed of in accordance with Section 6.

Tenders will be conducted in accordance with the *Local Government Regulation 2012* and Council's Probity Plan for Tenders.

In certain circumstances Council may not be required to conduct a tender or auction process for the disposal of non-current assets as specified by the *Local Government Regulation 2012*. Examples include:

- the asset is disposed of to a government agency or a community organisation;
- the asset was previously offered for sale by tender or auction but was not sold and is sold for more than the highest tender or auction bid that was received.

Where a tender is conducted, a panel of at least two (2) appropriate management representatives shall assess the tenders and make a recommendation to Council as to the successful tender.

If management should recommend to accept a tender that is not the highest tender a written explanation detailing the reasons for the decision must be provided on the Quotation/Tender Outcome Form and attached to the tenders. A copy of this documentation must be kept for auditing purposes.

Alternatively, Council may decide not to accept any tender it receives. The reason for this shall be noted and kept with the tenders and other appropriate documentation.

## **6. DISPOSAL BY OTHER METHODS**

Where the asset being disposed of is not as defined by Section 6, Council must still dispose of the asset in a fair manner. The preferable method is to dispose of items by inviting written tenders or conducting a public auction that is open to all sections of the community, thereby giving everyone an equal opportunity to participate. However, Council may determine that a tender or public auction would be disadvantageous for the following reasons:

- the cost of conducting an auction (e.g. storing items, advertising and running the auction) is reasonably expected to outweigh the revenue raised from the auction; or
- there is expected to be little interest in the items available for auction.

Where management considers that a Council asset is obsolete and the estimated value (based on internet research, local or non-local quotations, previous experience) is less than the threshold specified in section 5, the disposal may occur through the following process:

- by advertising the item/s for sale on Council's website, in local newsletters (e.g. school newsletter, Council's community newsletter); or
- by 'trading in' the asset for another good/service; or
- by donating the item to a local charity or educational institution for their use or resale; or
- by a suitable arrangement with a business that deals in scrap items.

Leased office equipment may be offered to Council staff, local educational institutions or not-for-profit organisations at the discretion of the Chief Executive Officer, at the end of the lease period.

Employees must be honest in their dealings and be aware of the adverse impacts to Council's reputation should any dealings in scrap items be perceived to be iniquitous, dishonest or wasteful. Council employees must not accept any offers from either the public or staff for scrap items where an invitation for quotes/tenders has not been extended. Unsolicited offers for scrap items must be rejected and the person making the offer shall be advised of the process for disposal of scrap items.

Low value scrap items that are irreparable, uneconomic to repair, obsolete or with no apparent value, should be disposed of immediately and not retained for resale (e.g., pens, small number of crockery items, desk in poor condition).

## **7. INFORMATION TECHNOLOGY AND COMMUNICATIONS EQUIPMENT**

Information technology and communication equipment can only be sold, transferred, traded in or donated provided that all Council information, records and documentation are removed from the item and are non-retrievable. Director of Corporate Services shall be consulted about the planned disposal of any information technology or communications equipment.

## **8. REQUESTING A DISPOSAL**

Disposals are to be documented and approved using the Asset Disposal Form. The Asset Disposal Form must be approved by an employee with delegations. The approved Asset Disposal Form must be forwarded to the Asset Accountant so that Council's Asset Register can be updated.

If an employee has concerns that a proposed disposal process may result in the public perception of a conflict of interest, they shall discuss the situation with their supervisor and the delegate.

## **9. DOCUMENTATION AND REPORTING**

Documentation relating to disposal activities must be registered in Council's electronic records management system, InfoXpert, as appropriate.

If a contractual arrangement for disposal of a Council asset is worth \$300,000.00 or more (exclusive of GST) the details of the arrangement must be published in accordance with Chapter 6, Part 4 of the *Local Government Regulation 2012*.

The Asset Disposal Form must also be used to report suspected stolen property.

Delegates and finance staff who have concerns that this policy is not being adhered to should raise the issue with the relevant employee and/or their supervisor as appropriate.

## **10. POLICY/LEGISLATION BREACHES**

A breach of this policy or the relevant legislation by an employee may result in removal of their delegations and has the potential for disciplinary action being taken against the employee in accordance with Council's Discipline Procedure.

Where an employee is suspected of fraud, embezzlement, theft or other corrupt conduct, they will, at the discretion of the Chief Executive Officer, be reported to an external agency (e.g. Queensland Police Service; Crime and Corruption Commission).

## **11. DEFINITIONS**

**Conflict of Interest** – a situation in which a public official's decisions are influenced by their personal interests (e.g. to bring benefit to themselves, or to intentionally choose to bring benefit or detriment to another person for their own gratification).

**Contractual Arrangement** – where an agreement is in place for an individual/entity to provide a service, provide materials or otherwise deliver outcomes to another individual/entity in return for remuneration, where the relationship between the individuals/entities is not an employment relationship.

**Disposal** – for the purposes of this policy, "disposal" will refer to the disposing of a Council asset/item/material by sale, transfer, donation, auction, tender etc, whereby that asset is no longer the property of Council.

**Employee** – for the purposes of this policy, "employee" will refer to those persons covered by the scope of this policy.

**Management** – for the purpose of this policy, “management” refers to all supervisory staff.

**Supervisor** – a person in control of a workplace and staff.

## **12. LEGISLATION**

- *Local Government Act 2009*
- *Local Government Regulation 2012*

## **13. RELATED DOCUMENTS**

- Asset Disposal Form

## **14. IMPLEMENTATION**

This policy will commence from the policy reviewed date and will be made available to all corporate staff on Council’s intranet site/network, and to all outdoor staff via their supervisor/coordinator. Council reserves the right to vary, replace or terminate this policy from time to time. This Policy will typically be reviewed when a review has been deemed appropriate by organisational processes (e.g. audit recommendations), or when legislative requirements change.

## **15. APPROVAL**

Date of Adoption: 23 July 2015  
Policy Reviewed: General Council Meeting 18 June 2024  
Resolution Number:

Policy Authorised: Peter Bennett  
Chief Executive Officer

**Item 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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**Budget & Resource Implications**

N/A

**Background**

The Uniform Policy is due for renewal and has had changes made to it.

Council recognises culture diversity and has allowed staff to wear culturally inclusive clothing on casual Fridays. CCI has also increased by 3.9% this financial year, increasing the overall uniform allowance.

**Consultation (Internal/External)**

Internal: Angela Henry – Director of Community Services and Development  
Peta Mitchell – Director of Corporate Services

**Attachments**

Attachment C – Policy

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Report prepared by **Tiana levers (Executive Assistant)**



## RICHMOND SHIRE COUNCIL UNIFORM POLICY

<b>POLICY NUMBER:</b>	<b>010</b>
<b>INFOPERT REF:</b>	<b>76293</b>
<b>TIME PERIOD OF REVIEW:</b>	<b>1 Year</b>
<b>DATE OF NEXT REVIEW:</b>	<b>June 2025</b>

---

### 1. OBJECTIVE

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

### 2. SCOPE

This policy will apply to all employees (including casuals) of the Richmond Shire Council.

A full uniform allowance will be supplied after a successful three (3) month probation period. Uniforms may be supplied in advance provided that the form from Stores is completed by the staff member undertaking to reimburse Council, by way of payroll deduction, for the cost of the uniforms in the event that their position is terminated for any reason.

For the outside workforce Council will supply three Richmond Shire Council shirts with the logo which will then come out of their annual allowance. If the Employee leaves before the probation period, Council will invoice the individual.

Employees who leave the employment of Council should hand in all PPE and all uniforms supplied.

It is a requirement that all employees (including casuals) uniforms are presentable at all times, ironed and not stained.

### 3. OUTDOOR WORKFORCE

#### Protective Clothing

Personal Protective Equipment (PPE) includes clothing and/or equipment designed to be worn by a person and to protect the person from risks of injury or illness. Hazards of a general nature are those hazards that could normally be expected to occur at a workplace in the building and construction industry and may or may not be related to the performance of any particular task or activity.

In order that Council meets its WH&S Obligations in this regard the following Protective Clothing Policy applies to employees in, or associated with the Works & Services Department:

#### Skin Protection

Council shall make an initial issue to non-probationary employees:

- five (5) high visibility, UV protective, long sleeve orange work shirts per annum with council logo;
- one (1) high visibility hoodie jumper with council logo, replaceable as no more than 1 per year;
- one (1) high visibility cold weather coat every three years with council logo;
- one (1) pair of sunglasses;
- five (5) pairs of long work trousers to the value of \$400.00 – (may substitute for 5 pair of jeans to the same value as the long trousers) per annum with council logo or
- five (5) pairs of work shorts per annum to the value of \$250.00 – with council logo
- one (1) broad brim orange hat per annum with council logo

- one (1) water bottle
- Sunscreen - Orders to be placed with the Store person.

**\*Please note that rugby shorts, board shorts or tracksuit pants are not suitable work wear and as such are not to be worn on Council work sites. If you wish to wear jeans, they must not be cut off shorter than below the knee.**

Employees must consider their exposure to UV radiation when performing work tasks and are strongly advised to wear broad brimmed hats. Any hat deemed as not providing adequate UV protection by Council will not be permitted on Council work sites.

When working on Main Roads Projects (TMR), Council employees will be required to wear long sleeve shirts and bucket hats. Long pants/Jeans are required during TMR hot bitumen/asphalt works.

All employees who do not have an orange shirt must wear a high visibility Safety Vest when exposed to traffic or construction work areas.

Council supplies shirts as Protective Clothing, not a free wardrobe. Council work shirts are **NOT** to be worn on non-workdays, nor are they to be worn when performing outside work in other workplaces.

#### **How to order trousers**

Council's Stores carry trousers, if the correct trousers are not on hand, then the Stores will raise the order on their behalf. If jeans are substituted for the long pants, they will need to have the council logo embroidered onto the pants.

#### **Replacement**

Council will replace shirts upon production of old shirt to the Store person. The cold weather coat must be retained for a minimum of three years before replacement will be considered. Lost shirts or coats must be replaced at the employee's own expense. It is at Council discretion for replacement on uniforms due to excessive wear in certain positions.

#### **Extra clothing**

Employees may order additional uniforms at their own expense. Orders to be placed with the Store person.

#### **Foot Protection**

All outdoor employees are required to supply and wear safety boots that comply with AS 2210.2, Type 1, at all times. Boots that are worn or damaged and can no longer comply with the above Standard are to be replaced by the employee.

After completing the three (3) month probation period, employees will be eligible for reimbursement of their boots up to the value of \$230.00 (inc GST).

Council shall supply Safety Gum Boots (steel cap) to employees as required.

### **4. ADMINISTRATION/LIBRARY – CORPORATE WARDROBE**

Council has chosen to adopt the industry wide Corporate Uniform developed for Local Government and registered by Local Buy with the Australian Taxation Office.

This allows administration and library staff to claim uniform expenses as a tax deduction, both for purchase and laundry. Employees should refer to the applicable taxation legislation for current details and/or amounts for deduction.

#### **The wardrobe**

Council will enter into arrangements with Local Buy to act on Council's behalf for registration of corporate apparel with the Textile Clothing and Footwear Development Authority.

Corporate Wardrobe catalogues and order forms are available from the Director of Corporate Services.

The wardrobe should consist of office attire including navy or black trousers (including ½ pants) or skirts with plain or printed blouses and a blazer or cardigan for winter.

Footwear will be of a smart/casual nature, and preferably enclosed for safety purposes.

Thong type shoes are not acceptable footwear.

Employees will be eligible to order uniforms after a three (3) month probationary period. Employees on a maximum term contract will be able to order uniforms if the contract is 12 months or more.

During the probationary period, new staff members are expected to dress in a smart/casual manner, appropriate to the office environment.

Fridays are for casual wear which is the “You’ll Dig Richmond” T-Shirt supplied and jeans, corporate pants or skirts. The cost of the “You’ll Dig Richmond” T-Shirt will be deducted from the allowance. Richmond Shire Council also recognises the diversity of cultures and Staff can wear culturally inclusive clothing on casual Fridays.

### **The wardrobe subsidy**

For the financial year, Council will pay the first \$659.93 (inclusive of GST) per annum for corporate uniform purchases for full time employees, pro rata for part time employment, with the balance being paid by the employee. Council’s contribution may be revised each financial year and increased by CCI (2024-2025 3.9%).

## **5. CLEANING STAFF**

Are eligible for supply of:

- Five (5) shirts;
- Any personal protective equipment required to complete their duties
- Enclosed shoes are required for safety purposes and reimbursement of the cost will be provided in accordance with Council’s boot allowance in the Certified Collective Workplace Agreement.

## **6. OUTSIDE SCHOOL HOURS CARE**

Council will contribute to a fun and vibrant uniform for OSHC staff by way of reimbursement of up to \$415.60 per annum.

One (1) winter jacket every five (5) years embroidered with Richmond Shire Council logo.

Enclosed shoes are required for safety purposes and reimbursement of the cost will be provided in accordance with Council’s boot allowance in the Certified Collective Workplace Agreement.

## **7. RICHMOND AGED CARE SERVICE**

Council will supply five (5) polo shirts with RAC logo and five (5) black shorts/pants with Richmond Shire Council logo to all RAC staff (including casuals).

One (1) winter jacket every five (5) years embroidered with Richmond Shire Council logo.

Enclosed shoes are required for safety purposes and reimbursement of the cost will be provided in accordance with Council’s boot allowance in the Certified Collective Workplace Agreement. The shoes will be required to encase the entire foot, including the upper section of the foot; the shoe is to have a stout sole and firm uppers; and, the shoe is to have sturdy low heels with slip resistant soles

Shoes specific for wet areas will also be supplied by the Richmond Aged Care Service as required.

Safety equipment will also be provided to the Richmond Aged Care Service employees as determined by the RAC Co-ordinator.

## **8. ORDERING/REIMBURSEMENT**

Council will pay all invoices for uniforms with orders in excess of the yearly allocation per employee billed through Council's Debtors System to the respective employee, at the conclusion of each financial year.

Orders for all uniforms will be co-ordinated by the Store person for outdoor staff and all other orders by the Director of Corporate Services.

Reimbursement will be co-ordinated through creditors and will be subject to the production of an original tax invoice from a registered business.

## **9. LEGISLATION**

- *Workplace Health & Safety Act 2011*
- *Workplace Health & Safety Regulations 2011*

To be read in conjunction with:

*Richmond Shire Council's Signed Certified Agreement 2018 (EBA).*

## **10. IMPLEMENTATION**

This Policy will commence from the Policy reviewed date and will be made available to all corporate staff on Council's intranet site/network, and to all outdoor staff via their supervisor/coordinator. Council reserves the right to vary, replace or terminate this Policy from time to time. This Policy will typically be reviewed when a review has been deemed appropriate by organisational processes (e.g., audit recommendations), or when legislative requirements change.

## **11. APPROVAL**

Date of Adoption: 27 June 2016  
Policy Reviewed: General Council Meeting 18 June 2024  
Resolution Number:

Policy Authorised: Peter Bennett  
Chief Executive Officer

## **Item 2.4 Asset Management Policy**

### **EXECUTIVE SUMMARY**

To ensure adequate provision is made for the long-term replacement of major assets by:

- Ensuring that Council's services and infrastructure are provided in a sustainable manner, with the appropriate levels of service to residents, visitors, and the environment.
- Safeguarding Council assets including physical assets and employees by implementing appropriate asset management strategies and appropriate financial resources for those assets.
- Preserving the cultural, historic and heritage significance of Council assets by implementing appropriate asset management strategies and allocating appropriate financial resources for those assets.
- Creating an environment where all Council employees take an integral part in overall management of Council assets by creating and sustaining an asset management awareness throughout the organisation by training and development.
- Meeting legislative requirements for asset management.
- Ensuring resources and operational capabilities are identified and responsibility for asset management is allocated.
- Demonstrating transparent and responsible asset management processes that align with demonstrated best practice.

### **OFFICER'S RECOMMENDATION**

*That Council: adopt the Asset Management Policy as presented.*

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### **Budget & Resource Implications**

N/A

### **Background**

The Asset Management Policy has increased from \$207 Million of assets to \$241 Million.

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

Internal: Kylie Kennedy – Asset Accountant

### **Attachments**

Attachment D – Policy

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Report prepared by **Tiana levers (Executive Assistant)**



## RICHMOND SHIRE COUNCIL ASSET MANAGEMENT POLICY

<b>POLICY NUMBER:</b>	<b>038</b>
<b>INFOXPRT REF:</b>	<b>73287</b>
<b>TIME PERIOD OF REVIEW:</b>	<b>3 Year</b>
<b>DATE OF NEXT REVIEW:</b>	<b>June 2027</b>

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### 1. OBJECTIVE

To ensure adequate provision is made for the long-term replacement of major assets by:

- Ensuring that Council's services and infrastructure are provided in a sustainable manner, with the appropriate levels of service to residents, visitors, and the environment.
- Safeguarding Council assets including physical assets and employees by implementing appropriate asset management strategies and appropriate financial resources for those assets.
- Preserving the cultural, historic and heritage significance of Council assets by implementing appropriate asset management strategies and allocating appropriate financial resources for those assets.
- Creating an environment where all Council employees take an integral part in overall management of Council assets by creating and sustaining an asset management awareness throughout the organisation through training and development.
- Meeting legislative requirements for asset management.
- Ensuring resources and operational capabilities are identified and responsibility for asset management is allocated.
- Demonstrating transparent and responsible asset management processes that align with demonstrated best practice.

### 2. PURPOSE, VISION, AND MISSION

**Purpose** – To set guidelines for implementing consistent asset management processes throughout Richmond Shire Council in accordance with the Corporate Plan and relevant legislation.

**Vision** – A whole of organisation approach to good asset management practice which will sustain services according to community needs, provide for a safe, friendly, and cohesive community and be a welcoming stop off point for tourists.

**Mission** – To serve the community effectively and efficiently to support social and economic development and preserve cultural, historic and heritage values enabling the Shire to be promoted and developed in such a manner as to ensure that all its citizens are provided with appropriate amenities to support a quality of life of the best possible standard.

### 3. POLICY

#### Background

- Council is committed to implementing a systematic asset management methodology in order to apply appropriate asset management best practices across all areas of the organisation. This includes ensuring that assets are planned, created, operated,

maintained, renewed and disposed of in accordance with Council's priorities for service delivery.

- Council owns and uses approximately \$241 million of assets to support its core business of delivery of service to the community (fair value; 2023 figure).
- Asset management practices impact directly on the core business of the organisation and appropriate asset management is required to achieve our strategic service delivery objectives.
- Adopting asset management principles will assist Council in achieving its strategic longer-term plan and long term financial objectives.
- A strategic approach to asset management will ensure that the Council delivers the highest appropriate level of service through its assets. This will provide positive impact on;
  - Members of the public and staff;
  - Council's financial position;
  - The ability of Council to deliver the expected level of service and infrastructure;
  - Cultural, historic and heritage values
  - The political environment in which Council operates; and
  - The legal liabilities of Council.

### **Principles**

- A consistent asset management strategy must exist for implementing systematic asset management and appropriate asset management best-practice throughout all departments of Council
- All relevant legislative requirements together with political, social and economic environments are to be taken into account in asset management
- Asset management principles will be integrated within existing planning and operational processes.
- Asset management plans have been developed for major service/asset categories. The plans will be informed by community consultation and financial planning and reporting.
- An inspection regime will be used as part of asset management to ensure agreed service levels are maintained and to identify asset renewal priorities
- Asset renewals required to meet agreed service levels and identified in adopted asset management plans and long term financial plans will form the basis of annual budget estimates with the service and risk consequences of variations in defined asset renewals and budget resources documented in budget documentation
- Service levels defined in adopted asset management plans will form the basis of annual budget estimates with the service and risk consequences of variations in defined services levels and budget resources documented in budget documentation.
- Asset renewal plans will be prioritised and implemented progressively based on agreed service levels and the effectiveness of the current assets to provide that level of service
- Systematic and cyclic reviews will be applied to all asset classes and are to ensure that the assets are managed, valued and depreciated in accordance with appropriate best practice and applicable Australian Standards.
- Future life cycle costs will be reported and considered in all decisions relating to new services and assets and upgrading of existing services and assets.
- Future service levels will be determined in consultation with the community.
- Training in asset and financial management will be provided for councillors and relevant staff.

### **4. RELATED DOCUMENTS**

- Asset Management Strategy

- Infrastructure Asset Management Plan (Roads, Water and Sewer)
- Buildings and Facilities Asset Management Plan
- Strategic Asset Management Plan for Water and Sewerage Services

## **5. LEGISLATION**

- *Local Government Act 2009 s. 104(5)*
- *Local Government Regulation (2012) s.167 & s.168*
- *Australian Accounting Standards*

## **6. IMPLIMENTATION**

This Policy will commence from the policy reviewed date and will be made available to all corporate staff on Council's intranet site/network, and to all outdoor staff via their supervisor/coordinator. Council reserves the right to vary, replace or terminate this policy from time to time. This policy will typically be reviewed when a review has been deemed appropriate by organisational processes (e.g., audit recommendations), or when legislative requirements change.

## **7. APPROVAL**

Date of Adoption: 23 July 2015  
Policy Reviewed: General Council Meeting 18 June 2024  
Resolution Number:

Policy Authorised: Peter Bennett  
Chief Executive Officer

## **Item 2.5 CHSP Client Contribution Policy**

### **EXECUTIVE SUMMARY**

The Australian Government subsidises CHSP services, however Richmond Aged Care will ask you to contribute towards the cost of your care.

Generally, you will also be asked to pay for consumables, such as continence aids, used in the course of your care. Clients with a Centrelink Health Care Card or Pensioner Concessioner Card can access MASS (Medical Aids Subsidy Scheme) through Richmond Aged Care.

As outlined in the national Client Contribution Framework, Commonwealth Home Support Program (CHSP) clients who can afford to contribute to the costs of their package of care or support are required to make financial contributions to that package.

### **OFFICER'S RECOMMENDATION**

***That Council: adopt the CHSP Client Contribution Policy as presented.***

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### **Budget & Resource Implications**

N/A

### **Background**

The CHSP Client Contribution Policy is due for renewal and has not had any changes made to it.

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

Internal: Angela Henry – Director of Community Development and Services

### **Attachments**

Attachment E – Policy

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Report prepared by **Tiana Ievers (Executive Assistant)**



## RICHMOND SHIRE COUNCIL CHSP CLIENT CONTRIBUTION POLICY

<b>POLICY NUMBER:</b>	<b>081</b>
<b>INFOXPRT REF:</b>	<b>109910</b>
<b>TIME PERIOD OF REVIEW:</b>	<b>1 Year</b>
<b>DATE OF NEXT REVIEW:</b>	<b>June 2025</b>

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### 1. OBJECTIVE

The Australian Government subsidises CHSP services, however Richmond Aged Care will ask you to contribute towards the cost of your care.

Generally, you will also be asked to pay for consumables, such as continence aids, used in the course of your care. Clients with a Centrelink Health Care Card or Pensioner Concessioner Card can access MASS (Medical Aids Subsidy Scheme) through Richmond Aged Care.

As outlined in the national Client Contribution Framework, Commonwealth Home Support Program (CHSP) clients who can afford to contribute to the costs of their package of care or support are required to make financial contributions to that package.

### 2. PRINCIPLES

The following principles must be applied when determining the amount of contribution to be made by a client:

- All clients who can afford to make contributions to their CHSP services should do so
- Clients shall be advised of the need to make contributions when they make enquiries about services, and prior to the commencement of service
- Clients shall be advised exactly what their contribution will be. If the contribution is revised, the client must be advised of the revised contribution prior to the change
- In the case of financial hardship, client's ability to contribute shall be assessed via the Centrelink Hardship payment application form – determinations about the ability to pay will not be made by Richmond Shire Council. Refusal to pay does not constitute inability to pay
- Contributions made by clients will only subsidise the costs of the service – contributions made will not meet the full costs of that particular service. The revenue raised by contributions shall offset the ongoing operational costs of Richmond Aged Care
- Richmond Aged Care can provide short term intensive services under CHSP whilst a client is awaiting a home care package
- If a Home Care Package is offered to the client and declined, Services will revert back to 1-2 services a week as per CHSP standards, any additional services or products required will be charged at the current fees and charges
- Non-payment of fees will be as per the Debt Recovery Policy

### 3. LEGISLATION

- *Department of Social Services – CHSP Client Contribution Framework*
- *National Guide to the CHSP Client Contribution Framework*
- *CHSP Programme Manual*

#### **4. IMPLEMENTATION**

This Policy will commence from the Policy reviewed date and will be made available to all corporate staff on Council's intranet site/network, and to all outdoor staff via their supervisor/coordinator. Council reserves the right to vary, replace or terminate this Policy from time to time. This Policy will typically be reviewed when a review has been deemed appropriate by organisational processes (e.g., audit recommendations), or when legislative requirements change.

#### **5. APPROVAL**

Date of Adoption: 17 August 2021  
Policy Reviewed: General Council Meeting 18 June 2024  
Resolution Number:

Policy Authorised: Peter Bennett  
Chief Executive Officer

**Item 2.6 Special Budget Meeting**

**EXECUTIVE SUMMARY**

The scheduled Tuesday, 25 June 2024 Special Budget Meeting is required to be changed due to unforeseen circumstances.

**OFFICER'S RECOMMENDATION**

*That Council: reschedule the Special Budget Meeting to a later date.*

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**Budget & Resource Implications**

N/A

**Background**

The Chief Executive Officer has requested that the Special Budget Meeting be rescheduled to a later date in July 2024.

**Consultation (Internal/External)**

Nil

**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 31 May 2024.

**OFFICER'S RECOMMENDATION**

**That Council: receive the monthly financial report presenting the progress made as at 31 May 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)**

Internal: Kylie Kennedy – Asset Accountant

**Attachments**

Attachment F –

- 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 Cash Flows  
as at 31st May 2024**

	<b>2024 Actuals</b>	<b>2024 Amended Budget</b>	<b>2023 Actuals</b>	<b>Budget Variance</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>%</b>
<b>Cash flows from operating activities</b>				
Receipts from customers	13,173,183	15,159,567	7,687,873	86.90%
Payments to suppliers and employees	(16,004,750)	(21,540,596)	(13,735,759)	74.30%
	(2,831,567)	(6,381,029)	(6,047,886)	44.37%
Interest received	394,262	175,000	166,008	225.29%
Rental income	162,655	172,800	157,106	94.13%
Grants, subsidies, contributions and donations - non-capital	602,021	9,152,795	2,738,461	6.58%
Finance/Borrowing costs	(60,242)	(651,100)	(69,840)	9.25%
<b>Net cash inflow (outflow) from operating activities</b>	<b>(1,732,870)</b>	<b>2,468,466</b>	<b>(3,056,151)</b>	<b>-70.20%</b>
<b>Cash flows from investing activities</b>				
Payments for property, plant and equipment	(8,626,657)	(20,059,340)	(11,723,522)	43.01%
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	9,274,790	19,979,690	6,103,964	46.42%
<b>Net cash inflow (outflow) from investing activities</b>	<b>960,673</b>	<b>539,350</b>	<b>(5,619,557)</b>	<b>178.12%</b>
<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>	<b>(431,105)</b>	<b>(636,965)</b>	<b>(418,640)</b>	<b>67.68%</b>
<b>Net increase in cash and cash equivalent held</b>	<b>(1,203,302)</b>	<b>2,370,851</b>	<b>(9,094,348)</b>	<b>-50.75%</b>
<b>Cash and cash equivalents at the beginning of the financial year</b>	<b>9,683,797</b>	<b>9,200,000</b>	<b>11,199,466</b>	<b>105.26%</b>
<b>Cash and cash equivalents at end of the financial year</b>	<b>8,516,310</b>	<b>11,570,851</b>	<b>2,105,118</b>	<b>73.60%</b>

**Richmond Shire Council**  
**Statement of Comprehensive Income**  
as at 31st May 2024

	2024 Actuals	2024 Amended Budget	2023 Actuals	Budget Variance
	\$	\$	\$	%
<b>Income</b>				
<b>Revenue</b>				
<b>Recurrent revenue</b>				
Rates, levies and charges	2,261,250	2,049,395	1,917,382	110.34%
Fees and charges	1,446,231	1,070,250	899,658	135.13%
Sales revenue	8,699,382	13,862,420	4,864,479	62.76%
Grants, subsidies, contributions and donations	602,021	9,152,795	2,738,461	6.58%
	<u>13,008,884</u>	<u>26,134,860</u>	<u>10,419,982</u>	<u>49.78%</u>
<b>Capital revenue</b>				
Grants, subsidies, contributions and donations	9,274,790	19,979,690	6,103,964	46.42%
<b>Total capital revenue</b>	<u>9,274,790</u>	<u>19,979,690</u>	<u>6,103,964</u>	<u>46.42%</u>
Rental income	162,655	172,800	157,106	94.13%
Interest received	394,262	175,000	166,008	225.29%
Other income	223,554	361,271	154,726	61.88%
	<u>780,472</u>	<u>709,071</u>	<u>477,839</u>	<u>110.07%</u>
<b>Total income</b>	<u>23,064,146</u>	<u>46,823,621</u>	<u>17,001,785</u>	<u>49.26%</u>
<b>Expenses</b>				
<b>Recurrent expenses</b>				
Employee benefits	(5,576,492)	(8,705,297)	(5,284,371)	64.06%
Materials and services	(8,970,098)	(13,203,961)	(8,381,549)	67.93%
Finance costs	(60,242)	(651,100)	(69,840)	9.25%
Depreciation and amortisation				
Property, Plant and Equipment	(6,175,068)	(5,190,100)	(4,735,151)	118.98%
	<u>(20,781,900)</u>	<u>(27,750,458)</u>	<u>(18,470,910)</u>	<u>74.89%</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>(20,469,360)</u>	<u>(27,131,458)</u>	<u>(18,354,801)</u>	<u>75.45%</u>
<b>Net result</b>	<u>2,594,786</u>	<u>19,692,163</u>	<u>(1,353,015)</u>	<u>13.18%</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>2,594,786</u>	<u>19,692,163</u>	<u>(1,353,015)</u>	<u>13.18%</u>

**Richmond Shire Council**  
**Statement of Financial Position**  
**as at 31st May 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	8,516,310	11,847,712	2,105,118	71.88%
Trade and other receivables	2,842,194	1,624,500	1,203,853	174.96%
Inventories	444,682	450,000	405,293	98.82%
Land for Resale	-	126,000	126,000	0.00%
Contract assets	2,717,018	1,500,000	1,192,593	181.13%
Other assets	264,232	155,000	21,081	170.47%
<b>Total current assets</b>	<b>14,784,434</b>	<b>15,703,212</b>	<b>5,053,938</b>	<b>94.15%</b>
<b>Non-current assets</b>				
Property, plant and equipment	241,222,511	272,752,146	229,800,305	88.44%
Intangible assets	-	-	-	0.00%
Capital Work in Progress	7,834,228	-	10,820,629	0.00%
<b>Total non-current assets</b>	<b>249,056,740</b>	<b>272,752,146</b>	<b>240,620,934</b>	<b>91.31%</b>
<b>Total assets</b>	<b>263,841,174</b>	<b>288,455,358</b>	<b>245,674,872</b>	<b>91.47%</b>
<b>Current liabilities</b>				
Trade and other payables	375,156	1,161,000	2,650,486	32.31%
Contract liabilities	670,399	1,750,000	-	38.31%
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>2,571,751</b>	<b>5,067,000</b>	<b>4,177,138</b>	<b>50.75%</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>4,491,701</b>	<b>7,012,313</b>	<b>6,668,348</b>	<b>64.05%</b>
<b>Net community assets</b>	<b>259,349,473</b>	<b>281,443,045</b>	<b>239,006,523</b>	<b>92.15%</b>
<b>Community equity</b>				
Asset revaluation surplus	133,921,894	142,551,479	126,221,696	93.95%
Operating surplus	2,594,786	19,692,163	(1,353,015)	13.18%
Retained surplus	122,832,793	119,199,403	114,137,843	103.05%
<b>Total community equity</b>	<b>259,349,473</b>	<b>281,443,045</b>	<b>239,006,523</b>	<b>92.15%</b>

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	2,001	-729,782	-727,781	121,400	-950,830	-829,430	87.74%
Finance	1,420,152	-1,159,604	260,548	786,350	-891,450	-105,100	-247.91%
Payroll - Staff Resources	0	-671,438	-671,438	0	-783,116	-783,116	85.74%
Executive/Governance	0	-580,484	-580,484	0	-933,570	-933,570	62.18%
Corporate - Depreciation	0	-367,568	-367,568	0	-638,750	-638,750	57.54%
Loan Repayments	0	-46,618	-46,618	0	-636,000	-636,000	7.33%
Councillors & Election	0	-433,663	-433,663	0	-487,095	-487,095	89.03%
Stores	0	-57,291	-57,291	0	-131,680	-131,680	43.51%
Rates	1,204,478	-16,183	1,188,295	1,121,700	-19,500	1,102,200	107.81%
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	234,074	0	234,074	8,450,000	0	8,450,000	2.77%
<b>Total General Public Services</b>	<b>2,862,690</b>	<b>-4,062,631</b>	<b>-1,199,941</b>	<b>10,481,000</b>	<b>-5,478,991</b>	<b>5,002,009</b>	<b>-23.99%</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	-15,908	36,910	21,000	-12,750	8,250	447.39%
Disaster Management - Depreciation	0	-3,017	-3,017		-2,670	-2,670	113.01%
<b>Total Public Order and Safety</b>	<b>52,884</b>	<b>-46,665</b>	<b>6,220</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	-543,831	-543,831	0	-654,183	-654,183	83.13%
Safety and Quality	0	-219,987	-219,987	0	-642,090	-642,090	34.26%
Rural Road Maintenance	0	-424,182	-424,182	0	-600,000	-600,000	70.70%
Town Street Maintenance	0	-174,400	-174,400	0	-250,000	-250,000	69.76%
TIDS Expenses	125,648	-96,563	29,085	131,071	-131,071	0	0.00%
Flood Damage Expenses	0	-217,414	-217,414	0	-146,000	-146,000	148.91%
Street Lighting	0	-12,889	-12,889	0	-21,000	-21,000	61.38%
Depot	0	-80,449	-80,449	0	-43,250	-43,250	186.01%
Stormwater Maintenance	0	-5,172	-5,172	0	-1,850	-1,850	279.57%
Rural Road Maintenance - Capital Income	421,800	0	421,800	828,618	0	828,618	50.90%
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	8,234,734	0	8,234,734	8,664,448	0	8,664,448	95.04%
Road Depreciation	0	-3,731,816	-3,731,816	0	-3,030,000	-3,030,000	123.16%

RICHMOND SHIRE COUNCIL	Actual 2023/2024			Amended Budget 2023/2024			Variance Surplus
	Revenue	Expenses	Surplus	Revenue	Expenses	Surplus	%
<b>Total Local Roads</b>	<b>8,782,182</b>	<b>-5,506,703</b>	<b>3,275,479</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	53,501	-195,860	-142,358	56,000	-78,348	-22,348	637.01%
TMR Airport Project	0		0	27,956	-55,911	-27,955	0.00%
Fleet Management	80,830	-1,169,849	-1,089,019	90,000	-1,468,540	-1,378,540	79.00%
RMPC	814,637	-1,634,629	-819,992	807,272	-605,000	202,272	-405.39%
Main Roads - Winton Rd	7,884,745	-4,128,817	3,755,928	10,544,829	-7,381,382	3,163,447	118.73%
Fleet Management Recoveries	2,017,366	0	2,017,366	1,500,000	0	1,500,000	134.49%
Airport - Capital Income	86,256	0	86,256	7,500,000	0	7,500,000	1.15%
Airport Depreciation	0	-60,708	-60,708	0	-9,000	-9,000	674.54%
Fleet Management - Depreciation	0	-582,032	-582,032	0	-600,000	-600,000	97.01%
<b>Total Other Transport Services</b>	<b>10,937,335</b>	<b>-7,771,896</b>	<b>3,165,439</b>	<b>20,526,057</b>	<b>-10,198,181</b>	<b>10,327,876</b>	<b>30.65%</b>
<b>15 Community Affairs</b>							
Early Education	0	-6,859	-6,859	0	-19,825	-19,825	34.60%
CDC Program	399,672	-242,290	157,382	543,000	-456,055	86,945	181.01%
CHSP Program	249,751	-160,953	88,797	208,900	-155,505	53,395	166.30%
Outside School Hours Care	106,063	-210,618	-104,555	135,000	-256,480	-121,480	86.07%
Community Sponsorship and Donations	0	-22,657	-22,657	0	-20,000	-20,000	113.28%
Community Events and Celebrations	0	-29,503	-29,503	0	-43,320	-43,320	68.11%
RADF Expense	17,850	-17,089	761	17,000	-19,000	-2,000	-38.05%
Community Services	0	-105,068	-105,068	0	-84,650	-84,650	124.12%
Library & Centrelink	14,133	-38,121	-23,988	14,350	-44,800	-30,450	78.78%
Museums	0	-289,111	-289,111	0	-280,000	-280,000	103.25%
Community Centres and Halls	12,573	-101,005	-88,433	10,000	-101,200	-91,200	96.97%
Tourism	0	-237	-237	0	-6,780	-6,780	3.50%
TV And Radio Facilities	0	-15,851	-15,851	0	-7,750	-7,750	204.52%
Community Centres & Halls - Depreciation	0	-62,656	-62,656	0	-62,000	-62,000	101.06%
Community Care Buildings - Depreciation	0	-60,737	-60,737	0	-40,000	-40,000	151.84%
Library & Centrelink - Depreciation	0	-26,022	-26,022	0	-23,450	-23,450	110.97%
TV & Radio Facilities - Depreciation	0	-730	-730	0	-3,900	-3,900	18.72%
<b>Total Community Affairs</b>	<b>800,040</b>	<b>-1,389,507</b>	<b>-589,466</b>	<b>928,250</b>	<b>-1,624,715</b>	<b>-696,465</b>	<b>84.64%</b>
<b>16 Economic Affairs</b>							
Caravan Park	432,688	-352,252	80,436	464,000	-428,800	35,200	228.51%

RICHMOND SHIRE COUNCIL	Actual 2023/2024			Amended Budget 2023/2024			Variance Surplus
	Revenue	Expenses	Surplus	Revenue	Expenses	Surplus	%
Saleyards - Richmond	38,970	-127,113	-88,143	52,000	-72,000	-20,000	440.71%
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	258,589	-75,312	183,277	198,000	-40,300	157,700	116.22%
Maxi Common Farming Project	0	-85,839	-85,839	700,000	-620,000	80,000	-107.30%
Washdown Bay	17,895	-7,689	10,207	15,000	-16,000	-1,000	-1020.68%
Other Leased Facilities	13,390	-752	12,638	14,000	0	14,000	90.27%
Kronosarus Korner Building	0	-89,555	-89,555	0	-66,350	-66,350	134.97%
Development Services	0	-20,479	-20,479	0	-11,000	-11,000	186.17%
Commerical Buildings - Depreciation	0	0	0	0	-128,000	-128,000	0.00%
<i>Caravan Park Depreciation</i>	0	-95,472	-95,472				
<i>Saleyards Depreciation</i>	0	-50,715	-50,715				
<i>Paddocks Depreciation</i>	0	-4,940	-4,940				
<i>Other Commerical Depreciation</i>	0	-94,843	-94,843				
<b>Total Economic Affairs</b>	<b>761,532</b>	<b>-1,019,141</b>	<b>-257,609</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	402,071	-107,250	294,821	388,000	-204,000	184,000	160.23%
Waste Management	108,230	-301,164	-192,934	103,000	-320,200	-217,200	88.83%
Water Management	571,060	-433,784	137,276	463,700	-564,593	-100,893	-136.06%
Water Management - Capital Income	0	0	0	445,000	0	445,000	0.00%
Sewerage Management - Depreciation	0	-121,774	-121,774	0	-80,000	-80,000	152.22%
Waste Management - Depreciation	0	-3,549	-3,549	0	-1,100	-1,100	322.59%
Water Management - Depreciation	0	-380,838	-380,838	0	-279,500	-279,500	136.26%
<b>Total Utilities</b>	<b>1,081,361</b>	<b>-1,348,358</b>	<b>-266,997</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	13,882	-49,045	-35,163	13,000	-89,790	-76,790	45.79%
Land Management	0	-103,581	-103,581	0	-111,893	-111,893	92.57%
Land Management - Depreciation	0	0	0	0	-650	-650	0.00%
<b>Total Environmental Protection</b>	<b>13,882</b>	<b>-152,626</b>	<b>-138,743</b>	<b>13,000</b>	<b>-202,333</b>	<b>-189,333</b>	<b>120.71%</b>
<b>19 Housing</b>							
Council Housing	95,727	-133,292	-37,565	95,000	-135,350	-40,350	93.10%
Community Housing	51,896	-30,255	21,641	60,300	-23,300	37,000	58.49%

RICHMOND SHIRE COUNCIL	Actual 2023/2024			Amended Budget 2023/2024			Variance Surplus
	Revenue	Expenses	Surplus	Revenue	Expenses	Surplus	%
Aged Care Housing	14,982	-44,657	-29,675	17,500	-48,700	-31,200	95.11%
Vacant Land Expenses	0	-21,308	-21,308	0	-14,000	-14,000	152.20%
Depreciation Housing	0	-153,344	-153,344	0	-145,000	-145,000	105.75%
<b>Total Housing</b>	<b>162,605</b>	<b>-382,856</b>	<b>-220,251</b>	<b>172,800</b>	<b>-366,350</b>	<b>-193,550</b>	<b>113.80%</b>
<b>20 Recreation, Parks and Gardens</b>							
Sports and Recreation	15,239	-32,090	-16,850	15,000	-113,800	-98,800	17.05%
Parks and Gardens	0	-511,667	-511,667	0	-542,500	-542,500	94.32%
Swimming Pool	0	-254,691	-254,691	0	-243,550	-243,550	104.57%
Public Conveniences	0	-107,493	-107,493	0	-119,440	-119,440	90.00%
Cemeteries	14,615	-63,782	-49,167	15,539	-91,627	-76,088	64.62%
Swimming Pool - Capital Income	120,000	0	120,000	120,000	0	120,000	100.00%
Sport & Recreation Facilities - Depreciation	0	-229,318	-229,318	0	-80,700	-80,700	284.16%
Parks and Gardens -Depreciation	0	-31,067	-31,067	0	-35,000	-35,000	88.76%
Swimming Pool Depreciation	0	-113,921	-113,921	0	-12,000	-12,000	949.34%
<b>Total Recreation, Parks and Gardens</b>	<b>149,855</b>	<b>-1,344,028</b>	<b>-1,194,173</b>	<b>150,539</b>	<b>-1,238,617</b>	<b>-1,088,078</b>	<b>109.75%</b>
<b>21 Private Works Total</b>	<b>86,044</b>	<b>-71,214</b>	<b>14,830</b>	<b>110,000</b>	<b>-100,000</b>	<b>10,000</b>	<b>148.30%</b>
<b>Total Operating Revenues &amp; Expenses</b>	<b>25,690,411</b>	<b>-23,095,625</b>	<b>2,594,785</b>	<b>49,091,426</b>	<b>-29,399,263</b>	<b>19,692,163</b>	<b>13.18%</b>

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

**Item 4.1 Administration of First Aid Policy**

**EXECUTIVE SUMMARY**

Under the *Education and Care Services National Regulations* the approved provider must ensure policies and procedures are in place for the administration of first aid (Reg. 168) and take reasonable steps to ensure policies and procedures are followed. First aid can save lives and prevent minor injuries or illnesses from becoming major. The ability to provide prompt basic first aid is particularly important in the context of an out of school hours service where educators have a duty of care and obligation to assist children who are injured, become ill, or require support with administration of medication.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Administration of First Aid 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 FIRST AID POLICY

Under the *Education and Care Services National Regulations* the approved provider must ensure policies and procedures are in place for the administration of first aid (Reg. 168) and take reasonable steps to ensure policies and procedures are followed. First aid can save lives and prevent minor injuries or illnesses from becoming major. The ability to provide prompt basic first aid is particularly important in the context of an out of school hours service where educators have a duty of care and obligation to assist children who are injured, become ill, or require support with administration of medication.

## 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 LAW AND REGULATIONS	
Sec.167	Offence relating to protection of children from harm and hazards
12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
90	Medical conditions policy
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement-anaphylaxis or asthma emergency

97	Emergency and evacuation procedures
101	Conduct a risk assessment for excursions
102C	Conduct a risk assessment for transporting of children by the education and care service
136	First aid qualifications
137	Approval of qualifications
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168 (2)(a)(iv)	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

**RELATED POLICIES**

Administration of Medication Policy	Health and Safety Policy
Anaphylaxis Management Policy	Incident, Injury, Trauma and Illness Policy
Asthma Management Policy	Medical Conditions Policy
Child Safe Environment Policy	Responsible Person Policy
Dealing with Infectious Diseases Policy	Record Keeping and Retention Policy
Diabetes Management Policy	Safe Transportation Policy
Emergency and Evacuation Policy	Sun Safety Policy
Enrolment Policy	Supervision Policy
Epilepsy Management Policy	Water Safety Policy
Family Communication Policy	Work Health and Safety Policy

**PURPOSE**

Our Out of School Hours Care (OSHC) Service has a duty of care to provide and protect the health and safety of children, families, educators, and visitors of the Service. This policy aims to support educators to:

- Preserve life
- Ensure the environment is safe and other people are not in danger of becoming ill or injured
- Ensure that ill or injured persons are stabilised and comforted until medical assistance intervenes
- Relieve pain if possible
- Monitor ill or injured persons and promote recovery
- Provide immediate and effective first aid to children or adults

- Apply additional first aid if the condition does not improve

'First aid can reduce the severity of an injury or illness and in extreme cases, could mean the difference between life and death.' (Safe Work Australia).

## SCOPE

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

## IMPLEMENTATION

First aid is the emergency aid or treatment given to persons suffering illness or injury following an accident and prior to obtaining professional medical services if required. It includes emergency treatment, maintenance of records, dressing of minor injuries, recognition and reporting of health hazards, and participation in safety programs. Legislation that governs the operation of approved children's services is based on the health, safety and welfare of children, and requires that children are protected from hazards and harm.

### THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT IS RESPONSIBLE FOR:

- ensuring obligations under the *Education and Care Services National Law and National Regulations* are met
- ensuring educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure
- ensuring all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- ensuring there is an induction process for all new staff, including casual and relief staff, that includes providing information on the location of first aid kits and specific first aid requirements; individual children's allergies and individual children's medical management plans
- ensuring families are aware of this *Administration of First Aid Policy*
- taking every reasonable precaution to protect children at the OSHC Service from harm and/or hazards that can cause injury
- ensuring that the following qualified people are in attendance and immediately available in an emergency at all times the service is providing education and care to children [Reg.136]
  - at least one educator, staff member or nominated supervisor who holds a current ACECQA approved first aid qualifications

- at least one educator, staff member or nominated supervisor of the service who has undertaken current approved anaphylaxis management training
- at least one educator, staff member or nominated supervisor of the service who has undertaken current approved emergency asthma management training

(One staff member may hold one or more of the three qualifications)

- appointing a nominated first aid officer
- ensuring a risk assessment is conducted prior to an excursion, regular outing, or when providing transportation to identify risks to health, safety, or wellbeing and specifying how these risks will be managed and minimised (NB: risk assessment for a regular outing or regular transportation is required at least annually) [Reg. 102B, 102D (4)]
- providing and maintaining an appropriate number of up-to-date, fully equipped first aid kits that meet Australian Standards including transportable first-aid kits to be used on excursions and when providing transportation [Reg. 89]
- monitoring the contents of all first aid kits and arrange replacement of stock, including when the use-by date has been reached
- disposing of out-of-date materials and supplies appropriately
- ensuring safety signs showing the location of first aid kits are clearly displayed
- providing training for the administration of an auto-injector device annually and document on staff files [not mandatory]
- providing and maintaining a transportable first aid kit that can be taken to excursions and other activities [Reg. 89]
- ensuring that first aid training details are recorded and kept up to date on each staff member's record
- ensuring there is an induction process for all new staff, including casual and relief staff, that includes providing information on the location of first aid kits and specific first aid requirements and individual children's allergies and individual medical management plans
- ensuring that families/parents are notified when practicable or within 24 hours if their child is involved in an incident, injury, trauma or illness at the Service and that details are recorded on the *Incident, Injury, Trauma and Illness Record*
- ensuring the regulatory authority is notified within 24 hours if a child is involved in a serious incident, injury, trauma or illness at the OSHC Service [Reg 12, 176]
- ensuring that staff members are offered support and debriefing subsequent to a serious incident requiring the administration of first aid

- ensuring a resuscitation flow chart is displayed in a prominent position in the indoor and outdoor environments of the OSHC Service [best practice not mandatory]
- keeping up to date with any changes in procedures for administration of first aid and ensuring that all educators are informed of these changes
- ensuring parents/guardians provide written consent (via the enrolment record) for service staff to administer first aid
- ensuring parents/guardians provide written consent for the approved provider, nominated supervisor or educator to seek medical treatment for their child by a registered medical practitioner, hospital or ambulance service and if required, transport the child to hospital [Reg 161(1)(a)]

### EDUCATORS WILL:

- implement appropriate first aid procedure. when necessary, by adhering to the service's *Administration of First Aid Procedure*
- maintain current ACECQA approved first aid qualification, and qualifications in approved anaphylaxis management and emergency asthma management as required
- renew cardio-pulmonary resuscitation every 12 months
- participate in administration of an auto-injector device training at least annually (not mandatory)
- ensure that all children are adequately supervised while providing first aid and comfort for a child involved in an incident or suffering trauma
- ensure that the details of any incident requiring the administration of first aid are recorded on the *Incident, Injury, Trauma and Illness Record* accurately
- conducting a risk assessment prior to an excursion, regular outing or when providing regular transportation of children to identify risks to health, safety, or wellbeing and specifying how these risks will be managed and minimised (NB: risk assessment for a regular outing or regular transportation is required at least annually) [Reg. 102B, 102D (4)]

### FAMILIES WILL:

- read and comply with the policies and procedures of the OSHC Service
- sign OSHC Service records of accidents or injuries that have occurred, acknowledging they have been made aware of the incident and the first aid that treatment that was given to the child
- provide the required information for the OSHC Service's medication record
- provide the service with a medical management plan for their child if required
- provide written consent (via the enrolment record) for Service staff to administer first aid

- provide written consent for the approved provider, nominated supervisor or educator to seek medical treatment for their child by a registered medical practitioner, hospital or ambulance service and if required, transport the child to hospital
- be contactable, either directly or through emergency contacts listed on the child's enrolment record
- notify educators of any change in condition of their child's health that may impact the child's care and require the administration of first aid (ACECQA, 2021).

### INCIDENT, INJURY, TRAUMA AND ILLNESS RECORD

Any incidents, injuries trauma or illness, including first aid provided, must be recorded and include the following details, as per Education and Care Services National Regulation 87:

- name and age of the child
- circumstances leading to the incident, injury, trauma, or illness (including any symptoms)
- time and date
- details of action taken by the OSHC Service including any medication administered, first aid provided or
- medical personnel contacted
- details of any witnesses
- names of any person the service notified or attempted to notify, and the time and date of this
- signature of the person making the entry, and time and date of this.

### FIRST AID KIT

The approved provider of the OSHC Service will ensure that first aid kits are kept in accordance with National Education and Care Service Regulations (Reg. 89).

### ALL FIRST AID KITS AT THE SERVICE MUST:

- be suitably equipped
- not be locked
- not contain paracetamol
- be suitable for the number of employees and children and sufficient for the immediate treatment of injuries at the Service
- be easily accessible to staff and educators
- be constructed of resistant material, be dustproof and of sufficient size to adequately store the required contents

- be capable of being sealed and preferably be fitted with a carrying handle as well as have internal compartments
- contain a list of the contents of the kit
- be regularly checked using the *First Aid Kit Checklist* to ensure the contents are as listed and have not degraded or expired
- have a white cross on a green background with the words 'First Aid' prominently displayed on the outside
- be easily recognisable
- be easy to access and if applicable, located where there is a risk of injury occurring
- include emergency telephone numbers, and location of the nearest first aid trained educators
- display a photograph of the first aid trained educators, along with contact details to assist in the identification process
- **be provided in each work vehicle**
- be stocked with precautionary items such as sunscreen and water if using outdoors
- be taken on excursions
- be maintained in proper condition and the contents restocked as required.

Our nominated First Aid Officer responsible for maintaining all First Aid kits at the OSHC Service is:

FIRST AID OFFICER	
Name	Tina Chappell
Role	Coordinator
Number of First Aid Kits Responsible for at the Service:	4
Additional First Aid Officer:	Lorna Matthews

These individuals are responsible for conducting and maintaining each first aid kit by complying with the First Aid Checklist, certifying each kit has the required quantities, items are within their expiry dates, and sterile products are sealed. This will occur after each use or if unused, at least annually.

Individuals along with the nominated supervisor will also consider whether the first aid kits and components are appropriate and effective for the Service's hazards and the injuries that have occurred. If the kit requires additional resources, these individuals will advise and follow up with the nominated supervisor.

Our OSHC Service will display a well-recognised, standardised first aid sign to assist in easily locating first aid kits. Signage will comply with AS 1319:1994 – Safety Signs for the Occupational Environment.

**FIRST AID KIT CHECKLIST**

Our Service will use the checklist provided by the *Childcare Centre Desktop*. The checklist will be completed annually to ensure first aid kits are equipped and maintained.

Safe Work Australia’s *First Aid in the Workplace Code of Practice* also provides a guide to what to include in a First Aid Kit. (Appendix E- Example of contents)

<https://www.safeworkaustralia.gov.au/doc/model-codes-practice/model-code-practice-first-aid-workplace>

We will determine the need for additional items to those in the checklist, or whether some items are unnecessary, after analysing the number of children at our OSHC Service and what injuries children or adults may incur. We will review our incident, injury, trauma and illness records to assist us in making an informed decision about what to include.

For further advice on first aid in the workplace, refer to the following website for state and territory specifications.

<https://www.safeworkaustralia.gov.au/safety-topic/managing-health-and-safety/first-aid>

**CONTINUOUS IMPROVEMENT/REFLECTION**

Our *Administration of First Aid Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

**CHILDCARE CENTRE DESKTOP- RELATED RESOURCES**

Administration of First Aid Procedure	First Aid Certificate Register
Dental Accident Procedure	Head Injury Guide and Procedure
First Aid Checklist	Illness Management Procedure
First Aid Kit Fact Sheet Guide	Incident, Injury, Trauma or Illness Record

**SOURCES**

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

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

Australian Children’s Education & Care Quality Authority. (2023). Policy and procedure guidelines- [Administration of First Aid Policy Guidelines](#)

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)

Safe Work Australia First Aid in the Workplace Code of Practice: [First Aid in the Workplace](#)

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

**REVIEW**

POLICY REVIEWED BY	Tina Chappell	Coordinator	May 24
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V12.05.24		
MODIFICATIONS	<ul style="list-style-type: none"> <li>annual policy maintenance</li> <li>merged Nominated Supervisor section with previous section</li> <li>created new heading for requirements of Incident, Injury, Trauma and Illness Record</li> <li>sources checked for currency and repaired as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
	<p>NOVEMBER</p> <ul style="list-style-type: none"> <li>regulation amendment re: CPR training to be completed annually</li> <li>additional information re: Regulation 136 Sub regulation (1)- where the OSHC Service premises is located on the site of a school</li> </ul> <p>MAY</p> <ul style="list-style-type: none"> <li>policy maintenance</li> <li>additional information added- CPR annual training recommended</li> <li>hyperlinks checked and repaired as required</li> <li>minor formatting edits within text</li> <li>continuous improvement/reflection section added</li> <li>Childcare Centre Desktop Related resources section added</li> <li>link to Western Australian Education and Care Services National Regulations added in ‘Sources’</li> </ul>		

MAY 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>	MAY 2023
OCTOBER 2021	<ul style="list-style-type: none"> <li>Policy reviewed and included suggested guidelines from ACECQA Administration of First Aid Policy (August 2021)</li> <li>Additional legislative requirements added</li> <li>Additional related policies</li> </ul>	MAY 2022
MAY 2021	<ul style="list-style-type: none"> <li>minor edits</li> <li>risk assessment for regular outing and transportation added</li> <li>annual training for auto injectors highlighted as best practice (not mandatory)</li> <li>reference to Administration of First Aid Procedure to guide immediate response</li> </ul>	MAY 2022
MAY 2020	<p>minor changes- rewording of mandatory regulations regarding minimum staffing qualifications</p> <p>minor formatting edits</p> <p>sources checked for currency</p>	MAY 2021
MAY 2019	<p>Sources checked for currency – removed if obsolete.</p> <p>URLs added.</p> <p>Sources/references alphabetised.</p> <p>Minor formatting for consistency throughout policy.</p> <p>'Related policies' alphabetised.</p>	MAY 2020
MAY 2018	<p>Minor grammatical changes made to content</p>	MAY 2019
NOVEMBER 2017	<p>Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes. Updated to include revised National Quality Standard</p>	MAY 2018

**Item 4.2 Excursion/Incursion/Extra-Curricular Activities**

**EXECUTIVE SUMMARY**

Under the Education and Care Services National Regulations the approved provider must ensure policies and procedures are in place for managing excursions (Reg. 168) and take reasonable steps to ensure policies and procedures are followed.

Excursions/incursions/extra-curricular activities enhance children's learning by providing them the opportunity to participate in curriculum planned activities and experiences to extend on their skills and knowledge in the current interest topic. Our OSHC Service recognises that excursions provide opportunities for children to explore the wider community as a group and extend on the educational program provided.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Excursion/Incursion/Extra-Curricular Activities 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)**

# EXCURSION/INCURSION/EXTRA-CURRICULAR ACTIVITIES POLICY

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## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
2.2	Safety	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.1	Supervision	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.2	Incident and emergency management	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 51(4A)	Conditions of service approval- ensure number of children educated and cared for by the service at any one time does not exceed the maximum number of children specified in the service approval
Sec.165	Offence to inadequately supervise children
Sec.167	Offence relating to protection of children from harm and hazards
4 (1)	Definition regular outing
89	First Aid Kits
90	Medical conditions policy
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion

101	Conduct of risk assessment for excursion
102	Authorisation for excursion
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
123	Educator to child ratios-centre-based services
136	First Aid qualifications
149	Volunteers and students
151	Record of educators working directly with children
158	Children’s attendance record to be kept by approved provider
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
168	Policies and procedures are required
170	Policies and procedures to be followed

**RELATED POLICIES**

Acceptance and Refusal of Authorisations Policy Administration of Medication Policy Administration of First Aid Policy Child Safe Environment Policy Code of Conduct Policy Delivery of Children to, and Collection from and Education and Care Service Premises Educational Program Policy Emergency Evacuation Policy	Family Communication Policy Incident, Incident, Trauma and Illness Policy Interaction with Children, Family and Staff Policy Medical Conditions Policy Privacy and Confidentiality Policy Respect for Children Policy Safe Transportation Policy Sun Safety Policy Supervision Policy Water Safety Policy
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**PURPOSE**

To ensure that all excursions and incursions undertaken by the Outside School Hours Care Service are planned and conducted in a safe manner, maintaining children’s health, safety and wellbeing at all times in accordance with Education and Care National Regulations. We believe excursions/incursions provide the children with the opportunity to expand and enhance their skills and knowledge gaining insight into their local and the wider community.

## SCOPE

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

## IMPLEMENTATION

Excursions and incursions will be conducted with the children's safety and wellbeing in mind at all times. We will regularly schedule incursions and visitors to our OSHC Service however, if we feel an excursion will benefit the children and offer a valuable experience, we will adhere to the National Regulations and Service policies and procedures to plan and manage an experience that is enjoyable for children. This policy relates to excursions that may be a 'regular outing' or a one-off excursion for a particular purpose and incursions, where visiting performers, groups or community services may visit our OSHC Service.

Children who are enrolled in our OSHC Service may participate in extra-curricular activities that are organised separately from our OSHC.

## DEFINITIONS (Effective 1 October 2020)

**Excursion:** means an outing organised by an education and care service or family day care educator but does not include an outing organised by an education and care service provided on a school site if-

- (a) a child or children leave the education and care service premises in the company of an educator and
- (b) the child or children do not leave the school site.

**Extra-Curricular Activities:** means an activity organised separately from the OSHC Service that children may attend during OSHC operating hours. Examples include music lessons, dance class, choir lessons.

**Regular outing:** in relation to an education and care service, means a walk, drive or trip to and from a destination

- (a) that the service visits regularly as part of its educational program; and
- (b) where the circumstances relevant to the risk assessment are *substantially* the same on each.

**Incursion:** means an activity organised by our Service, whereby an outside body is employed or engaged to visit the service to run an educational program and to promote culture and diversity. This could include a visit from the Rural Fire Service, an Aboriginal Cultural awareness group, science or reptile show or a musical or drama performance. Some incursions may be offered free of charge whilst others may incur a small participation cost.

## CONSIDERATIONS FOR EXCURSIONS AND INCURSIONS

The purpose of the excursion should be clearly identified by staff providing information on how the excursion or incursion supports the educational program and contributes to the outcomes for children.

Excursions/incursions should be planned in advance and consideration given to the:

- time away from the OSHC service
- availability of toilet and washing facilities
- access to safe drinking water
- adequate health and hygiene practices
- possible risk to children (identified in risk assessment)
- accessibility for all children
- transportation
- cost
- weather- wet weather arrangements
- teaching children safety procedures and responsibilities whilst on an excursion
- communication with parents and families
- Risk Assessment documentation provided by the excursion venue
- safety and wellbeing of children whilst at the OSHC service whilst participating in an incursion (identified in risk assessment)

### EXCURSION/INCURSION RISK ASSESSMENT

The approved provider or nominated supervisor must conduct a risk assessment which reflects regulation 101 before an authorisation is scheduled under regulation 102 to determine the safety and appropriateness of the excursion/incursion. If the excursion involves transporting children, the risk assessment must adhere to **all** components of 101, 102, 102B, 102C (effective March 2023)

### THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT 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 procedure
- all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- an *Excursion/Incursion Risk Assessment* is developed prior to any excursion or incursion [see: Excursion Risk Management Plan, Regular Outing Risk Management Plan, Incursion Risk Management Plan]
- a responsible person (or coordinator) is appointed to oversee the organisation of the excursion/incursion
- families are notified about the excursion using an *Excursion Authorisation Form* and written authorisation must be provide by a parent or other person named in the child's enrolment record

- families are notified about any incursion and if permission is required for participation, an *Incursion Authorisation Form* provided for parent or carer consent for their child to participate
- families have a right to view the risk assessment prior to the excursion/incursion upon request in which the Service must comply with ensuring all information is available
- the risk assessment must
  - identify and assess possible risks that the excursion/incursion may pose to the health, safety and wellbeing of any child being taken on the excursion or participating in the incursion
  - specify how the identified risks will be managed and minimised
  - ensure Working with Children Checks are conducted for all adults visiting the service on incursions
  - ensure the visiting group/performance is covered by insurance
  - consider the proposed route and destination for the excursion and
  - identify any water hazards
  - reflect on any risks associated with water-based activities
  - consider the transport to and from the proposed destination for the excursion
  - consider the duration of the transportation
  - consider any requirements for seatbelts or safety restraints under a law for our **Queensland** jurisdiction
  - the process for entering and exiting the education and care service premises and the pick-up location or destination (as required)
  - procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking
  - consider the ratio of adults to children involved in the excursion
  - consider the risks posed by the excursion/incursion, the number of educators or other responsible adults required to provide supervision, and whether any adults with specialised skills are required to ensure children's safety (e.g.: lifesaving skills)
  - consider the planned activities
  - determine the duration of the excursion
  - consider items that should be taken on the excursion (mobile phone, emergency contacts, first aid kit, medical plans, etc.).
  - consider strategies to ensure supervision is consistent at all times during the excursion-transitions, toileting, departure from the service and conclusion of the excursion

If the excursion is a *regular excursion* or '*regular outing*' a risk assessment authorisation is only required to be carried out once in a 12-month period however must be regularly reviewed. If circumstances around the excursion change, a new risk assessment is required.

## PARENT/**GUARDIAN** AUTHORISATION

The approved provider/nominated supervisor must ensure:

- that a child is not taken outside the OSHC Service premises on an excursion unless written authorisation has been provided
- the authorisation must be given by a parent or other authorised person named in the child's enrolment record as having authority to authorise transportation of a child
- the authorisation form must state:
  - the child's name
  - the reason the child is to be taken outside the premises/transported
  - the reason the child is to be transported (if transportation is included in the excursion)
  - if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outing
  - the date the child is to be taken on the excursion and transported (unless the authorisation is for a regular outing)
  - a description of the proposed pick-up location destination for the excursion
  - the method of transport to be used for the excursion
  - the proposed activities to be undertaken by the child during the excursion
  - the period the child will be away from the premises
  - the period of time during which the child is to be transported
  - the anticipated number of children likely to be attending the excursion
  - the anticipated educator to child ratio attending the excursion to the anticipated number of children attending the excursion
  - the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion
  - any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported
  - that a risk assessment has been prepared and is available at the Service
  - that written policies and procedures for transporting children are available at the Service
- if the excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period

- parental authorisation may be required for incursions if identified in the risk assessment or if a cost is required
- authorisations must be kept securely in the child's enrolment records.

### STAFFING ARRANGEMENTS

The approved provider/nominated supervisor will ensure that:

- adequate supervision is provided for children and the educator to child ratio for school age care is always maintained as per National Regulations
- consider:
  - the number, age and ability of children
  - the number and physical positioning of educators
  - each child's current activity
  - risks related to the mode of transport (for example: walking)
  - visibility and accessibility
  - the experience and skill of each educator
- additional educators/staff are engaged to provide care and support to children with additional needs
- educators are aware of their responsibility to provide supervision to other responsible adults or volunteers assisting on the excursion
- educators are aware the procedures to follow in the event of an emergency
- at least one educator or the nominated supervisor must hold current ACECQA approved first aid qualification, CPR qualification, approved emergency asthma management and approved anaphylaxis management training

### PARENT AND VOLUNTEER PARTICIPATION

The approved Provider/nominated supervisor will ensure parents and volunteers:

- are encouraged/invited to participate in excursions when possible
- cannot be counted as part of the educator to child ratio
- cannot be left alone with a child/children and must be supervised by an educator at all times
- are briefed prior to participating on an excursion about the risk assessment, emergency procedures, supervision, photograph policy for privacy and confidentiality and use of mobile phone
- are aware that smoking is not permitted
- are aware of need to wear appropriate clothing and footwear

- Working with Children Checks/Clearances are verified for parent and volunteers prior to participating in excursions (best practice).

### ITEMS TO BE TAKEN ON AN EXCURSION

The approved provider/nominated supervisor must ensure that the following items are taken on all excursions, as per the risk assessment:

- appropriate number of suitably equipped first aid kits
- fully charged and operating mobile phone
- emergency contact information details for all children participating on the excursion
- medication for children requiring medical and relevant medical management plans
- items required for excursion circumstances- such as sunscreen, hats, other equipment
- child attendance record

### TRANSPORTATION FOR EXCURSION

Excursions involving transportation must adhere to the *Safe Transportation Policy* including ensuring a risk assessment has been completed prior to children being transported by the service and authorisation for the service to transport children as part of the excursion. It is a requirement of the National Regulation that the means of transport is stated on the risk assessment record and parent authorisation record. Information must be included in the risk assessment about the process for embarking and disembarking the means of transport, including how each child is to be accounted for.

The *means of transport* may mean:

#### o Walking

Educators must ensure children and adults use the safest footpaths and safe crossings where possible, such as pedestrian crossings and traffic lights

Educators will ensure all children and adults obey road rules

Educators will ensure children follow the 'stop, look, listen and think' process when walking near roads

Educators will remain vigilant that no child runs ahead or lags behind the group

#### o Bus

the Nominated Supervisor must ensure that the seating capacity as displayed on the compliance registration is not exceeded. All children must sit on seats, preferably with, or close to an adult.

Any requirements for seat belts or safety restraints under law must be followed depending on the vehicle used. If the bus has seat belts, they must be worn at all times.

- **Train**

the Nominated Supervisor will be required to contact the local station prior to the excursion to inform them of the time you will be travelling, the destination, and the number of children and adults who will be travelling.

Provisions should be made to ensure children have ample time to board the train safely and in an unhurried way. This will allow the station to inform the train guard so that they can hold the train for the period of time for safe boarding and disembarkment. All children should be seated at all times, with an adult close by. All children should be seated in the one carriage if possible- and not in a Quiet Carriage.

- **Car**

Any motor vehicle that is used to transport children on an excursion (other than a motor vehicle seating more than nine persons) must be fitted with child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to the Australian Standards, and are professionally installed or checked by an authorised restraint fitter.

The vehicle must be registered and free of any defects that could put any passenger at harm.

All children must be fastened in the vehicle according to National Child Restraint Laws for

Vehicles (below). **The educator or staff member driving the vehicle must hold a current Australian driver's licence appropriate for the vehicle type.**

The process for entering and exiting the Service premises safely must be considered at all times.

## NATIONAL CHILD RESTRAINT LAWS FOR VEHICLES

- children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- children aged from seven years old but under 16 years old who are too small to be restrained by a seatbelt properly adjusted and fastened are strongly recommended to use an approved booster seat
- children in booster seats must be restrained by a suitable lap and sash type approved seatbelt that is properly adjusted and fastened, or by a suitable approved child safety harness that is properly adjusted and fastened.

*Source: NSW Government Centre for Road Safety, 2017.*

## EXTRA-CURRICULAR ACTIVITIES

Our OSHC Service will support children to participate in extra-curricular activities that may be organised

within school grounds during OSHC operating hours. Communication between families and the school or the extra-curricular activity organisation (e.g., third party music teacher/provider) is paramount to the support provided to children to participate in the activity, Families are to make arrangements between the extra-curricular organisation/coordinator regarding attendance for their child. Examples of extra-curricular activities include music lessons, dance classes, team sports, drama classes or chess club. Families are required to complete the *Extra-Curricular Authorisation Form* and are responsible for informing the OSHC Service of any changes to attendance at extra-curricular activities. Children attending extra-curricular activities will be signed out of the attendance record by OSHC educators and signed back into the OSHC Service upon return.

A Risk Assessment will be completed for all extra-curricular activities that children attend during OSHC operating hours. The Risk Assessment will include the following information:

- details of the extra-curricular activity
- date and time of extra-curricular activity
- location and duration of extra-curricular activity
- reason for extra-curricular activity
- name and contact details of extra-curricular coordinator
- the route the children will take to walk to the extra-curricular activity
- if children require an escort to the extra-curricular activity

Children will not be able to participate in extra-curricular activities unless prior written authorisation for the child to leave the OSHC Service has been obtained by the family. Authorisation for regular extra-curricular activities will be obtained each term.

## INSURANCE

Management must review their insurance policy prior to the excursion/incursion to ensure liability is protected by the OSHC Service. A copy of the insurance policy should be kept within the service's vehicle at all times.

## CHECKING FOR CHILDREN'S SAFETY

Educators will ensure:

- children's attendance records are taken on excursions
- all children are accounted for when embarking/disembarking the car/vehicle or bus
- children's names are marked off as they enter and leave the vehicle including time and date

- a thorough check is made of the vehicle to ensure no child is left in the vehicle (a second person should repeat this check for safety)
- the vehicle is parked to avoid other vehicles, driveways or car parks
- the vehicle is parked as close as possible to the OSHC premises or visiting venue
- children only disembark the vehicle when it is safe to do so
- head counts are conducted at least every 30 minutes whilst on the excursion
- bathrooms and toilets are checked for any potential hazard before children enter, and children are escorted to the bathrooms and supervised

#### CHILD BECOMES ILL WHILST ON EXCURSION- EDUCATORS WILL:

- assess the child's illness and follow the Incident, Injury, Trauma and Illness procedure
- keep the child calm and comfortable
- if a child has an individual Medical Management Plan for their symptoms displayed, follow the directions and administer medication if applicable and notify parents/guardians
- use the supplies in the excursions first aid kit to assist in applying first aid to child
- seek medical assistance, including ambulance transport, medication if required (as per child's excursion authorisation form)
- contact the child's parents/guardian as soon as possible, **no later than 24 hours after the incident**
- contact the nominated supervisor at the Service for further direction if required
- ensure ratios are maintained for supervision
- complete an *Incident, Injury, Trauma and Illness Record*
- **notify the Regulatory Authority of any serious incident of a child while being educated and cared for at the service within 24 hours**

#### LOST CHILD DURING AN EXCURSION/ EXTRA-CURRICULAR ACTIVITY

In the event of a child being unaccounted for during an excursion or following an extra-curricular activity, educators will immediately:

- inform another educator and provide supervision for groups
- conduct a head count
- ask children/parent helpers/other educators if they have seen the missing child
- check with the extra-curricular activity coordinator if they are aware of the missing child's location
- search the premises
- check organised meeting points (use mobile phone to contact other educators)
- alert the venue management and request that an announcement is made

- if the child is still unaccounted for after checking as above, the nominated supervisor or excursion coordinator will contact the Police on 000 and report the incident
- the nominated supervisor will contact parents/guardian
- educators will reassure other children and provide supervision
- the approved provider must make a notification to the regulatory authority within 24 hours of a serious incident

### CONTINUOUS IMPROVEMENT/REFLECTION

Our *Excursion/Incursion/Extra Curricular Activities Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

### CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Excursion Risk Assessment Management Plan	Extra-Curricular Authorisation Form
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### SOURCES

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 Kids and Traffic Early Childhood Road Safety Education Program (NSW) [Transporting Children Safely](#)  
 NSW Government Centre for Road Safety. (2024):  
<https://roadsafety.transport.nsw.gov.au/stayingsafe/children/childcarseats/index.html>  
 Road Transport (Safety & Traffic Management) Act 1999.  
 Victoria State Government Education and Training *Early Childhood Professionals*  
[Western Australian Education and Care Services National Regulations](#)

### REVIEW

POLICY REVIEWED BY	Tina Chappell	Coordinator	May 2024
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V10.05.24		

MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• additional section added re: Child becomes ill whilst on an excursion</li> <li>• WA specific law added</li> <li>• sources checked for currency and updated as required</li> </ul>	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
MAY 2023	<ul style="list-style-type: none"> <li>• additional information added for Extra Curricular Activities</li> <li>• continuous improvement/reflection section added</li> <li>• Information added regarding new regulations related to safe transportation</li> <li>• additional resources section added</li> <li>• link to MTOP (V2.0) added to sources</li> <li>• link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> </ul>	MAY 2024
MAY 2022	<ul style="list-style-type: none"> <li>• policy maintenance - no major changes to policy</li> <li>• minor formatting edits within text</li> </ul>	MAY 2023
OCTOBER 2021	<ul style="list-style-type: none"> <li>• Policy reviewed and included suggested guidelines from ACECQA <i>Excursions Policy Guidelines</i> (June 2021)</li> <li>• Additional legislative requirements added</li> <li>• Additional related policies</li> </ul>	MAY 2022
MAY 2021	<ul style="list-style-type: none"> <li>• Policy reviewed for currency</li> <li>• additional information related to incursions</li> <li>• additional inclusion for checking for children's safety</li> <li>• lost child procedure added</li> <li>• ensuring adequate supervision added</li> <li>• links checked and additional resource added</li> </ul>	MAY 2022
AUGUST 2020	<ul style="list-style-type: none"> <li>• amendments to policy to reflect new regulations for risk assessments for excursions and written authorisations for parents (effective 1 October 2020)</li> <li>• new definition added for 'regular outing'</li> </ul>	MAY 2021
MAY 2020	<p>additional regulations added                      additional sections added:                      considerations/staffing arrangements /items to take on an excursion/parent and volunteer information /walking                      sources edited and checked for currency                      minor editing and formatting</p>	MAY 2021

MAY 2019	Terminology changed to be specific to FDC services. Section added and referenced: National Child Restraint Laws for Vehicles Sources/references corrected, updated, and alphabetised. 'Related policies' alphabetised.	MAY 2020
MAY 2018	Minor grammatical changes made to content. (Not critical to its delivery)	MAY 2019
DECEMBER 2017	Updated the references to comply with the revised National Quality Standard	MAY 2018

**Item 4.3 Nutrition and Food Safety Policy**

**EXECUTIVE SUMMARY**

As per Education and *Care Services National Law and Regulations*, our Service has a *Nutrition and Food Safety Policy* and procedures in place to ensure quality practices relating to nutrition, food and beverages and dietary requirements are followed at all times.

Our Outside School Hours Care (OSHC) Service recognises the importance of safe food handling and healthy eating to the growth and development of young children and is committed to implementing the healthy eating key messages outlined in the Australian Dietary Guidelines for primary school aged children.

Our OSHC Service recognises the important role educators have in teaching healthy lifestyles through everyday experiences and routines and physical activity. Our educators support families by providing information about healthy food and drink for their children when visiting our service.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Nutrition and Food Safety 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)**

# NUTRITION AND FOOD SAFETY POLICY

As per Education and Care Services National Law and Regulations, our Service has a **Nutrition and Food Safety Policy** and procedures in place to ensure quality practices relating to nutrition, food and beverages and dietary requirements are followed at all times.

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## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented
2.1.3	Healthy lifestyles	Healthy eating and physical activity are promoted and appropriate for each child

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
79	Service providing food and beverages
80	Weekly menu
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
160	Child enrolment records to be kept by approved provider and family day care educator
162	Health information to be kept in enrolment record

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**

Administration of First Aid Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Enrolment Policy Excursions / Incursions Policy	Family Communication Policy Governance Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Multicultural Policy
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**PURPOSE**

Out of School Hours Care Services are required by legislation within the National Quality Standard to ensure the provision of healthy foods and drinks that meet the requirements for children according to the *Australian Dietary Guidelines*. It is essential that our OSHC Service partners with families to provide education about nutrition and promote healthy eating habits for children to positively influence their health and wellbeing. Dietary and healthy eating habits formed in the early years are shown to continue into adulthood and can reduce the risk factors associated with chronic adult conditions such as obesity, type 2 diabetes and cardiovascular disease.

Our OSHC Service recognises the importance of healthy eating for the growth, development, and wellbeing of children and is committed to promoting and supporting healthy food and drink choices for children in our care. This policy affirms our position on the provision of healthy food and drink while children are in our care and the promotion and education of healthy choices for optimum nutrition. We believe in providing a positive eating environment that reflects dietary requirements, cultural and family values, and promotes lifelong learning for children, as we commit to implementing and embedding the healthy eating key messages outlined the *Australian Guide to Healthy Eating*.

Our OSHC Service is also committed to ensuring consistently high standards of food preparation and food storage and transportation are adhered to.

**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 has a responsibility to help children to develop good food practices and approaches, by working with families and educators.

Mealtimes reflect a relaxed and pleasant environment where educators engage in meaningful conversations with children. This assists in creating a positive and enjoyable eating environment.

Food will be prepared in accordance with the Food Safety Program. All kitchens and food preparation areas will comply with Food Standards Australia and New Zealand (FSANZ) and any relevant local jurisdictional requirements (i.e., local council registrations and inspections). All staff involved in the stages of food handling have the skills and knowledge to ensure food safety is a priority.

**Recent changes** to the Food Standards Code and Food Act 2003 (Standard 3.2.2A) involve the appointment of a Food Safety Supervisor who must be available to supervise food handlers at the Service. It is a requirement that both the Food Safety Supervisor and all food handlers attend food safety training. Additionally, records must be maintained relating to receiving, storage, processing, displaying and transportation of food. These records must be retained for a period of 3 months. **[Check with your state/territory Food Safety Authority for revised commencement dates of this requirement]**

## NUTRITION

**Promote healthy food and drinks based on the Australian Guide to Healthy Eating and the Dietary Guidelines for Children and Adolescents.**

### OUR OSHC SERVICE WILL:

#### WHERE FOOD IS PROVIDED BY THE OSHC SERVICE:

- provide children with a wide variety of healthy and nutritious foods for meals and snacks including fruit and vegetables, wholegrain cereal products, dairy products, lean meats, and high protein alternatives
- plan and display the OSHC Service menu (at least two weeks at a time) that is based on sound menu planning principles and meets 50% of the daily nutritional needs of children
- plan healthy snacks on the menu to complement what is served at mealtimes and ensure the snacks are substantial enough to meet the energy and nutrient needs of children.
- vary the meals and snacks on the menu to keep children interested and to introduce children to a range of healthy food ideas
- regularly review the menu to ensure it meets best practice guidelines

- develop the menu in consultation with children, educators and families
- consult with health professionals to support the menu development including Dietitians for children with special dietary requirements such as vegetarian and vegans
- celebrate diversity by valuing and including foods of different cultures
- respect and accommodate children’s cultural or religious dietary practices as requested by families

#### WHERE FOOD IS BROUGHT FROM HOME:

- provide information to families on the types of foods and drinks recommended for children and that are suitable for children’s lunchboxes and after school snacks
- provide information to families on how to read the *Nutritional Information Panel* on food and drink labels
- encourage children to eat the more nutritious foods provided such as sandwiches, fruit, cheese and yoghurt, before eating any less nutritious food provided
- strongly discourage the provision of highly processed snack foods high in fat, salt, and/or sugar, and low in essential nutrients in children’s lunchboxes. Examples of these foods include sweet biscuits, some muesli bars, breakfast bars and fruit filled bars, and chips.
- food items that should not be brought to the OSHC service include confectionary (lollies, sweets, chocolate, jelly), deep fried foods (chicken nuggets, fish fingers) and sugary drinks (cordial, energy drinks).

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

- ensure educators and staff are aware of their responsibilities and obligations under the *Education and Care Services National Law and National Regulations* in relation to this policy and relevant procedures to ensure awareness of safe food handling practices while promoting healthy eating
- ensure new staff and educators are aware of food practices and procedures as outlined in this policy during induction and orientation
- ensure water is readily available for children to drink
- ensure enrolment forms include information relating to child’s food preferences, allergies, intolerances, cultural or religious considerations or medical conditions which involve food or food practices
- consult with families on enrolment to develop individual management plans, including completing **Medical Risk Minimisation Plans** for children with medical conditions involving food allergies, food intolerances and special dietary requirements as per *Medical Conditions Policy*

- ensure children’s individual dietary requirements as per enrolment information or medical condition plans are communicated to all staff and food handlers
- ensure any changes to children’s individual dietary requirements are recorded and communicated to all staff and food handlers
- ensure all staff handling food attend basic safe food handling training, including an appropriate Food Safety and Food Hygiene Certificate
- **comply with Food Safety Standard 3.2.2A requirements**
- keep an up-to-date *Food Safety Certificate Register* to provide evidence of safe food handling training for all food handlers
- keep records relating to receiving, storage, processing, displaying and transportation of food. These records must be kept for a period of 3 months
- ensure the weekly menu is displayed in an accessible and prominent area for parents to view
- ensure the weekly menu is accurate and describes the food and beverages provided each day of the week
- ensure the Service menu is reviewed on a regular basis, every **6** months. Amendments made to the service menu will be recorded.
- encourage and provide opportunities for staff and educators to undertake regular professional development to maintain and enhance their knowledge about childhood nutrition and food safety practices

### EDUCATORS/ FOOD HANDLERS WILL:

- ensure children remain seated while eating and drinking
- be aware of children with food allergies, food intolerances, and special dietary requirements and consult with families and management to ensure individual management plans are developed and implemented, including completing **Medical** *Risk Minimisation Plans* for children with medical conditions involving food as per *Medical Conditions Policy*
- supervise children whilst eating and drinking
- participate in regular professional development to maintain and enhance knowledge about childhood nutrition and food safety practices
- participate in safe food handling training on a regular basis, every **12** months, including the completion of an appropriate Food Safety and Food Hygiene Certificate
- keep records relating to the safe handling of food, where required
- consult with children, families, educators and dietitians regarding the review of the service menu
- follow the guidelines for serving different types of food and the serving sizes in the guidelines

- use the Australian Government “eat for health” calculator- [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)
- display nutritional information for families and keep them regularly updated
- ensure the weekly menu is displayed in an accessible and prominent area for parents to view
- ensure the weekly menu is accurate and describes the food and beverages provided each day of the week
- ensure food is presented attractively
- not allow food to be used as a form of punishment or to be used as a reward or bribe
- establish healthy eating habits in the children by incorporating nutritional information into our program
- encourage parents to the best of our ability to continue our healthy eating message in their homes
- encourage children to brush their teeth after breakfast at the OSHC Service, if possible, to promote good dental health
- ensure pets or animals are not present within the kitchen or food preparation areas

## FOOD HYGIENE

Food poisoning is caused by bacteria, viruses, or other toxins being present in food and can cause extremely unpleasant symptoms such as diarrhoea, vomiting, stomach cramps, and fevers.

(Foodsafety.gov, 2019). Our OSHC Service will strictly adhere to food hygiene standards to prevent the risk of food poisoning.

## BUYING AND TRANSPORTING FOOD

### OUR OSHC SERVICE WILL:

- ensure food supplies have been ordered in a timely manner
- always check labels for the ‘use by’ and ‘best before’ dates, understanding that ‘use by’ dates apply to perishable foods that could potentially cause food poisoning if out of date, whilst ‘best before’ dates refer to food items with long shelf life, but quality could be compromised
- avoid buying food items in damaged, swollen, leaking or dented packaging
- always check eggs within cartons: Never buy dirty or cracked eggs
- never buy any food item if unsure about its quality
- record temperatures of foods upon delivery (See *Food Delivery Register*)
- ensure fresh meat, chicken, or fish products cannot leak on to other food items
- ensure chilled, frozen, and hot food items are kept out of the ‘danger zone’ (5 °C to 60 °C) on the trip back to the Service by:
  - not selecting chilled frozen, or hot food items until the end of the shopping.

- placing these items in an insulated shopping bag or cooler
- immediately unpacking and storing these items upon the return to the Service
- Immediately unpacking and storing these items upon the return to the Service.

## STORING FOOD

### OUR OSHC SERVICE WILL:

- ensure the refrigerator and freezer has a thermometer and that the refrigerator is maintained at 5 °C or below and the freezer is maintained at -17 °C or below
- ensure fridge and freezer temperatures are checked and recorded daily (See *Refrigeration Temperature Control Register*)
- store raw foods below cooked foods in the refrigerator to avoid cross contamination by foods dripping onto other foods
- ensure fresh meat is not stored in the fridge for more than 3 days
- ensure that all foods stored in the refrigerator are stored in strong food-safe containers with either a tight-fitting lid, or tightly applied plastic wrap or foil
- ensure that all foods not stored in their original packaging are labelled with:
  - the name of the food
  - the 'use by' date
  - the date the food was opened
  - details of any allergens present in the food
- transfer the contents of opened cans into appropriate containers
- ensure all bottles and jars are refrigerated after opening
- place 'left-over' hot food in an appropriate sealed container in the refrigerator as soon as the steam has stopped rising. Food can be cooled quickly to this point by placing in smaller quantities in shallow containers, reducing the amount of time sitting in the 'danger zone'
- not reuse disposable containers (e.g., Chinese food containers)
- store dry foods in labelled and sealed, air-tight containers if not in original packaging.
- store dry foods in cupboards or if in a walk-in pantry, on shelving no lower than 30cm from the floor
- not place anything on the floor of a walk-in pantry (as containers of any type create easy access to shelves for mice and rats)
- store bulk dry foods only in food-safe and airtight containers
- use the FIFO (first in, first out) rule for all foods (dry, chilled, and frozen) to ensure rotation of stock so that older stock is used first
- store cleaning supplies and chemicals separate to food items

## PREPARING AND SERVING FOOD

### OUR OSHC SERVICE WILL:

- ensure that all cooked food is cooked through and reaches 75 °C
- document periodic recordings of food (See *Cooking, Cooling & Reheating Register*)
- ensure that cooked food is served promptly, or
- use a thermometer to ensure that hot food is maintained at above 60 °C until ready to serve.
- ensure that prepared cold food is stored in the refrigerator maintained at below 5 °C until ready to serve
- discard any cooked food that has been left in the 'danger zone' for two or more hours. Do not reheat.
- reheat cooked food (if required, for example for a child who was sleeping at lunch time) to a temperature of 70 °C (but only ever reheat **once**. Discard if the food is not eaten after being reheated).
- keep cooked and ready-to-eat foods separate from raw foods
- ensure foods are defrosted in the fridge or microwave
- wash fruit and vegetables thoroughly under clean running water before preparation
- ensure unused washed fruit or vegetables are thoroughly dry before returning to storage
- ensure food that has been dropped on the floor is immediately discarded
- thoroughly clean kitchen utensils and equipment between using with different foods and/or between different tasks
- avoid cross-contamination by ensuring that separate knives and utensils are used for different foods
- avoid cross-contamination by ensuring that colour-coded cutting boards are used (note that it doesn't matter which colour you use for which food providing signs are displayed to alert all staff).

Common colours are:

- Blue: raw fish/seafood
- Green: fruit and vegetables
- Red: raw meat
- Brown: cooked meat
- Yellow: raw poultry
- White: bakery and dairy
- ensure that gloves are changed between handling different foods or changing tasks
- ensure that staff preparing food for children with food allergies or intolerances are proficient at reading ingredient labels

- ensure that food allergies and intolerances are catered for by using separate easily identifiable cutting boards, utensils, and kitchen equipment (e.g., using a colour code, or food-safe permanent marker)
- ensure that children with food allergies and/or intolerances are served their meals and snacks individually on an easily identifiable plate (e.g. different colour), and that food is securely covered with plastic wrap until received by the child to prevent possible cross-contamination
- ensure all educators and staff are aware of children who have severe allergic reactions to certain foods as per ASCIA Action Plans
- ensure that unwell staff do not handle food
- ensure left-over food is stored immediately in the fridge or thrown away

## CLEANING

### OUR OSHC SERVICE WILL:

- ensure that food preparation areas and surfaces are cleaned both before, after, and during any food preparation
- record cleaning and sanitising of food contact surfaces (See *Kitchen Cleaning Checklist*)
- ensure that all cooking and serving utensils are cleaned and sanitised before use
- ensure that all dishwashing sponges, brushes, and scourers are cleaned after each use and allowed to air dry or placed in the dishwasher
- ensure the food storage area is clean, ventilated, dry, pest free, and not in direct sunlight
- ensure refrigerators and freezers are cleaned regularly and door seals checked and replaced if not in good repair
- prevent pest infestations by cleaning spills as quickly as possible and ensuring rubbish and food scraps are disposed of frequently
- ensure that floor mops are thoroughly cleaned and air dried after each use
- replace any cleaning equipment that shows signs of wear or permanent soiling.

## PERSONAL HYGIENE FOR FOOD HANDLERS

### OUR OSHC SERVICE WILL:

- clean clothing is worn by food handlers (such as an apron or appropriate jacket)
- long hair is tied back.
- hand and wrist jewellery are not worn while preparing food (e.g. rings and bracelets)
- nails are kept short and clean and no nail polish is worn (as it can chip into food and hide dirt under the nails)

- strict hand-washing hygiene is adhered to, including washing hands each time they return to the kitchen before continuing with food preparation duties
- gloves to be worn when handling food and tongs used [best practice]
- wounds or cuts are covered with a brightly coloured, waterproof dressing (that will easily be seen if it falls off), and gloves will be worn over any dressings
- staff who are not well will not prepare or handle food.

#### ALL STAFF HANDLING FOOD WILL:

- ensure children and staff wash and dry their hands (using soap, running water, and single use disposable towels or individual hand towels) before handling food or eating meals and snacks
- ensure gloves (and food tongs) are used by all staff handling 'ready to eat' foods.
- ensure food is stored and served at safe temperatures (below 5°C or above 60°C), with consideration to the safe eating temperature requirements of children
- ensure separate cutting boards are used for raw meat and chicken, fruit and vegetables, and utensils and hands are washed before touching other foods
- discourage children from handling other children's food and utensils
- ensure food-handling staff members attend relevant training courses and pass relevant information on to the rest of the staff.

#### CREATING A POSITIVE LEARNING ENVIRONMENT

##### OUR OSHC SERVICE WILL:

- ensure that educators sit with the children at meal and snack times to role-model healthy food and drink choices and actively engage children in conversations about the food and drink provided
- choose water as a preferred drink- consider serving it chilled or with ice in summer; add lemon, mint leaves or other fruits such as oranges for flavour
- endeavour to recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds
- choose foods from the five food groups
- create a relaxed atmosphere at mealtimes where children have enough time to eat and enjoy their food as well as enjoying the social interactions with educators and other children
- encourage children to try different foods but do not force them to eat
- not use food as a reward or withhold food from children for disciplinary purposes
- role-model and discuss safe food handling with children

## OSHC SERVICE PROGRAM

### OUR OSHC SERVICE WILL:

- foster awareness and understanding of healthy food and drink choices through including in the children's program a range of learning experiences encouraging children's healthy eating
- encourage children to participate in a variety of 'hands-on' food preparation experiences
- provide opportunities for children to engage in discovery learning and discussion about healthy food and drink choices
- embed the importance of healthy eating and physical activity in everyday activities and experiences

## COOKING WITH CHILDREN

Cooking can help develop children's knowledge and skills regarding healthy eating habits. Cooking is a great, fun activity and provides opportunities for children to be exposed to new foods, sharing of recipes and cooking skills. During any cooking experience, educators will be vigilant to ensure that the experience remains safe, and relevant food hygiene practices are adhered to.

## COMMUNICATING WITH FAMILIES

### Our OSHC Service will:

- provide a copy of the *Nutrition and Food Safety Policy* to all families upon orientation at the Service
- provide opportunities for families to contribute to the review and development of the policy
- request that details of any food allergies or intolerances or specific dietary requirements be provided to the OSHC Service and work in partnership with families to develop an appropriate response so that children's individual dietary needs are met
- display menus for families to view easily
- communicate regularly with families about food and nutrition related experiences within the Service and provide up to date information to assist families to provide healthy food choices at home.
- communicate regularly with families and provide information and advice on appropriate food and drink to be included in children's lunchboxes- especially during Vacation Care. This information may be provided to families in a variety of ways including factsheets, newsletters, during orientation, information sessions and informal discussion.
- discuss discretionary choices- (food and beverages which are not necessary as part of a balanced diet) with families and if necessary, remove items from children's lunch boxes. Alternative healthy food will be offered to children.

## FOOD SAFETY STANDARDS FOR STATE/TERRITORIES

Changes to the Food Standards Code have included new food safety requirements under the Food Safety Standard 3.2.2A. Please check your local Food Authority if the new Food Safety Standard applies to your service. See below for links to state regulators.

The new requirements comprise of 3 key elements including:

- Food Safety Supervisor
- Food Handler Training
- Record Keeping

See [Safe Food Australia](#) (guide to the food safety standards in the Food Standards Code) or email [information@foodstandards.gov.au](mailto:information@foodstandards.gov.au). Food regulators also have information to help food businesses in their jurisdiction understand the requirements of this standard. See the web links below:

- [New South Wales](#)
- [Northern Territory](#)
- [Queensland](#)
- [South Australia](#)
- [Tasmania](#)
- [Western Australia](#)
- [Victoria](#)
- [ACT](#)

### CONTINUOUS IMPROVEMENT/REFLECTION

Our *Nutrition and Food Safety Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

### CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Cooking, Cooling & Reheating Register	Managing Menus and Food Supplies
Food Delivery and Supplier Register	Menu Planning Checklist
Food Hygiene Practices Procedure	Nutritional Practices Procedure
Food Safety Certificate Register	Nutritional Practice Survey
Kitchen Cleaning Checklist	Vegetarian Menu Planning Checklist
Kitchen Cleaning Procedure	Refrigeration Temperature Control Register
Menu Amendment Notifications	Service Menu Table

Menu Development and Review Procedure	
Menu Evaluation Survey	

## SOURCES

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 Victoria State Government Education and Training *Nutrition Australia Healthy eating in the National Quality Standard A guide for early childhood education and care services*  
[Western Australian Education and Care Services National Regulations](#)  
*Work Health and Safety Act 2011*  
*Work Health and Safety Regulations 2011*.

## REVIEW

POLICY REVIEWED BY	Tina Chappell	Coordinator	May 24
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V10.07.24		

MODIFICATIONS	<ul style="list-style-type: none"> <li>annual policy maintenance</li> <li>updated Food Safety requirements for children’s services- check state/territory requirements</li> <li>minor edits in policy</li> <li>sources checked for currency and updated as required</li> </ul>	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JULY/MAY 2023	<p>JULY</p> <ul style="list-style-type: none"> <li>updates to the Food Safety Standards (effective Dec 2023)</li> </ul> <p>MAY</p> <ul style="list-style-type: none"> <li>policy maintenance - no major changes to policy</li> <li>hyperlinks checked and repaired as required</li> <li>continuous improvement/reflection section added</li> <li>Childcare Centre Desktop Related resources section added</li> <li>link to Western Australian Education and Care Services National Regulations added in ‘Sources’</li> </ul>	MAY 2024
MAY 2022	<ul style="list-style-type: none"> <li>policy maintenance - no major changes to policy</li> <li>hyperlinks checked and repaired as required</li> </ul>	MAY 2023
OCTOBER 2021	<ul style="list-style-type: none"> <li>Policy reviewed and included suggested guidelines from ACECQA Nutrition, Food and Beverages, Dietary Requirements Policy Guidelines (August 2021)</li> <li>Additional sections added for AP, Management, NS and Educator and food handlers</li> <li>additional related regulations and related policies added</li> </ul>	MAY 2022
MAY 2021	<ul style="list-style-type: none"> <li>minor editing</li> <li>inclusion of cultural or religious dietary practices</li> <li>sources checked for currency</li> </ul>	MAY 2022
MAY 2020	<p>minor additions- discretionary foods, online shopping</p> <p>addition of health professional’s information to ensure best practice</p> <p>sources checked for currency</p>	MAY 2021
MAY 2019	<p>Food hygiene section added, comprising of:</p> <ul style="list-style-type: none"> <li>- Buying and transporting food</li> <li>- Storing food</li> <li>- Preparing and serving food</li> <li>- Cleaning</li> <li>- Personal hygiene for food handlers</li> </ul> <p>Heading added to existing information – ‘All staff handling food will:’</p>	MAY 2020

	New section added: Cooking with Children. Irrelevant points deleted	
MAY 2018	Formatted in correct OSHC colours & styles. Made minor adjustments to better represent OSHC context. Additional information added to points. Rearranged the order of points for better flow Points added (Highlighted). Sources checked for currency.	MAY 2019
NOVEMBER 2017	Updated policy to comply with changes to the National Quality Standard and National Regulations	MAY 2018

**Item 4.4 Performance Management Policy**

**EXECUTIVE SUMMARY**

Our Out of School Hours (OSHC) Service is committed to creating a work environment that maximises individual and team performance, values all employees and helps to build our capacity to care and educate children enrolled in our OSHC Service. We believe that performance management has significant benefits for our school aged care service, as it leads to inspired and enhanced performance from each employee. Performance Review meetings are viewed as an opportunity for each employee to plan proactively for the year ahead.

This policy will provide guidance for employers and management on how to monitor performance, plan and review work objectives and understand staff achievements. Where there is underperformance, we will work to resolve this promptly and effectively in accordance with an individual *Performance Improvement Plan* developed in conjunction with the employee.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Performance Management 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)**

# PERFORMANCE MANAGEMENT POLICY

Our Out of School Hours (OSHC) Service is committed to creating a work environment that maximises individual and team performance, values all **employees** and helps to build our capacity to care and educate children enrolled in our OSHC Service. We believe that performance management has significant benefits for our **school aged care** service, as it leads to inspired and enhanced performance from each **employee**. Performance Review meetings are viewed as an opportunity for each employee to plan proactively for the year ahead.

This policy will provide guidance for employers and management on how to monitor performance, plan and review work objectives and understand staff achievements. Where there is underperformance, we will work to resolve this promptly and effectively in accordance with an individual *Performance Improvement Plan* developed in conjunction with the employee.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
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.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
168(2)(i)	Policies and procedures are required in relation to a code of conduct for staff members

**RELATED LEGISLATION**

Children’s Services Award 2010	Educational Services (Teachers) Award 2020
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**RELATED POLICIES**

Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Grievance Policy (staff) Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy	Probation and Induction Orientation Policy Professional Development Policy Recruitment Policy Responsible Persons Policy Staffing Arrangements Policy Work Health and Safety Policy
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**PURPOSE**

We aim to provide an effective Performance Management process to assist employees to assess their work performance against their position description, whilst establishing a positive work culture and professional workplace.

**SCOPE**

This policy applies to staff, educators, approved provider, nominated supervisor and management at the OSHC Service.

**IMPLEMENTATION**

Performance Management plays an important role in linking staff performance goals and expectations through balanced feedback and reviews and help meet organisational objectives. Through the Performance Review, management can acknowledge and identify the individual strengths, talents and interests of each employee whilst supporting the diverse knowledge and skills each person brings to the role and OSHC Service.

Each employee will participate in a Performance Review every 12 months. The review process will assist employees develop an understanding and expectation of their role, reflect on achievements and challenges and plan goals that may assist in accomplishing performance outcomes and expectations in the future.

At all times of the performance management process, confidentiality and sensitivity shall be maintained to a high standard.

### INDUCTION, ORIENTATION AND PROBATION PROGRAM

Management will ensure each employee undertakes an induction and orientation program upon employment at the OSHC Service. Employees will receive a position description as part of the appointment of employment and this will assist to set expectations and requirements of the position. Employees will participate in *Probationary Meetings* that are scheduled within the first week of employment and at the end of the three-month probationary period. Feedback will be provided to the employee regarding performance and management will provide support and opportunities for setting professional development goals.

### STAFF PERFORMANCE REVIEW

Performance Reviews are best completed on a regular and systematic manner to allow management to provide feedback on an employee's work performance and for staff to reflect on their own performance. A *Performance Review* meeting will be conducted every 12 months with each employee to review their work performance, outline expectations and responsibilities and set professional goals. The *Performance Review Form* can be used to assess employee's goals and objectives, areas of strength, responsibilities and discussion as to what extent these have been met.

### MANAGING UNDERPERFORMANCE

Appropriate management of underperformance plays a key role of Performance Management. Should the manager/Nominated Supervisor identify any performance issues or concerns the *Managing Staff Underperformance Procedure* should be initiated including the implementation of a *Performance Improvement Plan* if required.

Indicators of poor or underperformance or unsatisfactory behaviour include:

- the employee not performing tasks associated with the role according to the position description
- the employee not carrying out the work to the standard as set by the position description

- the employee displaying unacceptable, disruptive or negative behaviour at work
- the employee not following policies and procedures of the OSHC Service.

Management will review past Performance Review reports to identify any previous concerns and review the employee's job description to identify any concerns or responsibilities that are not being met. Identification of the underperformance or unsatisfactory behaviour will consider the seriousness of the issue, how long the issue has existed and the employee's present performance and how this varies to what is expected of the employee.

A Performance Management Meeting will be arranged with the employee once underperformance or unsatisfactory behaviour has been clearly identified. Management will provide clear communication with employees to clarify:

- performance indicators (why there is an issue)
- expectations around ethics, values and behaviour
- how their underperformance or behaviour impacts the workplace environment and
- why there is a concern from management.

Employees will be informed of expectations and performance standards and requested to participate in a *Performance Improvement Plan* if required.

## PERFORMANCE IMPROVEMENT PLAN

A *Performance Improvement Plan* will be developed with the employee outlining actions and goals to be implemented. Performance expectations and what is to be achieved over a specific period of time will be discussed and documented with the employee.

During the *Performance Improvement Plan* process the employee will be supported to address and resolve instances or patterns of underperformance or unsatisfactory behaviour.

If the employee has not taken reasonable steps to address or resolve their performance or unsatisfactory behaviour and the *Performance Improvement Plan* has not been followed, the employee will be advised of the next steps in the Performance Management process which may include:

- extension of the *Performance Improvement Plan* time frame
- provision of extra support, guidance or mentoring
- issuing of formal warnings and ultimately if the issue cannot be resolved, termination of employment.

A review of the *Performance Improvement Plan* is to be conducted to discuss the employee's progression and to provide feedback of the goals and outcomes set. If the employee is showing satisfactory improvement of the identified issue the *Performance Improvement Plan* will be resolved and processes implemented to ensure improvements will be maintained.

## TERMINATION OF EMPLOYMENT

If an employee's performance or behaviour does not improve to the required standard, termination of their employment may be an option. An employee cannot be dismissed in circumstances that are 'harsh, unjust or unreasonable.' It is vital to be fair to employees, giving reasons for dismissal, and an opportunity to respond to those allegations. If the **employee's** performance does not improve following formal Performance Management Meetings and the implementation and completion of a *Performance Improvement Plan*, then it may be appropriate to issue a formal warning or consider dismissal of employment.

Following a decision to terminate employment management will provide an employee with written notice of the day of termination when ending their employment. The written notice must provide details of the employee's last day and a reason why the employment was terminated.

Employment notice periods will be determined in accordance with the appropriate award. Please note the *Educational Services (Teachers) Award 2020* provides a greater minimum period notice than that required under the *National Employment Standards*.

## SERIOUS MISCONDUCT – TERMINATION OF EMPLOYMENT

Employers are required to adhere to the Fair Work Act when terminating an employee's employment due to the engagement in 'serious misconduct'.

Serious misconduct involves an employee deliberately behaving in a way that is inconsistent with continuing their employment, it may include the following:

- causing serious and imminent risk to the health and safety of another person or to the reputation or profits of their employer's business
- theft, embezzlement, tax evasion
- fraud, misapplication, corruption
- assault, taking of bribes
- being intoxicated at work
- refusing to carry out a lawful and reasonable instruction that is part of the job

- criminally prosecutable offences directly related to employment (child abuse or neglect)
- inability to hold a current Working with Children Check/Clearance

A meeting is to be arranged with the employee regarding the termination of employment due to serious misconduct. A support person should be offered to the employee for the meeting. The manager is to explain the reasons for the termination of employment and the employee provided with a letter explaining the terms of the termination of employment. (See: *Termination of Employment Procedure*).

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

- follow the *Performance Review Procedure* for regular and systematic review of work performance and behaviour
- ensure all staff comply with the *Code of Conduct* at all times
- provide **employees** with a comprehensive *Probation, Induction and Orientation program*
- provide all **employees** with a clear and concise job description upon employment
- conduct Performance Review meetings with **each employee** every 12 months
- **prepare** accordingly before any Performance Review meeting with **individual employee**
- provide time to discuss the process of the review meeting, duration of meeting and provide points for discussion which may include:
  - self-reflection of performance
  - identifying highlights during the year
  - achievement of professional development goals
  - personal characteristics
  - job knowledge and work output
  - motivation
  - leadership
  - family relationships
  - administration skills
  - people management skills
  - career aspirations
  - identifying challenges
- set a mutually convenient time to meet and conduct the *Performance Review*
- provide feedback to each **employee** articulating areas of strength and weaknesses and identifying new goals and/or Quality Improvement Plan (QIP) areas to be a focus of the staff member during the next 12 months

- highlight and discuss any areas where underperformance is identified
- maintain confidentiality and uphold professional integrity at all times
- ensure the employee and manager signs the Performance Review document
- provide a copy of the document to the staff member

In the case of underperformance,

- provide **employees** with 24 hours' notice of any Performance Management meeting and offer a silent support person to support the employee
- be specific with any concerns or issues to be raised during the Performance Management meeting
- document any Performance Management meetings using appropriate forms and templates
- develop and implement a *Performance Improvement Plan* with the individual employee and adhere to the *Managing Staff Underperformance Procedure* if required
- identify outcomes and appropriate goals to assist the educator to improve performance within an agreed timeline
- take appropriate action when performance does not meet the agreed outcomes and goals
- provide an *Official Performance Warning Letter* to the employee formally as part of the *Managing Staff Underperformance Procedure* as required
- adhere to the *Termination of Employment Procedure* when terminating employment of an educator, coordinator or staff member
- provide the employee with a *Termination of Employment letter* upon termination of employment
- adhere to the *Termination of Employment (serious misconduct) Procedure* when terminating employment of an employee due to serious misconduct
- provide the employee with a *Termination of Employment letter* upon termination of employment due to serious misconduct.

#### EDUCATORS AND STAFF MEMBERS WILL:

- perform work to the standard as expected as identified within their **position** description
- participate collaboratively in annual *Performance Review* meetings as a condition of their employment
- reflect on any achievements or challenges that have occurred within the past 12 months to contribute to the *Performance Review*
- address any concerns or issues regarding work performance and highlight areas for improvement or development

- consider any circumstances or events that may have affected performance. e.g., periods of ill health, excessive workloads
- assist to develop goals and expectations during the *Performance Review* process
- complete any training or professional development identified as part of a *Performance Improvement Plan*.

## CONTINUOUS IMPROVEMENT

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

## CHILDCARE CENTRE DESKTOP- RELATED HUMAN RESOURCES

<p>Performance Review - Procedure                  Performance Review Form - Staff                  Performance Review Form - Cook                  Performance Review Form - Director / N. Supervisor                  Position Descriptions</p>	<p>Step 1 - Managing Staff Underperformance Procedure                  Step 2 - Performance Discussion Plan (Prior to meeting)                  Step 3 - Performance Management Meeting Minutes                  Step 4 - Performance Improvement Plan                  Step 5 - Performance Management Follow-up Review                  Step 6 - Official Performance Warning Letter                  Step 7 - Termination of Employment Procedure                  Step 8 - Termination of Employment Letter                  Step 9 - Termination of Employment (Serious Conduct) Procedure                  Step 10 - Termination of Employment (Serious Conduct) Letter</p>
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## SOURCES

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

Early Childhood Australia Code of Ethics. (2016).

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

Fair Work Ombudsman: Best Practice Guide: [Managing underperformance Best Practice Guide \(2020\)](#)

Fair Work Ombudsman. [Children’s Services Award](#).

Fair Work Ombudsman. [Educational Services \(Teachers\) Award 2020](#)

*Workplace Relations Act 1996* (Cth).

Victoria Government. Business Victoria. (2020). Review staff performance <https://business.vic.gov.au/business-information/staff-and-hr/staff-management/review-staff-performance>

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

**REVIEW**

POLICY REVIEWED BY	Tina Chappell	Coordinator	May 24
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V2.05.23		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• minor edits within policy- edits from staff members to employee; job description to position description for consistency</li> <li>• sources checked for currency and repaired as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MAY 2023	<ul style="list-style-type: none"> <li>• Policy maintenance</li> <li>• minor formatting edits within text</li> <li>• hyperlinks checked and repaired as required</li> <li>• Additional section added for Continuous Improvement</li> <li>• Additional section added for Related Resources</li> </ul>	MAY 2024	
JUNE 2022	New Policy developed for OSHC Services	MAY 2023	

**Item 4.5 Behaviour Guidance Policy**

**EXECUTIVE SUMMARY**

The right for children to receive positive guidance in a supportive and respectful environment is promoted within the *Education and Care Services National Regulations*. Children learn to face a variety of challenges throughout their lives. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults. Our Out of School Hours (OSHC) Service will liaise with local feeder primary schools to ensure consistency of behaviour guidance strategies such as Positive Behaviour for Learning (PBL) values.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Behaviour Guidance 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)**

# BEHAVIOUR GUIDANCE POLICY

The right for children to receive positive guidance in a supportive and respectful environment is promoted within the *Education and Care Services National Regulations*. Children learn to face a variety of challenges throughout their lives. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults. Our Out of School Hours (OSHC) Service will liaise with local feeder primary schools to ensure consistency of behaviour guidance strategies such as Positive Behaviour for Learning (PBL) values.

## 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 need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
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.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QUALITY AREA 6: 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.
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
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EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 162A	Child protection training- each nominated supervisor and each person in day-to-day charge and each family day care co-ordinator to have completed the child protection training required or under law for this jurisdiction
S. 166	Offence to use inappropriate discipline
S. 167	Offence relating to protection of children from harm and hazards
S. 174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
84	Awareness of child protection law
147	Staff members [records]
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
175	Prescribed information to be notified to Regulatory Authority

**RELATED POLICIES**

Anti-Bias and Inclusion Policy Educational Program Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy Interaction with Children, Family and Staff Policy	Medical Condition Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Enrolment Policy Supervision Policy
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**PURPOSE**

We aim to create positive relationships with children making them feel safe, secure, and supported within our OSHC Service. We will ensure children are treated with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour is a primary goal for educators and families. This is embedded in fundamental documents including the My Time Our Place, V2.0 (MTOP), Education and Care Services National Regulations, and the National Quality Standard (NQS).

## SCOPE

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

## DEFINITIONS

**Behaviour guidance-** this term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate behaviour guidance educators aim to support each child regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

**Cool down-** this is an example of appropriate discipline or behaviour guidance. A cool down period is when a child is having a difficult moment, they are encouraged to find a space, near an educator, to 'cool down' and regain self-control. This strategy can be used as an opportunity for educators to support children to regulate their own behaviour. [ACECQA, 2020]

**Restraint-** in situations where a child becomes a risk to themselves or others, they may need to be physically removed from the situation or physically restrained by an educator to prevent harm to themselves or others. For instance- attempting to scale a fence, running in front of a vehicle. ACECQA advises that children should only be restrained in emergency situations. (ACECQA, 2023, P.2)

**Self-regulation-** The ability to manage energy states, emotions, behaviour and attention: the ability to return to a balanced, calm and constant state of being. Self-regulation is a key factor for mental health, wellbeing and learning (KidsMatter, Early Childhood, 2014).

**Inclusion-** taking into account all children and young people's social, cultural and linguistic diversity (including learning styles, capabilities, disabilities, gender, family circumstance and geographic location) in program decision-making processes. (MTOP V2.0).

## IMPLEMENTATION

The behaviour and guidance strategies used by staff and educators at our OSHC Service are designed to provide children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual. Educators understand that as children grow and develop self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing clear, consistent guidelines for children’s behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

1. Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources.
2. Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations.
3. Employing strategies for guiding children’s behaviour resulting in decreasing undesired behaviours.

### POSITIVE BEHAVIOUR GUIDANCE STRATEGIES

Guiding children’s behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving.

All educators and staff at our OSHC Service will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Behaviour guidance strategies implemented within our OSHC service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else. They are acknowledged when they make positive choices in managing their behaviour.

Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences providing a ‘cooling down’ period and conferences with children. In the instance of adverse behaviour being persistently observed, educators will evaluate their program, room set up, supervision etc. to identify triggers and sources of inappropriate or challenging behaviour. Physically restraining a child will only be used in emergency situations if a child is:

- In a clearly unsafe situation – e.g., attempting to scale a fence or run onto a road
- Physically threatening other children or adults
- Behaving in ways that are destructive to themselves, other people or the environment. [ACECQA, 2020]

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency. All staff implement an active and positive approach to guiding children's behaviour within our service.

### INAPPROPRIATE DISCIPLINE

Any form of corporal punishment, or any discipline that is unreasonable or inappropriate is not permitted at any time when children are being educated and cared for by an education and care service. Staff are made aware of practices that are interactions with children Inappropriate discipline

### 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 procedure
- all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- families are aware of this *Behaviour Guidance Policy*
- no child being educated and cared for by the OSHC Service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (**Sec. 166 National Law**)
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- each nominated supervisor and person in day-to-day charge of the service has completed child protection training (Section 162A of the National Law)
- staff records include evidence of the approved training completed by staff members (Reg.147)
- connections are built between our service and local primary schools to support positive learning environments
- behaviour guidance does not involve making judgements about children or their families
- information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file
- educators will use this information to engage children in experiences that support children to develop their social and decision-making skills
- positive and respectful relationships with children are established and maintained
- children are empowered to use language and other forms of non-hurtful communication to communicate their emotions

- positive, empathetic relationships are promoted between children assisting them to develop respectful relationships
- the dignity and rights of each child are maintained at all times
- positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour
- general information about behaviour guidance is provided to families such through parent interviews and newsletters
- a partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- excessive or challenging behaviour is managed and communicated with families
- strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator will actually remove the child from the harmful situation if required. It may be necessary to remove other children from the area while the child calms down.
- families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents are required to sign the *Behaviour Incident Report*.
- should the behaviour continue, the child's behaviour is observed and carefully documented. Additional information is collated related to the context and behaviour guidance strategies implemented.
- a meeting with the child's parents/carers and educator may be arranged to discuss any behaviours or concerns that have been observed. A *Behaviour Guidance Plan* may be developed in consultation with families and other health professionals as required
- *Behaviour Guidance Plans* are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family
- the child's primary school is contacted to gain information about behaviour guidance strategies implemented within the school context to ensure consistency between environments
- families, the child's primary school and professional agencies are consulted to ensure that a consistent approach is used to support the child with diagnosed behavioural or social difficulties
- application for additional support for educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program.

- a Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required for individual groups of children
- the SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan
- professional development is provided for educators to be informed, trained and supervised to implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child
- notification is made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the OSHC Service
- notification is made to the regulatory authority and to the children's commissioner, child protection agencies or the police of any incident of inappropriate discipline.

#### EDUCATORS WILL:

- encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others
- actively work with younger children to promote and role-model positive ways to interact with others
- teach behavioural expectations
- support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments
- ensure children are provided with positive guidance and encouragement toward acceptable behaviour
- promote children's initiative and agency
- actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others
- at all times provide positive role-modelling in their dealings with children, other educators and families
- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines
- talk calmly with children about the consequence of their actions, and the reason for rules
- use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator
- guide children's behaviour, teaching them how to be considerate of others – to think about the

effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.

- provide positive feedback and focus on children’s strengths and achievements and build on their abilities
- take into consideration the child’s past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence
- be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour
- provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with
- ensure there are sufficient materials and equipment for individual, small and large group activities
- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests
- adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions
- commit to professional development and keep up to date with industry information regarding behaviour guidance strategies
- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
- participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules
- provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns
- encourage children to listen to other people’s ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations
- listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions
- guide children to remove themselves from situations where they are experiencing frustration, anger, or fear
- support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity
- learn about children’s relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy

skills

- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them
- remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger
- guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour
- implement 'time with' or 'cool down time' with an educator, which will be used when all other strategies (above) have been exhausted. 'Time with' or 'cool down time' allows educators to offer reassurance and support so the child can settle and regain self-control, develop some self-calming behaviours and gain composure. Once calm, educators can assist the child to identify what happened, reflect on their actions and consider how they may have done something differently. 'Time with' or 'cool down time' will always occur under the supervision of other educators
- contribute to and ensure Individual Support Plans are followed in consultation with the Services' SIP.

#### FAMILIES WILL:

- provide consent for the OSHC Service to consult with their child's primary school and other professional agencies to assist with implementing a Strategic Inclusion Plan (SIP)
- work collaboratively with educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour
- consult with educators and provide consent when the Service is applying for Inclusion Support Funding
- work in partnership with educators and health professionals in the development of a behaviour guidance plan or Individual Support Plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within a behaviour guidance plan where required
- create consistency in behaviour guidance strategies used at the Service and at home

#### CONTINUOUS IMPROVEMENT

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

### CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Behaviour Guidance Procedure	Behaviour Guidance Review Form
Behaviour Guidance Guide	Behaviour Guidance Plan A
Behaviour Guidance Incident Report	Behaviour Guidance Plan B
Behaviour Guidance Observation Record	

### SOURCES

Australian Children’s Education & Care Quality Authority. (2014).  
 Australian Children’s Education & Care Quality Authority. (2023). *Guide to the National Quality Framework*.  
 Australian Children’s Education & Care Quality Authority. *Inappropriate discipline*. (2020).  
[www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf](http://www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf)  
 Australian Government Department of Education. *My Time, Our Place- Framework for School Age Care in Australia.V2.0*  
 Australian Government Department of Education. Inclusion Support Program  
<https://www.education.gov.au/child-care-package/inclusion-support-program>  
 Department of Education NSW Positive Behaviour for Learning (PBL) Early Childhood  
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 Early Childhood Australia’s Blog (2018). *What every child needs for learning self-regulation* Kids Matter Early Childhood.  
 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).  
 NAPCAN: [www.napcan.org.au](http://www.napcan.org.au)  
 Porter, L. (2016). *Young children’s behaviour: Guidance approaches for early childhood educators*. Australia: Allen & Unwin.  
 Victorian Government. *Strategies supporting children’s behaviour in early childhood services*.  
[Western Australian Education and Care Services National Regulations](#)

### REVIEW

POLICY REVIEWED BY	Tina Chappell	Coordinator	May 24
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V9.05.24		
MODIFICATIONS	<ul style="list-style-type: none"> <li>annual policy maintenance</li> <li>additional section added ‘inappropriate discipline’</li> <li>sources checked for currency and repaired as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

MAY 2023	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• additional regulations added</li> <li>• restraint information added</li> <li>• hyperlinks checked and repaired as required</li> <li>• link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> <li>• additional section added for Continuous Improvement</li> <li>• additional section added for Related Resources</li> </ul>	MAY 2024
MAY 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>	MAY 2023
MAY 2021	<ul style="list-style-type: none"> <li>• additional links to the National Quality Standard</li> <li>• additions to policy related to behaviour guidance plans</li> <li>• removal of '<i>children will</i>' section- policy is written to guide adults- so not appropriate to be included in policy</li> <li>• sources checked for currency</li> </ul>	MAY 2022
MAY 2020	<ul style="list-style-type: none"> <li>• realignment of content within the policy</li> <li>• deleted content that was repeated in different sections or moved into a different section</li> <li>• changed order of some points</li> <li>• additional definitions added</li> <li>• rewording of some points</li> <li>• notification to regulatory authority added</li> <li>• additional information added for clarity</li> <li>• further sources included</li> <li>• sources updated and checked for currency</li> </ul>	MAY 2021
MAY 2019	<p>My Time Our Place: Framework for School Age Care in Australia info added.</p> <p>Additional information added to points.</p> <p>Rearranged the order of points for better flow</p> <p>Sources checked for currency: Deleted if irrelevant or no longer available.</p> <p>Sources/references corrected, updated, and alphabetised.</p> <p>Information added to sources.</p>	MAY 2020
MAY 2018	<p>Modifications made, taking out 'behaviour management' references and plans and adjusted to Strategic Inclusion Plans</p>	MAY 2019

DECEMBER 2017	Updated the references to comply with the revised National Quality Standard	MAY 2018
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**Item 4.6 Interactions with Children, Families and Staff Policy**

**EXECUTIVE SUMMARY**

My Time, Our Place (MTOP) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. Within our Out of School Hours Care (OSHC) community many different relationships are negotiated with and between children, educators, and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how our community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Interactions with Children, Families and Staff 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)**

# INTERACTIONS WITH CHILDREN, FAMILIES & STAFF POLICY

My Time, Our Place (MTO) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. Within our Out of School Hours Care (OSHC) community many different relationships are negotiated with and between children, educators, and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how our community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

## 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.
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	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share 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.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S.166	Offence to use inappropriate discipline
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
117A	Placing a person in day-to-day charge
118	Educational leader
123	Educator to child ratios-centre-based services
126	Centre-based services- general educator qualifications
145	Staff record
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

**RELATED POLICIES**

Behaviour Guidance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Delivery of Children to, and Collection from and Education and Care Service Premises Educational Program Policy Enrolment Policy Family Communication Policy	Governance Policy Management Committee Policy Orientation of Families Policy Open Door Policy Privacy and Confidentiality Policy Relief Staff Policy Respect for Children Policy Social Media Policy Staffing Arrangement Policy Student and Volunteer Policy Supervision Policy
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**PURPOSE**

We aim to build positive relationships with children, families, and educators through collaboration and interactions, which is reflective of our Out of School Hours Care (OSHC) Service philosophy and the *My Time, Our Place Framework (V2.0)*. Educators will encourage positive relationships between children and

their peers as well as with educators and families at the Service, ensuring children feel safe and supported.

## SCOPE

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

## IMPLEMENTATION

Under the *Education and Care Services National Regulations*, the approved provider must ensure that policies and procedures are in place for interactions with children (Regulation 168) and take reasonable steps to ensure those policies and procedures are followed.

To build and maintain positive and respectful relationships with children, families, and educators our OSHC Service will adhere to our statement of philosophy and the ACA Code of Ethics. We aim to provide a child safe culture where our values and practices that guide the attitudes and behaviour of all staff are guided by the National Principles for Child Safe Organisations **and the** implementation of the Child Safe Standards.

## INTERACTIONS WITH CHILDREN

Children need positive relationships with educators that are trusting and responsive to their individual needs. Through these experiences and interactions children will develop a positive understanding of themselves and feel a sense of belonging. We promote a respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

## THE APPROVED PROVIDER/ 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 procedure
- ensure all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all educators

- meet educator to child ratio and qualification requirements
- ensure all educators and staff have undertaken current child protection legislation training including mandatory reporting requirements and obligations
- ensure that no child is subjected to any form of corporal punishment or any discipline that is unreasonable or inappropriate in the circumstances (S. 166 National Law)

### EDUCATORS WILL:

- role-model appropriate language and behaviour
- support children to be aware of their own feelings as well as the feelings of others
- encourage children to treat all other children with respect
- provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions
- ensure children are aware of how to raise concerns or provide feedback
- respond or report to children about how their feedback has been acted upon
- assist the children to build resilience and self-assurance through positive interactions
- guide children's behaviour positively
- respect the rights, dignity and agency of children (United Nations Convention on the Rights of the Child)
- support children within the OSHC learning environment
- provide appropriate supervision so children feel safe in their interactions with other children
- speak to children in a positive manner at all times, promoting respect, tolerance and empathy, including the use of non-verbal cues and communication
- engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- respect each child's uniqueness, be attuned to, and respond sensitively and appropriately to children's efforts to communicate and use the child's own language, communication styles, and culture to enhance interactions
- listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children's interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming.
- understand their reporting requirements and respond to any incident, disclosure or suspicion of child abuse or harm

- communicate with children by getting down to their level, using eye contact, and showing respect to the child whilst engaging in and promoting effective communication
- show empathy to children
- ensure that the values, beliefs, and cultural practices of the child and family are considered and respected (Reg. 155)
- ensure that no child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time, they will be under adult supervision.
- regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- facilitate children's individual development extending upon their strengths, interests and abilities

### INTERACTIONS WITH FAMILIES

Effective communication is the key to developing and maintaining positive interactions and relationships with others and helps to build trusting and respectful partnerships with families. Educators use positive and open communication with families and siblings in order to create a responsive and inclusive environment for children, staff and families. Interactions with families help to inform educators' knowledge of each child's distinctive interests, skills cultures and abilities. This helps to build a positive experience and a safe learning environment that encourages children to expand their knowledge and understandings.

### MANAGEMENT AND EDUCATORS WILL ENSURE:

- all families are treated equitably without bias or judgement, recognising that each family is unique
- families are provided with information and resources in their first language
- families are asked to identify a preferred method of regular communication with the Service (this may include utilising a translator service)
- families and children are greeted upon arrival in a respectful manner
- they learn the names of family members and use these names when they greet them
- two-way communication is established through leading by example and asking questions and a willingness to offer information about ourselves
- common terminology (not jargon) is used when talking to parents regarding their child's development
- privacy and confidentiality are respected at all times
- information about another child or family information is never discussed with a parent or visitor

- they remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and educators at the service
- the advice and opinion from other professional experts are requested, with parental permission, to assist educators develop and implement strategies to support the inclusion of children with additional needs
- they seek additional resources and professional support for families through a range of organisations such as KU Inclusion Support, Area Health and other specific health professional networks
- verbal communication is always open, respectful and honest
- families are provided with up-to-date service information and notices through Daily Reports, newsletters, communal notice boards, emails and sign-in sheets.
- they regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children
- connections between families are promoted and enhanced through inviting families to participate in routines and events at the OSHC Service
- families are aware of our complaint handling process- (*Dealing with Complaints Policy*)

### INTERACTIONS WITH STAFF AND EDUCATORS

The OSHC Service recognises that the way educators interact with each other has an effect on the interactions they have with children and families. Educators working within our OSHC Service are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables our OSHC Service to maintain positive relations and model the type of communication they want children to develop.

### TO MAINTAIN PROFESSIONALISM AT ALL TIMES, EDUCATORS WILL:

- engage in professional communication in order to create an effective work environment and to build a positive relationship with educators, children and families. Communication amongst colleagues creates a positive atmosphere and a professional image for families. Communication between staff and families ensures that important information is being passed on consistently.
- champion a child safe culture through their attitudes, behaviours and actions
- collaborate together as a team sharing room roles and responsibilities through the use of a roster where necessary
- be respectful when listening to each other's point of view and ideas
- maintain effective communication to ensure that teamwork occurs

- use staff meetings to communicate their professional reflections and ideas for continuous improvement as a team
- attend in-service training to update and refresh and add to individual skills and knowledge
- keep up to date with current legislation to child protection including mandatory reporting requirements – (*Child Protection, Reportable Conduct Scheme*)
- refer to the *Dealing with Complaints Policy (Staff) /Procedure* if they feel a situation with another educator is not being handled with professionalism, respect, and fairness
- recognise each other’s strengths and value the contribution each person makes to different work roles
- work collaboratively to reach decisions which will enhance the quality of the education and care offered at the OSHC Service
- welcome diverse views and perspectives
- work together as a team and engage in open and honest communication at all times
- respect each other’s positions and opinions
- develop and share networks and links with other agencies
- resolve differences promptly and positively and use the experience to develop more effective methods of working together.

#### TO MAINTAIN PROFESSIONALISM AT ALL TIMES, MANAGEMENT WILL:

- provide new educators with relevant information about the OSHC Service and program through a Staff Handbook, induction, and daily communication
- treat educators with respect
- be sensitive to the feelings and needs of educators
- provide constructive feedback to educators as part of their professional learning plan support
- value the role and contribution of each educator
- demonstrate commitment to ongoing collaboration and engagement to support staff wellness
- provide opportunities for all educators to have input into the program development and evaluation
- appreciate and utilise educator skills and interests
- provide support, assistance and mentoring to educators
- hold regular educator meetings to encourage and support professional growth and reflective practice
- use appropriate conflict resolution techniques to solve problems
- ensure policies and procedures are up to date regarding communication, expected behaviour and grievances
- provide opportunities for professional development.

## TO ENHANCE COMMUNICATION AND TEAMWORK, EDUCATORS WILL:

- maintain privacy and confidentiality
- be respectful, caring and inclusive of all colleagues
- be sensitive to the feelings and needs of other team members
- support colleagues during difficult situations
- provide constructive feedback to each other
- trust each other
- value the role and contribution of colleagues
- appreciate and utilise colleague skills, strengths and interests regardless of qualification and experience
- provide support and assistance to each other
- share responsibilities
- have a flexible attitude towards team roles and responsibilities
- greet each other by name
- show genuine interest in the other person by using active and reflective listening
- communicate ideas and opinions clearly and professionally
- use a communication book or daily diary to pass on messages and record relevant information
- use appropriate conflict resolution techniques to solve problems
- engage in opportunities for professional development.

## CONTINUOUS IMPROVEMENT/REFLECTION

Our *Interaction with Children, Families and Staff Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

## SOURCES

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

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

Australian Children's Education & Care Quality Authority. (2021). Policy and Procedure Guidelines- *Interactions with Children*

Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

Child Australia *Cultural Connections Booklet*. (2017).

Early Childhood Australia Code of Ethics. (2016).

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

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

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

NSW Department of Education. (2021). [Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services](#).

Privacy and Personal Information Protection Act 1998 (Cth).

Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education  
*Evidence Paper Practice Principle 5: Respectful relationships and responsive engagement*

<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/respectrelns.pdf>

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

## REVIEW

POLICY REVIEWED BY	Tina Chappell	Coordinator	May 25
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V9.05.24		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• added information about receiving gifts from families</li> <li>• minor edits</li> <li>• sources checked for currency and updated as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MAY 2023	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• hyperlinks checked and repaired as required</li> <li>• continuous improvement/reflection section added</li> <li>• link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> </ul>	MAY 2024	
MAY 2022	<ul style="list-style-type: none"> <li>• policy maintenance – change of name of related policy</li> <li>• no major changes to policy</li> <li>• minor formatting edits within text</li> <li>• hyperlinks checked and repaired as required</li> </ul>	MAY 2023	
AUGUST 2021	<ul style="list-style-type: none"> <li>• edits to policy guided by ACECQA <i>Interactions with Children policy guidelines</i> (August 2021)</li> <li>• inclusion of additional regulations</li> <li>• inclusion of commitment to Child Safe Standards to ensure a child safe culture within the service</li> </ul>	MAY 2022	
MAY 2021	No major changes to policy sources checked for currency	MAY 2022	
MAY 2020	additional content added to sections as highlighted rewording of some points to ensure clarification	MAY 2021	

	<p>some statements moved into interactions with staff and educators</p> <p>minor adjustments to formatting for consistency</p> <p>additional sources utilised within policy as referenced</p>	
MAY 2019	<p>Added section '<i>To enhance communication and teamwork, Management will:</i>' taking relevant points from section '<i>To enhance communication and teamwork, Educators will:</i>'.</p> <p>Sources checked for currency.</p> <p>Sources/references alphabetised</p>	MAY 2020
MAY 2018	<p>New policy created</p>	MAY 2019

**Item 4.7 Payment of Fees Policy**

**EXECUTIVE SUMMARY**

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for the payment of fees and the provision of a statement of fees charged by the service and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Out of School Hours Care (OSHC) provides quality education and care for primary school-age children outside school hours and during school holidays. Our OSHC Service supports children to engage in play and leisure activities, develop new skills and build relationships with other children and educators whilst supporting workforce participation of parents and carers. Our OSHC Service is committed to providing quality education and care to all children at an affordable fee for families.

As an approved childcare service, Child Care Subsidy (CCS) is available to reduce fees to eligible families. Our fee structure is based on our ability to provide the requirements of the Education and Care National Law and National Regulations, Family Assistance Law, the Australian Taxation Office and guidelines contained in the Child Care Provider Handbook.

**OFFICER'S RECOMMENDATION**

*That Council: adopt the Payment of Fees 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)**

# PAYMENT OF FEES POLICY

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for the payment of fees and the provision of a statement of fees charged by the service and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Out of School Hours Care (OSHC) provides quality education and care for primary school-age children outside school hours and during school holidays. Our OSHC Service supports children to engage in play and leisure activities, develop new skills and build relationships with other children and educators whilst supporting workforce participation of parents and carers. Our OSHC Service is committed to providing quality education and care to all children at an affordable fee for families.

As an approved childcare service, Child Care Subsidy (CCS) is available to reduce fees to eligible families. Our fee structure is based on our ability to provide the requirements of the Education and Care National Law and National Regulations, Family Assistance Law, the Australian Taxation Office and guidelines contained in the Child Care Provider Handbook.

## NATIONAL QUALITY STANDARD (NQS)

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
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood and support effective decision making and operation of the service

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services 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 and procedures

**RELATED LEGISLATION**

Child Care Subsidy Secretary’s Rules 2017	Family Law Act 1975
<b>Child Care Subsidy Minister’s Rules 2017</b>	A New Tax System (Family Assistance) Act 1999
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in <a href="https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook">https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook</a>	

**RELATED POLICIES**

CCS Accounts Policy	Fraud Prevention Policy
Child Care Subsidy (CCS) Governance Policy	Governance Policy
Dealing with Complaints Policy	Orientation of Families Policy
Delivery of Children to, and Collection from and Education and Care Service Premises	Privacy and Confidentiality Policy
Enrolment Policy	<b>Record Keeping and Retention Policy</b>
	Termination of Enrolment Policy

**PURPOSE**

For parents to gain a clear understanding of the **OSHC** Service fee structure, payment requirements and Child Care Subsidy benefits prior to enrolment. This policy explains process of fee payment and the necessity of ensuring children’s fees are paid on time and consequences for failure to pay fees on time.

**SCOPE**

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

**IMPLEMENTATION**

Our OSHC Service aims to ensure families understand the fee schedule and payment process required for education and care to be provided for their child. We are committed to meet our obligations to maintain financial integrity and comply with all Child Care Subsidy legislative requirements. We have effective compliance systems in place to ensure childcare funding is administered appropriately. Our OSHC Service ensures the confidentiality and privacy of all personal information provided to the Service about the enrolled child and family.

The fee structure of the OSHC Service includes:

**GENERAL FEES**

- Fees are charged for each session for after school care and per day for vacation care programs
- CCS is paid directly to the Service and this is used as a fee reduction (visible on a family’s statement).

- Families are required to **make a co-contribution to their child care fees**. This is the difference between the fee charged and the **child care subsidy** amount- the 'gap **fee**' **amount**
- Fees are charged for full sessions only (regardless of the actual attendance hours any day)
- Families are requested to contact the Service if their child is unable to attend a particular session
- Casual days may be offered to families if available within the OSHC Service's license.

### CHILD CARE SUBSIDY (CCS)

- Parents/guardians are required to register for CCS through their [myGOV](#) account linked to Centrelink and provide documentation to support the CCS payment
- Basic requirements that must be satisfied for an individual to be eligible to receive Child Care Subsidy.

- **The child must:**

- **be 13 or under**
- **not attending secondary school (unless an exemption applies)**
- **meet immunisation requirements**

- Childcare must be provided by an approved provider

- **Families level of Child Care Subsidy will be determined by:**

- **family income estimate**
- **activity level**
- **Aboriginal and Torres Strait Islander children**
- **number of children in care**
- **type of early learning and childcare Service**

- Child Care Subsidy will be provided directly to the Service and this amount deducted from the parent/family account
- Families must regularly check their details are correct and report a change in circumstance to Centrelink- (family income, activity levels, relationship changes or any other changes to their circumstances)
- Any disputes with CCS payments are the responsibility of the family. The family will be referred to contact Centrelink directly for any enquiries regarding CCS payments

### PAYMENT OF FEES

- Fees and charges are outlined upon enrolment
- A dishonour fee will apply for direct debit transactions where there are insufficient funds to cover the fees

- Families will be issued with a *Statement of Entitlement* on a fortnightly basis in accordance with the fee payment and Regulatory requirements
- The *Statement of Entitlement* will include details of the sessions of care provided and the resulting fee reduction amounts
- The *Statement of Entitlement* is generated using our CCS Software which meets all requirements as per Family Assistance Law legislation

### ABSENCES FROM THE OSHC SERVICE

- Families are requested to contact the Service if their child is unable to attend a particular session  
Families must still pay the 'gap' fee to the Service if their child is unable to attend. [Fee charging practices are commercial decisions made by each childcare service and are not a matter regulated by the Family Assistance Law. Source: Australian Government Department of Education]
- Under the Child Care Subsidy families are allowed 42 absence days per child, per financial year and may be entitled to additional absence days in certain circumstances. (See Child Care Subsidy Handbook)
- Additional absences can be claimed for the specified reasons as defined by the Family Assistance Law
- Records and evidence will be kept by the Service for each additional absence, where required
- Families can view their absence count through their Centrelink online account via [myGov](#).
- In a period of emergency (declared by the Australian Government), such as bushfire or flood, extra allowable absences for the duration of the emergency will be automatically applied in the CCS system

### FINANCIAL DIFFICULTIES ADDITIONAL CHILD CARE SUBSIDY

- Additional Child Care Subsidy (ACCS) provides extra help with the cost of early education and care
- There are four different payments under Additional Child Care Subsidy:
  - [Child wellbeing](#) to help children who are at risk of serious abuse or neglect. The approved provider is involved in determining children who may require additional support who are at risk of harm
  - [Grandparents](#)—to help grandparents on income support who are the principal caregiver of their grandchildren. Families are required to contact Centrelink directly regarding this payment
  - [Temporary financial hardship](#)—to help families experiencing financial hardship. Families are required to contact Centrelink directly regarding this payment
  - [Transition to work](#)—to help low-income families transitioning from income support to work. Families are required to contact Centrelink directly regarding this payment

- If a family is experiencing financial difficulties, a suitable payment plan may be arranged with authorisation of the approved provider

### DEBT RECOVERY PROCEDURE

- If a family fails to pay the required fees on time, a reminder letter will be issued after **one week** and then again after **two weeks** if the fees are still outstanding
- At any time of the debt recovery process the family will be encouraged to enter a debt agreement with the service to repay outstanding fees. A written contract will be provided for the family to sign outlining repayment plan details. The repayment plan will provide information as to the duration and amount of the repayments as well as steps that will be taken if the repayment plan is not adhered to
- A child's position will be terminated if payment has not been made after **three weeks**, for which the family will receive a final letter terminating the child's position. At this time the OSHC Service will initiate its debt collection process, following privacy and conditional requirements.

### LATE FEES

- It is unacceptable to pick children up late from the OSHC Service. A late fee will apply where children are not picked up prior to closing time
- Currently, a fee of \$15.00 per 10 minutes block or part thereof will be incurred by the family
- A review of the child's enrolment will occur where families are consistently late with fee payment.

### CHANGE OF FEES

- Fees are subject to change at any time provided a minimum of **four weeks** written notice is given to all families (**Regulation 172 requires a minimum of 14 days' notice**)
- CCS hourly rate caps may be increased by the CPI at the commencement of each financial year
- Any CCS hourly rate increases are governed by CCS and are automatically adjusted through our CCS Software.

### TERMINATION OF ENROLMENT

- Parents/**guardians** are to provide **two weeks** written notice of their intention to withdraw a child from the **OSHC Service**
- If termination from the OSHC Service is required without notification, families can lose their Child Care Subsidy, resulting in the payment of requirement for full fees to be charged
- In some circumstances CCS may not be paid for sessions if the child has not physically started care
- Additionally, CCS may not be paid for absences submitted after a child's last physical day of care, unless conditions have been met as specified by Family Assistance Law

## RESPONSIBILITY OF MANAGEMENT

The approved provider and nominated supervisor are responsible for:

- ensuring that obligations under the *Education and Care Services National Regulations* are met
- ensuring the service and all persons with management and control (PMC) comply with the rules under Family Assistance Law (FAL)
- ensuring persons with management and control (PMC) are consider 'fit and proper' persons
- taking reasonable steps to ensure all educators, staff and volunteers follow the *Payment of Fees Policy and procedure*
- ensuring all families are aware of our *Payment of Fees Policy*
- ensuring enrolments are submitted correctly with the appropriate enrolment information
- providing families with regular statement of fees payable
- notifying families of any overdue fees
- providing families with reminder letters as required
- terminating enrolment of children should fees not be paid
- discussing fee payment with families if required
- providing at least **4 weeks written notice** to families of any fee increases or changes to the way fees are collected

[Please note: Reg. 172 states a minimum of at least 14 days' notice regarding changes to policies must be provided to families]

## RESPONSIBILITY OF FAMILIES

- Provide the OSHC Service with the correct enrolment details to facilitate the CCS claim, if required, including:
  - Centrelink Reference Numbers for child and CCS claimant
  - Date of Birth for child and CCS claimant
- Ensure payment of fees as per policy
- Notify Centrelink of any changes that may affect their CCS entitlement
- Confirm their child's enrolment through the parents myGov account.

## THIRD PARTY PAYMENTS

Parents are generally liable to pay the co-contribution for childcare fees. Only state and territory governments (and their agencies) can contribute to the cost, in part of full, of childcare fees for families.

Where an agreement has been made between an employer or charity to assist in the contribution of fees the fees must be reduced accordingly before CCS has been applied.

Our Service will record all documentation regarding any third-party payments.

**COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY**

Families who wish to raise concerns regarding the management of Child Care Subsidy should speak with the Nominated Supervisor in the first instance. The Nominated Supervisor will follow the steps as outlined in this policy, including advising the Approved Provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the dedicated Child Care Tip-Off Line either via phone or email:

Phone: 1800 664 231

Email: [tipoffline@education.gov.au](mailto:tipoffline@education.gov.au)

**Resources and information for families**

[Child Care Subsidy](#)

[Centrelink Customer Reference Number](#)

[Absences from childcare- Australian Government](#)

**CONTINUOUS IMPROVEMENT/REFLECTION**

Our *Payment of Fees Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

**CHILDCARE CENTRE DESKTOP- RELATED RESOURCES**

Fee Increase Letter – General	Overdue Fee Payment Procedure
Overdue Fee Payment Letter	Payment Plan Template
	Staff Discount Application

**SOURCES**

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

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

Australian Children’s Education & Care Quality Authority. (2021). [Policy and procedure guidelines. \*Payment of Service Fees and Provision of a Statement of Fees Charged by the Service.\*](#)

Australian Government Department of Education [Child care discount for early childhood workforce](#)

Australian Government Department of Education. Child Care Provider Handbook

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Department of Education *Early Childhood and Care* <https://www.education.gov.au/early-childhood>

Australian Government Department of Education (2024). [Help in an emergency](#)

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

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

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

**REVIEW**

POLICY REVIEWED BY	Tina Chappell	Coordinator	May 2024
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V15.05.24		
MODIFICATIONS	<ul style="list-style-type: none"> <li>annual policy maintenance</li> <li>updated CCS eligibility (effective July 2023)</li> <li>added content to responsibility of approved provider/management</li> <li>sources checked for currency and hyperlinks updated</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MAY 2023	<ul style="list-style-type: none"> <li>policy maintenance</li> <li>minor formatting edits within text</li> <li>Change in payment of Gap Fees by EFT (effective 1 July 2023)</li> <li>information added regarding staff discounts</li> <li>continuous improvement/reflection section added</li> <li>Childcare Centre Desktop Related resources section added</li> </ul>	MAY 2024	
SEPTEMBER 2022	<ul style="list-style-type: none"> <li>Update of Department name from Department of Education, Skills, and Employment to <b>Department of Education</b></li> <li>policy maintenance</li> <li>minor formatting edits within text</li> <li>hyperlinks checked and repaired as required</li> <li>link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> </ul>	MAY 2023	
MAY 2022	<ul style="list-style-type: none"> <li>policy maintenance – name change of related policy <del>Arrival and Departure Policy</del></li> <li>no major changes to policy</li> <li>minor formatting edits within text</li> </ul>	MAY 2023	

	<ul style="list-style-type: none"> <li>hyperlinks checked and repaired as required</li> </ul>	
AUGUST 2021	<ul style="list-style-type: none"> <li>Update of Related Legislation</li> <li>Policy revised to align with recommendations with ACECQA’s policy guide (August 2021)</li> <li>Updated Related Policies</li> <li>Check of links used within policy</li> </ul>	MAY 2022
MAY 2021	<ul style="list-style-type: none"> <li>Policy reviewed following updates in October 2020 as part of yearly review cycle</li> <li>Policy content and sources current</li> <li>Resource-<i>Overdue Fees Procedure</i> information added</li> </ul>	MAY 2022
OCTOBER 2020	<ul style="list-style-type: none"> <li>Minor adjustments recorded</li> <li>Additional information added- ACCS, absences, responsibility of families, CCS tip-off line and complaints</li> </ul>	MAY 2021
MARCH 2020	<p>Policy statement added                      Implementation information added                      CCS section included                      Absences section added                      Responsibility for Management expanded                      Resources and information section added</p>	MAY 2021
MAY 2019	<p>Sources checked for currency.                      URLs added.                      Sources/references alphabetised.                      Minor formatting for consistency throughout policy.                      ‘Related policies’ alphabetised.</p>	MAY 2020
MAY 2018	<p>New policy created to comply with changes to the Child Care Subsidy</p>	MAY 2019

**Item 4.8 Professional Development Policy**

**EXECUTIVE SUMMARY**

*Professional development* is a term used which includes workshops, conferences, in-services, training sessions, formal studying, readings, and professional research. The contribution of professional development to developing practice can be a source of deep professional satisfaction, for both individual practitioners and Out of School Hours Care (OSHC) Services collectively.

A commitment to ongoing professional development is the key to effective continuous improvement and the provision of quality school age care. Engaging in professional development helps to identify individual educator's areas of strengths and areas requiring improvement.

**OFFICER'S RECOMMENDATION**

***That Council: adopt the Professional Development 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 N – Policy

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

# PROFESSIONAL DEVELOPMENT POLICY

*Professional development* is a term used which includes workshops, conferences, in-services, training sessions, formal studying, readings, and professional research. The contribution of professional development to developing practice can be a source of deep professional satisfaction, for both individual practitioners and Out of School Hours Care (OSHC) Services collectively.

A commitment to ongoing professional development is the key to effective continuous improvement and the provision of quality school age care. Engaging in professional development helps to identify individual educator’s areas of strengths and areas requiring improvement.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service’s operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members’ performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 162(A)	Child protection training- each nominated supervisor and each person in day-to-day charge and each family day care co-ordinator to have completed the child protection training required or under law for this jurisdiction
84	Awareness of child protection law
118	Educational Leader
126	Centre-Based services – general educator qualifications
136	First Aid qualifications

138	Application for qualification to be assessed for inclusion on the list of approved qualifications
168	Education and care service must have policies and procedures.

**RELATED LEGISLATION**

Child Care Subsidy Secretary’s Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in <a href="https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook">https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook</a>	

**RELATED POLICIES**

CCS Governance Policy CCS Personnel Policy Code of Conduct Policy Child Protection Policy Enrolment Policy First Aid Policy	Payment of Fees Policy Record Keeping and Retention Policy Recruitment Policy Staff Arrangement Policy Work, Health and Safety Policy
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**PURPOSE**

Professional development allows individuals to build and improve their knowledge and skills within the early childhood and school age care sector whilst keeping up to date with current research and recommended practice. The school age care sector continues to grow and change and these changes impact on licensing and assessment requirements as well as our interactions and documentation of individual children. To comply and improve we implement procedures for identifying areas in which our educators and staff can enhance skills and knowledge through relevant and effective professional development and training. We aim to review and update individual professional development plans based on performance appraisals detecting strengths, interests, and goals.

**SCOPE**

This policy applies to educators, staff, approved provider, nominated supervisor and management of the OSHC Service.

**IMPLEMENTATION**

The Early Childhood Australia (ECA) Code of Ethics suggest that in relation to being professional, educators will take responsibility for reflecting on and assessing their professional values, knowledge and practice, and the positive contribution to the early childhood profession. Educators will engage in critical

reflection, ongoing professional learning and support research that builds knowledge and that of the profession.

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

- obligations under the *Education and Care Services National Law and National Regulations* are met
- educators are knowledgeable and have access to the OSHC Services policies and procedures, and Code of Conduct
- educators are knowledgeable in the pedagogy programming and practice required to be implemented for the education of children following the National Quality Framework, National Quality Standard, My Time Our Place V2.0 (MTOPI)
- educators are aware of the National Education and Care Services National Law, National Education and Care Services National Regulations and the Early Childhood Australia (ECA) Code of Ethics
- the nominated supervisor undertakes professional development in accordance with National Law and Regulations, Family Assistance Law (FAL), Child Care Subsidy and their individual professional development plan
- administration staff are aware of Family Assistance Law (FAL) legislation, enrolment processes and management of Child Care Subsidy as detailed in the Child Care Provider Handbook and keep up to date with changes and additions to the administration of Child Care Subsidy
- the roster supports at least one nominated supervisor and person in day-to-day charge of the Service, who holds the following qualifications is in attendance at all times at the Service when children are being educated and cared for and immediately available in an emergency:
  - ACECQA approved and current first aid qualification including CPR
  - ACECQA approved and current emergency asthma management training
  - ACECQA approved and current anaphylaxis management training
  - child protection training [as required in each jurisdiction]
- child protection training for nominated supervisors is valid and updated every 12-24 months, and whenever significant changes are made to the child protection law or reporting requirements, to maintain skills and knowledge required by required by National Law and Regulations [S.162(A)]
- educator's child protection training is valid and updated every 12-18 months to maintain skills and knowledge required by National Regulations [best practice]
- the policies, practices, systems and processes within the Service align with the requirements of the Child Safe Standards
- all educators and staff are provided with professional learning for the Child Safe Standards to continually improve their child safe capabilities

- a budgeted amount is allocated and available to provide relevant training to educators and staff
- approve all professional development prior to booking (for events which are paid for or subsidised by the Service). Only professional development which are beneficial to the Service and other educators will be approved for payment, at the discretion of the educational leader
- all professional development completed by educators and staff is recorded in individual staff records via the *Professional Development Record* and relevant materials and information to enhance skills and knowledge is shared with colleagues
- a variety of professional development for educators and staff is provided and encouraged
- professional development is linked to the Quality Improvement Plan (QIP)
- educators and staff have the opportunity to experience different rooms and/or locations of OSHC premises. This will be achieved through rotation of educators and staff at the discretion of management but will not have adverse effects on the continuity of care experienced by children. Individual needs will be considered when rotation occurs, but the final decision should not hinder other staff members from the opportunity to develop their skills and knowledge.
- mentoring programs and management support networks are implemented for educators and staff to receive guidance and inspiration
- opportunities are provided for educators to work closely with more experienced colleagues to assist skills in observations, questioning, critiquing and responding to children's experiences
- they are positive role models for educators and staff
- educators are supported to attend professional development by committing time and resources in order to develop new skills and knowledge that can be shared within the OSHC Service
- strategies are implemented by educators to make practical use of the information gained from professional development
- a culture of learning through reflective practice within the Service to drive continuous improvement is developed
- *Position Descriptions* are reviewed as part of the agenda before establishing the *Professional Development Plan*
- educators are supported to complete the *Ambitions and Reflections Form* to assist with allocation of training and development
- the *Ambitions and Reflections Form* is reviewed in collaboration with educational leader once professional learning is undertaken, to gain an understanding of each team member's personal goals and aspirations.

### THE EDUCATIONAL LEADER WILL:

- review professional development with **the** nominated supervisor for the OSHC service
- support educators to further their professional growth and achieve accreditation under the Australian Professional Standards for Teachers
- meet with educators and discuss outcomes of the **Professional Development Ambitions and Reflections Form**
- complete the simple **Professional Development** SWOT analysis for each educator (Strengths, Opportunities, Weaknesses and Threats)
- maintain the **Professional Development Record** for each educator following the completion of training and workshops
- source and schedule in-services, webinars, workshops and other professional development opportunities as per educator **Professional Development Plan** taking into consideration the service training budget
- facilitate educators to share new knowledge and skills learnt at training and workshops
- facilitate reflective practice as a form of ongoing professional learning for all staff
- support educators to undertake WHS training as a part of their in-service training.

### EDUCATORS WILL:

- keep up to date with Child Protection 'refresher' training ensuring currency and compliance
- participate in training to build capacity to implement the Child Safe Standards
- hold a current ACECQA approved first aid **and CPR** qualification and ACECQA approved emergency asthma and anaphylaxis management qualifications
- ensure CPR training is completed annually
- complete annual adrenaline auto injector training through ASCIA
- attend a minimum of **4** professional development/ in-services training over a 12-month period for permanent-part time and casual staff
- seek assistance and direction from the OSHC service's educational leader regarding options for in-services and other professional learning opportunities
- **participate in professional learning about Family Assistance Law and Child Care Subsidy**
- engage in the **Professional Development Plan** activities with the Educational Leader as per the Professional Development Agenda, including completing the **Professional Development Ambitions and Reflections Form**, and completing in the **Professional Development Plan** with the educational leader

- following the attendance of training and workshops, complete a *Professional Development Review Form*
- with the assistance of the educational leader, share skills and knowledge learnt from professional development with other team members.

**EXAMPLE OF PROFESSIONAL DEVELOPMENT AND IN-SERVICE OPPORTUNITIES**

Networking with other services and professionals	Mentoring and coaching programs
In-house or external training (workshops, courses)	Self-paced training packages
Sharing information gained from formal studies	Hands-on job training
Knowledge and skills sharing	Conferences
Visitors from local areas	Meeting discussions
Reading professional publication and websites	Viewing professional DVD’s
Engage in professional reflection (journals)	Reading recently published ECE texts
Subscribing to professional newsletters	Inquiry conversations
Formal TAFE, college or University courses (check with <a href="#">ACECQA for list of approved qualifications</a> )	

**CONTINUOUS IMPROVEMENT/REFLECTION**

Our *Professional Development Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

**CHILDCARE CENTRE DESKTOP- RELATED RESOURCES**

<p><b>Professional Development</b> Ambitions and Reflections Form</p> <p>Professional Development Guide and Procedure</p> <p>Professional Development SWOT</p> <p>Professional Development Plan- Template</p>	<p>Professional Development Record</p> <p>Professional Development Reflection- Form</p> <p>Professional Development Audit</p>
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**SOURCES**

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

**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 Child Care Provider Handbook <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Department of Education. [Leading Learning Circles for Educators Engaged in Study. \(2016\).](#)

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

**REVIEW**

POLICY REVIEWED BY	Tina Chappell	Coordinator	May 24
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V9.05.24		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• added information for professional learning related to approved learning framework, NQF/NQS, FAL, CCS</li> <li>• added National Law for NS to complete child protection training</li> <li>• Nominated Supervisor section merged with AP/Management section to reduce repetitive statements</li> <li>• sources checked for currency and updated as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MAY 2023	<ul style="list-style-type: none"> <li>• policy maintenance</li> <li>• minor formatting edits within text</li> <li>• hyperlinks checked and repaired as required</li> <li>• link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> <li>• Continuous Improvement/Reflection section added</li> <li>• Childcare Centre Desktop Resource section added</li> </ul>	MAY 2024	
MAY 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>	MAY 2023	
AUGUST 2021	<ul style="list-style-type: none"> <li>• Update of Related Legislation</li> <li>• Update of Related Policies</li> <li>• Check of links within policy</li> </ul>	MAY 2022	
MAY 2021	<ul style="list-style-type: none"> <li>• merged Curriculum (Pedagogy) and Educators Training Policy into this policy to prevent duplication of information/policy</li> <li>• sources checked for currency</li> </ul>	MAY 2022	

<p>DECEMBER 2020</p>	<ul style="list-style-type: none"> <li>• Additional information related to Family Law and CCS training for all staff</li> <li>• Update of Policy Name</li> <li>• Removal of requirement of professional development to be NESQA approved</li> <li>• Additional references to Professional Development resources</li> <li>• Addition of Educational Leader content</li> </ul>	<p>MAY 2021</p>
<p>MAY 2020</p>	<ul style="list-style-type: none"> <li>• re-wording of some sentences to improve flow of text</li> <li>• additional content added</li> <li>• additional regulation related to Child Protection law</li> </ul>	<p>MAY 2021</p>
<p>MAY 2019</p>	<p>New policy drafted for Out of School Hours Care</p>	<p>MAY 2020</p>

**Item 6. General Business**

DATE OF NEXT MEETING

**16 July 2024**

**CONCLUSION**

Peter Bennett  
**Chief Executive Officer**